



| NSW Department of Education - Anti Bullying Plan Menai Public School

Menai Public School 'Together We Learn and Grow'

Contacts: T: 02 9543 4924

E: menai-p.school@det.nsw.edu.au

Website: <https://menai-p.schools.nsw.gov.au/>

Plan developed in consultations with staff, students and community.

Principal: Lilly Morabito

Assistant Principal: Rhiannon Wall



Statement of purpose

This plan outlines the processes for preventing and responding to student bullying in our school and reflects the [Bullying: Preventing and Responding to Student Bullying in Schools Policy](#) of the New South Wales Department of Education and Communities (NSW DoE).

Menai Public School's Anti-Bullying plan has been created with the collaboration of the Learning and Support Team

(LST) Team, Executive Team (Exec), Staff, Student Representative Council (SRC) and the Parents and Citizen Committee (P&C).

Students, teachers, parents, caregivers and members of the wider school community have a **shared responsibility** to create a safe and happy environment, free from all forms of bullying. This document aims to provide strategies relevant to students, staff and parents/community members so the Menai Public School community can access a common framework of specific strategies for preventing, identifying, reporting and dealing with bullying behaviours.

What is Bullying Behaviour?

Bullying is defined by the NSW Department of Education as follows: *Bullying has three main features – it involves a misuse of power in a relationship, is ongoing and repeated, and involves behaviours that can cause harm. Bullying can happen in person or online, and it can be obvious (overt) or hidden (covert). Bullying can have a lasting impact on everyone involved, including those who witness it.*

Behaviour that infringes on the safety of others, such as harassment, bullying and illegal or anti-social behaviour of any kind, will not be tolerated.

The school has a separate Anti-Bullying procedures document which can be accessed via the [Department of Education Anti-Bullying resources](#).

Whole School approach - [Anti Bullying Policies](#) (Source: Bullying No Way! National Action).

[Positive Behaviour for Learning \(PBL\)](#) used as a school-wide strategy as a preventative approach to explicitly teach positive interactions.

[Wellbeing Framework](#) for Schools used as tools to support wellbeing and processes.



NSW Department of Education - Anti Bullying Plan Menai Public School

Protection

Menai Public School understands bullying behaviour to be intentional or repetitive behaviour that causes distress, fear, hurt or undue pressure on an individual within the school. We understand that bullying can take a number of forms, including:

- Verbal Bullying- name calling, sarcasm, insults, threats, teasing and abuse
- Physical Bullying- hitting, kicking, punching, spitting and tripping
- Social Bullying- ignoring, excluding, ostracising, alienating and making inappropriate gestures.
- Psychological Bullying-spreading rumours, hiding or damaging possessions
- Cyber bullying- malicious SMS and/or email messages, inappropriate use of camera/ mobile phones and the inappropriate use of social networking sites such as Facebook

Maintaining a Positive Climate and applying the CARE Continuum

The care continuum is a whole-school system that can assist schools to adopt a prevention-focused approach and help to address the full spectrum of student needs including:

- prevention
- early intervention
- targeted intervention

- individual intervention



Menai Public School is a Positive Behaviour for learning (PBL) school. Our approach to managing student behaviour focuses on the promotion of positive behaviours with discussion and agreed expectations around our C.A.R.E.S values:

- Cooperation
- Achievement
- Respect
- Encouragement
- Safety

All students at Menai Public School are supported in a caring and welcoming environment. School programs and practices reflect our shared beliefs and values. Students are provided with high quality education so that they may learn to the best of their ability and become self-disciplined, respectful, and contributing members of the school and community.

Menai Public School practices are consistent with relevant legislation - The Disability Discrimination Act (1992) and The Disability Standards for Education (2005) as well as Department of Education procedures. During the implementation of procedures, no students will be



| NSW Department of Education - Anti Bullying Plan Menai Public School

discriminated against, harassed, or victimised on any grounds as stated by the legislation.

The school rules form the school's Code of Conduct for all students. Parents and students acknowledge the rules and sign the Code of Conduct at the beginning of each year. In alignment with the core rules of NSW government schools, all students are expected to:

- Respect other students, their teachers and school staff and community members
- Follow school and class rules and follow the directions of their teachers
- Strive for the highest standards in learning
- Respect all members of the school community and show courtesy to all students, teachers, and community members
- Resolve conflict respectfully, calmly, and fairly
- Comply with the school's uniform policy or dress code
- Attend school every day (unless legally excused)
- Respect all property
- Not be violent or bring weapons, illegal drugs, alcohol, or tobacco into our schools
- Not bully, harass, intimidate, or discriminate against anyone in our school

Responsibilities in preventing and responding to bullying

Each group within the school community - students, teachers, parents and/or caregivers - has a specific role in preventing and dealing with bullying.

They have a responsibility to:

- Support the school's anti-bullying plan through their individual words and actions

- Actively work together to resolve incidences of bullying behaviour when they occur

Students have a responsibility to –

- behave appropriately, respecting individual differences and diversity
- follow the school Anti- Bullying Plan when responding to incidents of bullying according to the Menai Public School Anti-Bullying Plan

Parents and caregivers have a responsibility to –

- support their children in all aspects of their learning
- be aware of the school Anti-Bullying Plan and assist their children in understanding bullying behaviour
- support their children in developing positive responses to incidents of bullying consistent with the school Anti-Bullying Plan

Teachers have a responsibility to-

- respect and support all students in all aspects of their learning
- model appropriate behaviour
- respond in an appropriate and timely manner to incidents of misbehaviour and/or bullying according to the school's Anti-bullying Plan

WHS / Wellbeing Team has the responsibility to –

- inform students, parents, caregivers and the community about the Behaviour Support and Management Plan document and Anti-Bullying Plan
- provide students with strategies to respond positively to incidents of bullying behaviour,



| NSW Department of Education - Anti Bullying Plan Menai Public School

including responsibilities as bystanders or observers

- provide parents, caregivers and students with clear information on strategies that promote appropriate behaviour, and the consequences for inappropriate behaviour
- communicate to parents and caregivers that they have an important role to play in resolving incidents of bullying behaviour involving their children
- follow-up on complaints of bullying, harassment and intimidation

Prevention

These strategies aim to develop awareness amongst students of the nature of bullying, the consequences of bullying, their role in preventing bullying and the processes to follow if they are victims of bullying.

Preventative strategies include:

- Recognition of positive social interaction (sociability) via the PBL Rewards system
- Anti-bullying focus on whole school assemblies
- The production and distribution of PBL pamphlets
- Promotion of anti-bullying messages and information
- Anti-bullying lessons delivered as part of the PDHPE curriculum
- Whole school anti-bullying programs
- Outside Agency Programs – Police School Liaison Officer CyberBullying Talks. Production Companies presenting plays on Bullying

Early Intervention

Menai Public School has in place strategies and programs to ensure support for students who have been identified as being at risk of developing long-term difficulties with social relationships and those students who have previously experienced bullying or engaged in bullying behaviour.

These strategies and programs are:

- Peer Support Program- Year 6 students supporting K-5
- Cyber-Bullying Workshops- the current workshops are delivered by the Police School Liaison Officer and Kids Helpline Online Webinars. Students are informed about their rights and responsibilities when using technology
- Group developed Welfare Programs – these programs are developed and facilitated by the school's LST and SLSO (Student Learning Support Officer). These programs are based on self-esteem, respect, social skills concepts etc. Examples are Lunch Bunch program, Playground Pals, targeted intervention groups led by LST
- Mentors - students can spend time on an individual basis with the school mentor program
- Coordinated support- is a process of providing high level integrated support for a limited number of students exhibiting behaviours of significant concern (internalising and externalising)

Response WHS and Wellbeing Team will strive to promote positive relationships that respect and accept individual differences and diversity within the whole school community.

Peer Support leaders will deliver an anti-bullying message to Year 6 students through the Peer Support program.



| NSW Department of Education - Anti Bullying Plan Menai Public School

SRC are to make a presentation at school assemblies to promote an anti bullying message.

WHS and Wellbeing staff will regularly undergo professional training in recognising and preventing harassment and bullying. Staff are kept up to date about research in maintaining and promoting respectful and safe learning environments and relationships across the whole school community.

Teachers have training in nonviolent crisis intervention to assist in responding to bullying.

- make direct contact with the school either by arranging a meeting or phone call to find out if the incident is known and discuss any concerns
- Make a follow up appointment in a week or two to check the progress of the situation

These procedures for reporting will be published to the school community through the following avenues:

Staff: staff meetings

Students: home group classes and year meetings

Parents/caregivers: newsletters and communication platforms.

Reporting Bullying

Each member of the school community has the responsibility to report cases of bullying. Reporting may take a number of forms.

Students can report bullying:

- Directly report incidence by disclosing information about themselves or other students to teachers, LST, school executive or the counsellor
- In the classroom: to the classroom teacher, SLSO
- In the Playground: to the teachers on duty (in yellow vest)
- Travelling to and from school: to parents, bus drivers, executives
- At Sport: to the supervising teacher or Sports Coordinator

Parents/caregivers who feel their child is being bullied should:

Procedures for dealing with bullying

All teachers will be a point of contact for students or caregivers who have concerns regarding bullying. Teachers will respond in the following ways:

- Deal promptly with bullying reported to them in their classes
- If bullying in the classroom is ongoing, there should be a referral to LST
- If bullying occurs in the playground teachers should address it promptly and also, make a report on Sentral and referral to CRT, Exec and/or LST
- Referral to counsellor, LST and Exec for incidences causing major concern
- Contact parents/carers of children involved.

Any occurrence of bullying should be entered into the school Sentral database. This is then made available for staff in particular LST and school executives to view. The Wellbeing Team will review Sentral data weekly to identify patterns in bullying behaviour. This information will be tabled at the



| NSW Department of Education - Anti Bullying Plan Menai Public School

staff meeting, stating the students involved, where appropriate action, intervention and support for both bully and victim will be determined.

In instances that are dealt with directly by the teacher, the LST should also be informed by Sentral or by email. In this way, an across -the- school perspective can be maintained and decisive action taken quickly.

Any incidences of bullying reported by parents will be followed up by the Executives, LST, CRT and counsellor, and the parents will be informed as to the actions taken.

Instances of bullying are dealt with on a case by case basis. The strategies outlined in this plan are both reactive and preventative in nature to deal with a variety of bullying incidents. The Anti-Bullying Plan will be used in line with policy.

Child Well-Being Unit

Based on recommendations made during meetings, Executives and LST may refer matters that concern the health and general wellbeing of a student to the Child Well-Being Unit or Community Services.

Reporting to the police

The school's procedures for reporting incidents involving assaults, threats, intimidation and/or harassment to the police.

Student is interviewed by the Principal who will collect relevant information (written statements).

An interview will be conducted with all relevant witnesses to the incident (written statements).

Parental contact will be made.

If it is a 'critical incident' the following will occur:

- Report to School Safety and Response Hotline
- Notify the Regional Office
- Inform the police
- Notify DEC media unit (if necessary)

Contact Local Area Command (Sutherland Police)

- Provide details of the incident
- Ask for a police officer to be sent to the school to conduct further investigation.

Appeals and Complaints

Students and parents can make a complaint to the Principal if they consider a bullying issue has not been dealt with by the school. Students and parents may appeal if they consider that correct procedures have not been followed and/or that a decision was unfair.

Students and parents who require assistance in lodging an appeal must be referred to a regional office. Appeals can be made through the:

- Director, Educational Leadership (DEL)
- Regional Director

Contact - Miranda Office: Corner Kingsway and Sylva Streets
Miranda NSW 2228. Phone: 9531 3900

Publicising the policy

Staff will explain the policy to the students during PDHPE Lessons and assemblies.

The school website will contain a copy of the plan and the school Welfare policy. This will be promoted via the school newsletter.

The Anti-Bullying Plan will be tabled at the P&C meeting.



| NSW Department of Education - Anti Bullying Plan Menai Public School

The Menai Public School Anti-Bullying Plan will be promoted and implemented throughout the school by the LST. Regular review will provide opportunities for reflection and renewal of the plan.

As a staff, we will evaluate the effectiveness of the plan as follows:

- The plan will be reviewed by the LST team annually and findings provided to staff to ensure that staff are aware of the plan and remain committed to it
- An analysis of Sentral referrals with reference to bullying, harassment and victimisation
- Comparisons to be made of referrals pre-implementation and post Anti-Bullying Plan. This procedure will also be carried out throughout the year
- Through the use of surveys to students and staff, for example, Tell Them From Me Surve.
- The school Anti-Bullying Plan will be monitored and amended, where appropriate, to reflect changes in the school and current teaching and learning practices

Annual Reporting

The school will report annually to the school community about the effectiveness of the school's Anti-Bullying Plan through:

- The Annual School Report
- Staff Meetings using Sentral data to demonstrate the reduction in bullying referrals.
- The School Website – demonstrating the school's Anti-Bullying Programs.

Reviewing the Anti-Bullying Plan

The Anti-Bullying Plan will be reviewed with the school community every year. The LST and Executive team will conduct surveys, reassess the programs to ensure the effectiveness of the Anti-Bullying Plan. The review will include the learning community.

Additional Information and Contacts

Police Youth Liaison Officer - Sutherland Police Station
Phone: (02) 9542 0899

Police Hotline – 131444

Child Well-Being Unit – (02) 92699400

Child Protection Helpline – 133 627

Kids Helpline – 1800551800

Beyond Blue – 1300224636

Acronyms:

Exec - Executive Team - Principal and Assistant Principal

LST - Learning and Support Team - including Counsellor, Wellbeing Nurse, SLSO (student learning support officers), Learning and Support Coordinator, Executives.

MPS - Menai Public School

DoE - Department of Education



NSW Department of Education - Anti Bullying Plan Menai Public School

PBL Community Pamphlet:



PBL & the care continuum

Students may require different types of intervention delivered in different ways along a continuum of need to best meet their needs. This is called the **care continuum**. It is a prevention-focused approach and help to address the full spectrum of student needs including:

- prevention
- early intervention
- targeted intervention
- individual intervention

Positive Behaviour for Learning (PBL) is an evidence-based framework that brings together the whole-school community to contribute to developing a positive, safe and supportive learning culture. The framework assists schools to improve social, emotional, behavioural and academic outcomes for children and young people.

Contact us!
Menai Public School
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 A 4R Hall Drive Menai 2234
 P 9543 4924

✉ menai-p.school@det.nsw.edu.au
www.menaipublicschool.com.au

For more information visit:
<https://education.nsw.gov.au/student-wellbeing>





Menai Public School
PBL Values

Positive Behaviour for Learning
 Community Information



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ABOUT OUR SCHOOL

At Menai Public School we believe all students, teachers and leaders become empowered by each other to continuously improve.

We are an inclusive, engaging and respectful school that ensures every student is engaged and learns to their fullest capability and ensures all students, teachers and staff are safe in school.

Why is a school-wide approach important?

When PBL is implemented across all settings, the school community benefits from:

- positive and respectful relationships among students and staff
- reduced inappropriate/unsafe behaviour
- increased time focused on instruction
- improved social-emotional wellbeing
- support for teachers to teach, model and respond effectively to student need
- a predictable learning environment where staff and students know what is expected to deliver effective practices that can be sustained over time

Reward System

C.A.R.E.S. POSITIVE REWARD SYSTEM 2023

All students will begin the year on Bronze level.

HOW IT WORKS
 When they see class demonstrations of C.A.R.E.S. values, there will be a class discussion. Students will discuss their own C.A.R.E.S. values and how they can be used to improve their own behaviour.

5 Menai stars = 1st level / Bronze
 When students receive 5 stars, they will trade them with the classroom teacher to be rewarded. A letter will go to the parent/teacher and teacher signature to be made.

10 Menai = Bronze Award
 Students will then have a class discussion about the class and how to be the best at assembly. Successful students will receive a \$1 classroom voucher or a gift from the PBL Prize box.

20 Menai = Silver Award
 When students receive 20 Menai stars they will receive a Bronze Award Certificate presented in the classroom.


50 Menai = Gold Award
 When students receive 50 Menai stars they will receive a Silver Award of assembly.

100 Menai = Gift Award
 When students receive 100 Menai stars they will receive a Gold Award of Assembly. Their names will appear in the school magazine.

150 Menai = Starboard Award
 When students receive 150 Menai or more stars they will receive a Provincial Award of School Term. At Menai Public School, their names will appear in the school magazine and be rewarded personally by the principal.

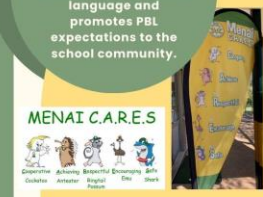
At School Term conclusion, students will be rewarded with a Provincial Award of School Term. This will be presented to students who consistently demonstrate the highest C.A.R.E.S. values.

At term/termly assembly, nominating four Menai C.A.R.E.S. Award winners will be presented to students who have received C.A.R.E.S. values.



Menai Public School
 C.A.R.E.S. Values

Signage around our school helps to promote our C.A.R.E.S. values. It creates a universal language and promotes PBL expectations to the school community.



MENAI C.A.R.E.S.

Cooperative Assertive Respectful Encouraging Safe
 Caring Antiracist Inclusive Empowering Safe

PBL is a consistent, school-wide system of support that helps define, teach and support appropriate student behaviours and wellbeing, creating a positive school environment. At Menai Public School our explicit behaviours taught around all areas of the school are shown in a Matrix:

