1.1 CONTEXTUAL STATEMENT

Faulconbridge Public School is an inclusive school community where diversity is not only acknowledged, but also celebrated. It is a school where individual differences are respected in an environment that promotes a fair go for all. Our school community has developed a statement of core values that reflect these attitudes and beliefs.

These core values are:

<table>
<thead>
<tr>
<th>LEARNING</th>
<th>POSITIVE RELATIONSHIPS</th>
<th>PERSONAL GROWTH</th>
<th>HEALTHY ENVIRONMENTS</th>
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At Faulconbridge Public school we acknowledge that bullying does, at times occur. It is our aim to work together to develop a school culture that does not accept bullying in any form by any member of the school community. It is the responsibility of all members of the school community to reject bullying and support the collaboratively developed strategies in this policy. This policy outlines procedures for reporting bullying and describes the levels of support available to all students.

The plan has been developed in the context of the following:

- Quality education is provided for students to meet their learning needs in a secure, ordered, safe and supportive environment.
- The focus of quality education is for students to learn and grow with confidence. Students develop best in schools where teaching and learning occur in a context of student welfare.
- The wellbeing, safety and health of students inform school policies, programs and practices.
- Partnership with parents, caregivers, students and the wider community are central to the success of this process.

1.2 DET POLICY STATEMENT

- Schools exist in the society where intimidation, harassment and victimisation occur. Bullying must be taken seriously and is not acceptable in any form.
- Students have the right to expect that they will spend the school day free from the fear of bullying, harassment, intimidation and victimisation.
2.1 **BULLYING**

- Devalues, isolates and frightens
- affects an individual’s ability to achieve
- has long-term effects on those engaging in bullying behaviour, those who are the subjects of bullying behaviour and the onlookers or bystanders.

Teachers, students, parents, caregivers and members of the wider community have a responsibility to work together to address bullying.

2.2 **SCHOOL BULLYING BEHAVIOUR**

Bullying can be defined as intentional, repeated behaviour by an individual or group of individuals that causes distress, hurt or undue pressure.

Bullying involves the abuse of power in relationships. Bullying can involve all forms of harassment (including sex, race, disability, homosexuality or transgender), humiliation, domination, intimidation and victimisation of others.

2.3 **BULLYING BEHAVIOUR**

Bullying is any situation where an individual or group assumes a position of power over another individual or group through repeated violence, aggression and/or intimidation, with any physical or emotional impact.

- It can take a number of forms: physical, verbal and/or emotional.

- It can be planned, organized and/or unintentional.
- Bullying is generally regarded as taking place repeatedly over a period of time. However, single, serious incidents that elicit a similar physical and/or emotional impact must also be addressed accordingly.

- **Physical abuse may include:** hitting, pushing, punching, kicking, scratching, tripping or spitting on others, interfering with other’s property by stealing, hiding, damaging or destroying it and extortion.

- **Verbal abuse may include:** using offensive names, teasing or spreading rumours about others or their families, using put-downs, belittling other’s abilities and achievements, writing offensive notes or graffiti about others, including SMS and email messages, making degrading comments including about another's culture, religious or social background.

- **Emotional abuse may include:** hurtfully excluding others from a group, making suggestive comments or other forms of sexual abuse, ridiculing another's appearance and forcing others to act against their will.
• Psychological abuse may include: cyber bullying e.g spreading rumours, dirty looks, hiding or damaging possessions, malicious SMS and email messages, inappropriate use of camera phones, chat rooms or other forms of social networking using ICT (can be more aggressive because it is not face to face).

3.1 STATEMENT OF PURPOSE

Students attend Faulconbridge Public School to participate in quality education that will help them to become self-directed, lifelong learners who can create a positive future for themselves and the wider community.

• Any inappropriate behaviour that gets in the way of teaching and learning at the school and interferes with the wellbeing of students cannot be accepted.

• Students, teachers, parents, caregivers and members of the wider community have a shared responsibility to create a safe and happy environment, free from all forms of bullying.

• Students, teachers, parents, caregivers and members of the wider community can expect:
  - that students will be safe at school, free from fear of bullying, harassment, intimidation and victimisation
  - to be involved in the collaborative development of the school Anti-Bullying plan
  - to know what is expected from them and others in relation to the school’s Anti-Bullying plan
  - that all students will be provided with appropriate support when bullying occurs.

• Student, teachers, parents, caregivers and members of the wider community have a responsibility to:
  - promote positive relationships that respect and accept individual differences and diversity within the whole school community
  - contribute to the development of the Anti-Bullying Policy and support it through words and actions
  - actively work together to resolve incidents of bullying using the Anti-Bullying policy and plan.

3.2 STUDENTS RIGHTS

Students at Faulconbridge Public School have the right:

• to feel safe in the classroom and playground and to be free from bullying
• to participate and contribute in a fair and supportive environment
• to be heard and treated fairly by the whole school community
• to be accepted and respected for individual differences and diversity
irrespective of gender, race, religion or physical ability
• to be recognized for their individual endeavours and excellence.

3.3 STUDENTS RESPONSIBILITIES
• Value all members of school community.
• Treat everyone with courtesy, kindness and respect.
• Help students who are being bullied.
• Refuse to be involved in any bullying situation.
• Report the incident or suspected incident and help break down the code of secrecy surrounding bullying.
• Speak out against bullying and unacceptable behaviour.
• Represent our school with pride and sportsmanship.

If students who are being bullied have the courage to speak out, they may help to reduce pain for themselves and other potential victims.

3.4 STAFF RESPONSIBILITIES
• Promote positive relationships that respect and accept individual differences and diversity within Faulconbridge Public School.
• Be role models in word and action at all times.
• As the adult in the school community be observant of signs of distress or suspected incidents of bullying.
• Make efforts to lessen opportunities for bullying by active patrolling during supervision duty, arriving at class on time and moving promptly to lessons.
• Take steps to help victims and remove sources of distress without placing the victim at further risk.
• Work together to resolve incidents of bullying behaviour.
• Report suspected incidents to the appropriate staff member such as Stage Coordinator or Principal who will follow the designated procedures.
• Actively inform parents of the appropriate protocol to be followed to report bullying behavior.
• Address the issue by explicit teaching through the curriculum using the strategy of the Anti-Bullying checklist.
• Develop and utilise visual aids (posters and signs) that reinforce anti-bullying messages and fair play.
• Be aware of the Dignity and Respect in the Workplace Charter.
• Collect and analyse data to identify patterns of bullying behaviour.
• Ongoing evaluation of the Anti-Bullying Policy.
3.5 PARENTS, CAREGIVERS AND THE WIDER SCHOOL COMMUNITY RESPONSIBILITIES ARE

- Watch for signs of distress in their child e.g. unwillingness to attend school, inability to concentrate, sleeplessness, a pattern of headaches, changes in personality, missing equipment, requests for extra money, damaged clothes or bruising;

- Take an active interest in their child’s social life and acquaintances;

- Advise their child to tell a staff member about the incident. They should not encourage their child to retaliate;

- Support their child(ren) in all aspects of learning and encourage respect and tolerance in the home;

- Inform the school if bullying is suspected and communicate to the child that parental involvement is appropriate;

- Support their child(ren) in developing positive and appropriate strategies to respond to incidents of bullying;

- Be willing to attend interviews at the school if their child is involved in any bullying incident;

- Model Anti-Bullying attitudes and behaviour.

The whole Faulconbridge Public School community works together to create a safe and happy learning environment at Faulconbridge Public School.