



Harrington Street Public School Anti-Bullying Plan

Harrington Street Public School's commitment

Harrington Street Public School rejects all forms of bullying behaviours, including online (or cyber) bullying by reflecting whole school community values and maintaining a shared commitment to providing a safe, inclusive and respectful learning community that promotes student wellbeing. Staff are committed to establishing and implementing evidence-informed approaches and strategies that promote a positive climate where bullying is less likely to occur. Harrington Street Public School's Anti-Bullying Plan is consistent with the Department of Education's Bullying of Students - Prevention and Response Policy.

Shared Responsibility for Preventing and Responding to Bullying

All students have the right to be treated fairly and with dignity in a safe, respectful and inclusive learning environment. Students, school staff, parents, caregivers and members of the wider school community have a shared responsibility to create a positive learning environment free from all forms of bullying, harassment, intimidation and victimisation.

Staff Responsibilities:

- Maintain safe, respectful, inclusive and supportive learning environments
- Model and promote appropriate relationships and behaviours
- Implement Harrington Street Public School's (HSPS) Anti-bullying Plan and be familiar with departmental policies relating to bullying behaviour
- Engage in and maintain professional development to discourage, prevent, identify and respond to student bullying behaviour
- Address and respond to bullying behaviour in a timely manner aligned with the HSPS Anti-bullying Plan
- Provide syllabus aligned, curriculum content that develops social and emotional skills and teach students to identify, report and respond to bullying at school and online
- Non-teaching staff are to refer any report of bullying to a teacher or school executive staff
- Implement and monitor the HSPS responsible use of technology agreement

Student Responsibilities:

- Follow school rules to behave in a safe, respectful and inclusive manner
- Actively engage in school programs to learn about bullying behaviours and strategies to respond to bullying
- Report incidents of bullying including online (or cyber) bullying
- Supportive and positive behaviour
- Behave as a responsible digital citizen and follow the HSPS responsible use of technology agreement

Parent and Caregivers Responsibilities:

- Support their child to be safe, respectful and inclusive citizens
- Be aware of the HSPS Anti-Bullying Plan
- Assist their child in understanding bullying behaviour and strategies to respond
- Support their child to be responsible digital citizens
- Report incidents of school related bullying directly to the school
- Collaboratively work with the school in addressing and resolving incidents of bullying



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What is Bullying?

The national definition of bullying for Australian schools states:

Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.

Bullying can happen in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records).

Bullying of any form or for any reason can have immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

Bullying behaviour has three key features:

- It involves the intentional misuse of power in a relationship
- It is ongoing and repeated.
- It involves behaviours that can cause harm

Bullying behaviour can be:

Verbal: name calling, insults, racist remarks, teasing, verbal abuse and threats

Physical: hitting, pushing, punching, scratching, shoving, threats of violence, damaging or stealing belongings

Social/Emotional: social exclusion, damaging someone's reputation, social acceptance or spreading rumours

Cyber: verbal or written online behaviours such as malicious emails, text messages, social media posts and inappropriate images intended to embarrass or humiliate

(Reference: NSW Department of Education's Bullying of Students - Prevention and Response Policy and the NSW Department of Education Behaviour and engagement - Understanding Bullying)

Bullying of Students - Prevention and Response

In line with the Department's Bullying of Students - Prevention and Response Policy, Harrington Street Public School has an Anti-Bullying Plan which details the strategies and interventions implemented to reduce bullying behaviours.

Harrington Street Public School uses a combination of connected school wide preventative and responsive measures to address bullying behaviours. School wide preventative measures implemented aim to prevent bullying behaviours to occur. Responsive measures including early intervention and individual approaches are the measures implemented once bullying has occurred. Responsive strategies also aim to prevent bullying behaviours to occur again in the future. *(Reference: NSW Department of Education-Whole School Approach to Bullying and CESE- Anti-bullying interventions in schools – what works?)*

HSPS Preventative Strategies

Harrington Street Public School implements school wide preventative strategies in the following ways:

1. Supportive School Culture and Inclusion

All members of the school community are active participants in building a welcoming school culture that values diversity and fosters positive relationships. A key component of a supportive school culture is building respectful relationships and an ethos that bullying is not accepted, in both online and offline environments. School staff will actively respond to student bullying behaviour using whole school anti-bullying procedures. Harrington Street Public school engages in the following practices to promote a positive and safe school culture.



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1.1 Student Assemblies

- Bullying behaviours and expectations about student behaviour are discussed and information presented to promote a positive school culture where bullying is not accepted
- Term 1-4 Behaviour Code and expectations discussed with students in class, grade or stage meetings and assemblies
- Term 2-4 Buddies Program to create a sense of belonging and build caring, respectful and inclusive relationships
- Term 3 National Day of Action against Bullying and Violence led by Year 6 students
- Term 3 Police Youth Liaison Officer Visit

1.2 Staff Communication and Professional Learning

- Professional learning for staff that provides evidence-based ways to encourage and teach positive and emotional wellbeing and discourage, prevent, identify and respond effectively to student bullying behaviour
- Anti-Bullying Plan to be communicated and shared with all staff
- Each classroom has behaviour expectations and consequences clearly displayed in a predominant location
- Grade Assistant Principal/Stage Supervisors follow up with incident slips and record on School Bytes as necessary
- Student wellbeing concerns raised, discussed and monitored at meetings including learning and support meetings

1.3 New and Casual Staff

New and Casual Staff will be informed about Harrington Street Public School's approaches and strategies to prevent and respond to student bullying behaviour in the following ways.

- New and casual staff will engage in the HSPS Teacher Induction to become familiar with School's anti-bullying plan and procedures
- Casual folders are provided with student profiles and school rules
- Casual staff to record and communicate to the classroom teacher and Grade Assistant Principal, any form of bullying behaviours

2. Support for Wellbeing and Positive Behaviours

Harrington Street Public School's practices support student wellbeing and positive behaviour approaches that align with the school community's needs.

Social and emotional skills related to personal safety, resilience, help-seeking and protective behaviours are explicitly taught across the curriculum in Personal Development, Health, and Physical Education (PDHPE).

Examples of ways Harrington Street Public School embeds student wellbeing and positive behaviour approaches and strategies in practice include the following.

2.1 School Wide Practices and Expectations

- School rules: *Be Safe, Be Respectful, Be a Learner* explicitly taught, maintained and consistently implemented so rules are easily understood
- School values promoted and explicitly taught
- HSPS Behaviour Matrix and signs around the school aligned with the matrix reminding students what the behaviour looks like in different areas
- HSPS Way - introduced and revisited each term to review whole school expectations, school values, responsibilities and remind students of the actions to take if bullying occurs
- Modelling safe, respectful relationships
- Staff are present and visible during learning times and play breaks
- Empowering the whole school community to recognise and respond appropriately to bullying, harassment and victimisation
- Supporting bystanders to become upstanders by explicitly teaching and practicing effective responses.



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- Buddy Benches have been installed in each playground to support and foster student friendships in the playground
- Award system to support positive behaviour and wellbeing for example merit certificates, house points, attendance awards and Harry tokens
- ICT User Agreement to establish expectations for students when using technology
- School wide anti-bullying procedures

2.2 Curriculum Programs

- Curriculum Programs including PDHPE programs that support students to identify and respond to bullying behaviour and teach inclusive and respectful relationships
- Utilising departmental evidence-informed resources for school communities to identify bullying, prevent bullying, and respond to bullying behaviours
- P-6 Buddy program fostering inclusive and respectful relationships and building a sense of belonging
- Year 6 students led Anti-Bullying lessons to promote student voice and understanding
- Teacher led Anti-Bullying lesson as part of the National Day of Action against bullying and violence
- Anti-Racism Education discussed at assembly to prevent racial bullying

3. Partnerships with Families and Community

Harrington Street Public School proactively builds collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety and wellbeing.

The school promotes parental and community involvement as involvement is strongly related to improved student learning, attendance and behaviour.

Partnerships with families and the community are supported in the following ways:

3.1 Communication with Parents

- Provide information to parents to promote a positive school culture where bullying is not acceptable and to increase parent's understanding of how HSPS addresses all forms of bullying behaviour
- Communication with parents and carers through P&C meetings, parent workshops, student teacher interviews and planned parent/teacher meetings to build partnerships and address wellbeing of students
- Parents promptly contacted in regards to bullying incidents involving their child and follow up actions and meetings

3.2 School Website and Newsletter

- Wellbeing updates on the school website and school newsletter
- Information is provided to assist if children have been involved in bullying behaviour (as the person engaging in the bullying behaviour, as the person being bullied or as the person witnessing the bullying behaviour)
- Published on the school website is the HSPS Anti-bullying plan, NSW Anti-Bullying website and Behaviour Code for students

HSPS Responsive Strategies

Harrington Street Public School school engages in the following practices including early intervention and individual approaches to respond to bullying within the school:

- All staff members are aware of the procedures when responding to bullying
- Clear reporting process made available to all staff, students and community
- Responding to reported incidents of bullying promptly and appropriately according to the school's Anti-Bullying Plan
- School wide student behaviour processes as part of the School Behaviour Support and Management Plan
- Responsive and planned interventions are aligned to the particular incident of bullying
- Consequences are responsive to the identified level of intervention and aligned with HSPS School



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Behaviour Support and Management Plan

- Identifying and monitoring patterns of bullying behaviour and respond through school action
- Recording on School Bytes
- Providing support to students who have been affected by, engaged in or witnessed bullying behaviour
- Seeking support from school counselling service, specialist staff, external agencies and parent/caregiver partnerships when required
- Informing parents/caregivers (of all students involved) regarding the management of any bullying incidents, in accordance with guidelines and policies.
- Providing support/advice to parents and caregivers when required
- Monitoring the effectiveness of the Anti-bullying Plan

Early Intervention Strategies

- Reviewing any information provided upon enrolment, to identify students who have experienced or engaged in bullying behaviour and contact the students' previous school for further information as required
- Promptly address incidents of reported bullying and any pattern of bullying behaviour
- Providing support including from the school counselling service where applicable to all involved students
- Recording on School Bytes
- Monitoring identified students who have experienced bullying or engaged in bullying behaviour for any concerning indicators or behaviours
- Provided with indicators of concern, the earliest opportunity will be used to implement additional support/action when necessary, including:
 - Contacting the parent/carer
 - Informing classroom teacher/s, relevant executive staff and the learning support team
 - Further school counselling service intervention as required
 - Assigning a support person for the student
 - Regular check-in opportunities with a supervisor such as the Grade Assistant or mentor.
 - Communicating to staff strategies to support identified students
 - Informing and monitoring behaviour and wellbeing concerns of identified students that arise or are ongoing in meetings

Individual Intervention Strategies

Individual intervention strategies are implemented in cases of serious bullying and its impact as well as ongoing bullying that requires action through targeted and planned intervention.

Individual intervention strategies involve planned and targeted intervention to address and support students engaged in bullying behaviours and they are also directed toward supporting students affected by bullying as required.

Executive staff assess bullying and its impact, access support from the school counselling service, specialist staff, parent partnerships and external agencies when required to implement individual intervention strategies.

Individual intervention strategies include the following:

- Prompt response to incidents of reported bullying and any recurring patterns of bullying behaviour
- Providing support through the school counselling service, specialist staff or external agencies where applicable to all involved students
- Recording on School Bytes
- Plan, implement, regularly monitor and review agreed Individual Intervention Strategies
- Communicate actioned Individual Intervention Strategies to all involved parties
- Assigning a support person for the student/s
- Regular check-in and monitoring with a supervisor such as the Principal, Deputy Principal, Assistant Principal or mentor
- Continuously monitor identified students who have experienced bullying or engaged in bullying behaviour for any concerning indicators or bullying behaviours
- Reviewing individual intervention strategies and make appropriate adjustments including tapering of support when required



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Reporting Bullying Procedures

Bullying Behaviour must be reported. It may be reported in the following ways:

Reporting Procedures for Students

- Students should report the incident of bullying to any member of staff as soon as possible
- Bystanders or witnesses should report any known bullying behaviour to any member of staff
- Parents/caregivers should contact the school to report any incident of student bullying. Reports of student bullying can be made to any staff member at the school. A teacher or school executive staff such as the Principal, Deputy Principal or Assistant Principal will address the reported bullying in a timely manner.

Reporting Procedures for Staff and Parents/Caregivers

Bullying behaviour involving staff or parents/caregivers should be reported to the Principal as soon as possible. The Principal will respond to the reported bullying allegations in accordance with NSW Department of Education Complaints Handling policy.

School Procedures to Address Bullying

All staff have a duty of care to take action when bullying behaviours are observed or reported. Teachers and executive staff are required to manage reports aligned with the school procedures to address bullying and escalate matters to the principal when necessary. Non-Teaching staff are required to refer any report of bullying to a teacher or school executive staff.

STEP 1: Provide immediate support to impacted student/s.

STEP 2: Respond promptly to raised bullying concerns. Teacher to investigate the incident or allegations of bullying being reported. Gather information by speaking to the alleged bully, victim and witness/s. All information is to be documented with the date in a safe place to be accessed at any point.

If a serious incident of bullying has occurred or the instance of bullying is continually repeated, escalate the matter by moving to Step 8 - Individual Intervention Strategies

STEP 3: Teacher to complete HSPS Behaviour Slip and forward the slip and gathered evidence to the Grade Assistant Principal. Teacher to email the details of the bullying incident being reported to the Grade Assistant Principal. Teacher to record the details in School Bytes.

STEP 4: Grade Assistant Principal to review the incident and complete any further required investigation. Any additional details or follow up actions are to be recorded in School Bytes by the Grade Assistant Principal. All students involved will be offered support and this may include school counselling intervention with parent permission. Grade Assistant Principal will arrange any Early Intervention Strategies and determine consequences where deemed applicable. Grade Assistant Principal to notify the Deputy Principal/s.

The aim of this step is Early Intervention to effectively address/resolve the bullying behaviour, support affected students and discourage (prevent) further escalation.

STEP 5: Grade Assistant Principal to inform parents/caregivers (of all students involved) regarding the bullying incident, follow up actions and support planned or provided. Follow up communication to occur with all relevant staff.

STEP 6: Grade Assistant Principal to work with relevant staff including the class teacher to implement Early Intervention Strategies. Follow up with the class teacher on the Early Intervention Strategies being implemented to support students affected by the bullying and the student who engaged in bullying behaviour.

STEP 7: Monitor the identified students for any concerning indicators or bullying behaviours. Make adjustments and taper support where required.



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STEP 8: If the incident is determined as requiring Individual Intervention strategies or higher intervention for repeated or serious incidents of bullying, the Grade Assistant Principal will investigate the incident. All students involved will be offered immediate support and may include support from the school counselling service. Immediate required interventions will be actioned.

STEP 9: The Grade Assistant Principal will notify the Principal and Deputy Principal/s. Grade Assistant Principal to email the details of the escalated bullying incident/s being reported to the Principal, Deputy Principal, Assistant Principal Wellbeing and Inclusion, class teacher/s and relevant support staff. Grade Assistant Principal to record the details in School Bytes.

STEP 10: In consultation with the Principal, Deputy Principal and relevant support staff, implement any further immediate intervention strategies. Support person assigned to students where required. Principal or Deputy Principal to determine consequences aligned with the identified level of intervention and the HSPS School Behaviour Support and Management Plan.

STEP 11: Principal or Deputy Principal to inform parents/caregivers (of all students involved) regarding the bullying incident/s, support provided, follow up actions and intervention strategies. Follow up communication to occur with all relevant staff.

STEP 12: Deputy Principal to follow up in a learning and support meeting to plan and action Individual Intervention Strategies. Individual Intervention Strategies will be developed through partnership with parents/caregivers and in consultation with executive staff including the Assistant Principal Wellbeing and Inclusion and Grade Assistant Principal, class teacher/s, relevant support or specialist staff. The planned Individual Intervention Strategies address and support students engaged in bullying behaviours, and they are also directed toward supporting students affected by bullying as required.

STEP 13: Follow up communication to all relevant personnel and this includes relevant executive staff, teacher/s and parents/caregivers.

STEP 14: Regular check-in and monitoring with a supervisor such as the Principal, Deputy Principal, Assistant Principal (Grade or Wellbeing and Inclusion) or mentor.

STEP 15: Continuously review and monitor implemented Individual Intervention Strategies making adjustments where required.

NOTE

Any bullying behaviour that exists out of school hours and is in direct relationship with the school and the conduct of students will be investigated and managed in line with school procedures.

Any incident of bullying involving behaviours that include physical violence, threats of violence, damaging property or stalking must be promptly escalated to the Principal.

For incidents of physical violence, and where required, staff should administer first aid (consistent with their training and experience) and contact emergency services whenever necessary. Staff must report the incident in accordance with the Incident Notification and Response Policy (*Bullying of Students - Prevention and Response Policy*)

Completed by the HSPS Anti-Bullying Plan Committee

Principal name: Nahla Dennaoui

Date: 5/12/23



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INFORMATION FOR PARENTS

Harrington Street Public School rejects all forms of bullying behaviours, including online (or cyber) bullying by maintaining a shared commitment to providing a safe, inclusive and respectful learning community that promotes student wellbeing.

WHAT IS BULLYING?

Bullying is defined by three key features:

- It involves the intentional misuse of power in a relationship
- It is ongoing and repeated.
- It involves behaviours that can cause harm

WHAT BULLYING IS NOT

Having a disagreement with a friend, or a single incident or argument is not defined as bullying. These behaviours may be upsetting, and should be resolved, but they are not bullying.

If someone teases or behaves in a mean or aggressive way once, it isn't bullying. It is not okay, but it isn't bullying.

TYPES OF BULLYING

Bullying behaviour can be:

Verbal: name calling, insults, racist remarks, teasing, verbal abuse and threats

Physical: hitting, pushing, punching, scratching, shoving, threats of violence, damaging or stealing belongings

Social/Emotional: social exclusion, damaging someone's reputation, social acceptance or spreading rumours

Cyber: verbal or written online behaviours such as malicious emails, text messages, social media posts and inappropriate images intended to embarrass or humiliate

WHAT ARE SOME POSSIBLE SIGNS OF BULLYING?

A child's behaviour or mood may change for a variety of reasons. Children who are being bullied may respond differently. Some of the signs of bullying may include:

- be unwilling to go to school
- become withdrawn, and refuse to say what is wrong begin to do poorly in school work
- come home regularly with damaged clothes or possessions have unexplained scratches or bruises
- Changes to sleep and eating patterns
- drops in academic performance
- has frequent tears, anger, mood swings or anxiety
- become withdrawn from social activities with peers

Further information can be found on the NSW anti-bullying website.

REPORTING PROCEDURES FOR STUDENTS AND PARENTS

- Students should report the incident of bullying to any member of staff as soon as possible
- Bystanders or witnesses should report any known bullying behaviour to any member of staff
- Parents/caregivers should contact the school to report any incident of student bullying. Reports of student bullying can be made to any staff member at the school.



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INFORMATION FOR STUDENTS

WHAT IS BULLYING?

Bullying is when someone with more power than you deliberately and repeatedly tries to upset or hurt you.

Bullying behaviour had three key features:

- it involves a misuse of power in a relationship
- it is intentional, ongoing and repeated
- it involves behaviours that can cause harm

Bullying might involve repeatedly:

- physically hurting someone
- keeping someone out of a group (online or in person)
- saying mean or humiliating things, or spreading rumours or lies
- sending nasty messages or inappropriate images online

WHAT BULLYING IS NOT

Having a disagreement with a friend, or a single incident or argument is not defined as bullying. These behaviours may be upsetting, and should be resolved, but they are not bullying.

If someone teases or behaves in a mean or aggressive way once, it isn't bullying. It is not okay, but it isn't bullying.

WHAT CAN STUDENTS DO?

Bullying Behaviour must be reported. If you're being bullied or you see others being bullied, get help.

Report it by telling a trustworthy adult. This can be a family member, a teacher or any member of staff, an adult friend or school counsellor.