Broderick Gillawarna School caters for students with moderate to severe intellectual disabilities and designs together with parents, educational programs which meet the needs of students. Students generally have limited communication skills which may affect their ability to interact appropriately. The learning of communication and social skills is often a fundamental part of students’ educational programs. The school rules are:

- Be a Learner;
- Be Safe; and
- Be Friendly

These rules recognise that our students attend school, not only to progress academically, but to also develop social skills and functional skills needed for life. In order for this to occur, individualised Quality Teaching programs are implemented to support each child’s learning and are reflective of both
teacher and parental priorities. Students are encouraged to take responsibility at all times for their own learning and behaviour. The teaching program explicitly highlights social and living skills across the curriculum in order to foster independence and social competence.

The concepts of ‘Safety’ & ‘Respect’ underpin the school’s approach to implementing an anti-bullying policy. Students have a right to be treated with ‘Respect’ and to learn within a safe environment. Bullying is not an acceptable practice in any form. Educational programs will reinforce students understanding of how to relate appropriately towards peers, staff, parents/caregivers and other members of society. To enhance students understanding of appropriate social behaviour, staff model ‘Respect’ in all their interactions. This means that all staff members treat all students, other staff, parents/caregivers and members of the community in an appropriate manner. All stakeholders in the school can expect that they will be treated with ‘Respect’.

**Definition of Bullying**

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.

**Bullying Behaviour**

**Verbal** e.g. name calling, teasing, abuse, putdowns, sarcasm, insults, Threats.

**Physical** e.g. hitting, punching, kicking, scratching, tripping, spitting
Social eg ignoring, excluding, ostracising, alienating, making inappropriate gestures.

**Psychological** e.g. spreading rumours, dirty looks, hiding or damaging possessions, malicious SMS and email messages, inappropriate use of camera phones.
Definition of Homophobic Bullying

Homophobic bullying generally looks like other sorts of bullying, and can include verbal, physical and cyber-bullying. Broderick Gillawarna School will follow procedures outlined in this policy in response to homophobic bullying. However, the fact that young people are particularly reluctant to report incidents is a distinctive aspect of this type of bullying, and highlights the importance of identifying the homophobic nature of it when it occurs.

It is Broderick Gillawarna School’s policy that students’ rights and confidentiality around issues of sexuality are respected. We encourage students to disclose homophobic bullying to a staff member, and will ensure that bullying will be taken seriously. No assumptions will be made about the students’ sexual preference, nor should the student feel the need to disclose their sexual preference. The following responses may be required when homophobic bullying is identified.

Homophobic language can include:
- Direct name calling (e.g. poof, faggot, dyke);
- Commonly used phrases such as “You’re so gay.”

The use of homophobic language to suggest that someone or something is inferior is unacceptable.
 Persistent use of homophobic language will result in the implementation of the consequences within the school’s Discipline Policy.
Parents may be contacted

Prevention:
Broderick Gillawarna School will take steps to prevent homophobia by:
- Teaching students so that they understand what constitutes homophobic language, and why it is offensive;
- Using inclusive language throughout school curriculum; and
- Use of curriculum opportunities to promote respect for others.
Definition of Cyber-Bullying

Cyber bullying is a form of bullying using text or images posted on personal websites or sent by mobile phone or email. Depending on the nature of the material posted or transmitted, people who engage in cyber bullying may commit criminal offences.

Forms of cyberbullying

Flaming – heated exchange
Harassing and threatening messages eg ‘text wars’, ‘griefers’
Denigration – sending nasty SMS, pictures or prank phone calls ‘Slam books’ (websites or negative lists)
Impersonation Using person’s screen name or password eg message to hate group with personal details
Outing or trickery – sharing private personal information, messages, pictures with others. Posting 'set up' images/video eg 'happy slapping'
Ostracism – Intentionally excluding others from an online group eg knocked off buddy lists
Sexting – sharing explicit material by mobile phone.

Prevention:
Broderick Gillawarna School will take steps to prevent cyber-bullying by:
- Teaching students so that they understand what constitutes cyber-bullying, and why it is offensive;
- Requesting students sign in their mobiles at the front office;
- Teaching students responsible use of mobile phones and internet usage;
- Teaching appropriate use of technology; and
- Use of curriculum opportunities to promote respect for others.
Statement of Purpose

Students attend 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 school 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 school 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 of them and others in relation to the Anti-bullying plan; and
- that all students will be provided with appropriate support when bullying occurs.

*Students, teachers, parents, caregivers and members of the wider school 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 Plan and support it through words and actions; and
- actively work together to resolve incidents of bullying behaviour when they occur.
Each group within Broderick Gillawarna School community has a specific role in preventing and dealing with bullying.

Students can expect to:
- know that their concerns will be responded to by school staff;
- be provided with appropriate support (for both the subjects of and those responsible for the behaviour);
- participate in learning experiences that address key understandings; and
- skills relating to positive relationships, safety, gender equity, discrimination, bullying and harassment. These experiences will be guided by the Personal Development, Health and Physical Education syllabuses and other Key Learning Areas.

Students have a responsibility to:
- behave appropriately, respecting individual differences and diversity;
- follow the school Anti-bullying plan; and
- respond to incidents of bullying according to their 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; and
- support all students of the school to deal effectively with bullying through the strategies of the Anti-bullying Plan.

Schools have a responsibility to:
- develop an Anti-bullying Plan through consultation with parents, caregivers, students and the community, which clearly identifies both the behaviours that are unacceptable and the strategies for dealing with bullying in the classroom and playground;
- inform students, parents, caregivers and the community about the School Discipline Code or School Rules and Anti-bullying Plan;
- provide students with strategies to respond positively to incidents of bullying behaviour, 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; and
- follow up complaints of bullying, harassment, intimidation and victimisation

**Teachers have a responsibility to:**

- respect and support students in all aspects of their learning;
- model appropriate behaviour; and
- respond in an appropriate and timely manner to incidents of bullying according to the school Anti-bullying Plan.

**At Broderick Gillawarna School students will be taught skills that lead to the development of positive behaviour.**

**These will:**

- be taught across key learning areas; and
- be reinforced consistently through school practices that promote respectful relationships.

**Strategies in dealing with bullying**

**At Broderick Gillawarna school bullying will be dealt with quickly and effectively.**

**Reporting**

Instances of students bullying other students will be reported to Executive and the Principal in order to determine appropriate action. A playground behaviour record will be kept in order to log instances of bullying. This sheet will be reviewed by the school executive on a weekly basis. If a student is found to be engaging in bullying behaviour in the playground a positive behaviour
support plan will be developed for that student and communicated with all staff and to the parent/caregiver. This plan will endeavour to teach students the necessary skills to address their behaviour and create a harmonious school. Appropriate behaviour will be reinforced by praise from staff and the issuing of stickers. Students will be given the reward for appropriate behaviour at the time and be recognised at the weekly school assembly. The awards given out at assembly will be reflective of the school rules. Students will be rewarded for their efforts in learning, social skills and safety.

**Intervention**

*The school will address instances of bullying by addressing each case on an individual basis. Each student will be provided the necessary support in order to develop positive behaviour.*

The school will respond to anti social behaviour by:

- Providing a social skills program that focuses on developing positive behaviour;
- Providing curriculum to meet the needs of each student including communication, social and play skills: through explicit teaching and modelling;
- Repeated and consistent positive focused teaching to address student behaviour;
- Supporting students in achieving success in learning;
- Positively reinforcing positive appropriate behaviour in an effective and consistent manner;
- Implementing a small number of easily understood rules, which are fair, clear and consistently applied;
- Discussing with parents their role in promoting acceptable student behaviour in Personalised Learning Plan meetings;
- Implementing mandatory social skills outcomes into each student’s program;
- Providing appropriate training and development programs for staff;
- Providing support for students to generalise their social skills in the community;
- Promoting the use of augmented communication systems to support students receptive and expressive language;
- Implementing programs that develop self regulation of behaviour, resilience, assertiveness, communication skills and peer support across the curriculum;
- Through the use of NSW Quality Teaching Framework in the formulation of teaching programs. Students are also taught choice and self regulation within a socially supportive environment;
- Communicating the school discipline policy and anti bullying program to parents;
- Promoting active supervision of students by staff in the playground and encouraging positive language; and
- Implementing the principles of PART (Predict Assess Respond to aggressive and challenging behaviour) training principles and the appropriate use of restraint.

Accessing help

Students are encouraged to ask for help by seeking out a staff member. As many of our students are non-verbal, staff must use vigilance in observing student interactions and acting on instances of bullying. All instances of bullying must be reported, as students are often unable to report these for themselves. Staff must also make sure that students who have been the victims of bullying receive appropriate attention, support and care.

Parents need to raise any concerns that they have regarding their child’s welfare with the classroom teacher and the Principal. Interpreters can be organised to support parents from a Non English Speaking background who wish to discuss issues relating to their child. As all students have the right to a quality education, the school will make every effort to create a harmonious, supportive and responsive environment to meet the needs of all students.
Communicating Departmental appeals procedures

Information regarding the lodging of a complaint will be published in the school newsletter on a yearly basis.

Professional development
All staff will receive training on the school’s Anti-bullying Plan. The school’s positive behaviour intervention support team (PBIS) will organise professional development to support the implementation of the plan. This plan will be responsive to the needs of the staff and students and focus on teaching students social skills. Teachers and parents will discuss and plan social skills outcomes and strategies for students in biannual Personalised Planning Meetings. The teachers will also be provided ongoing support through PART training.

Policy review
The School Council and Parents and Citizens committee as well as the whole staff will discuss and review the Anti-bullying Plan on an annual basis. Fundamental to the success of the plan is that it is implemented on a consistent basis and responds to the needs of the students. Effective collaboration and communication amongst all stakeholders will be sought and highly valued. The success of the plan will be measured by the increase in appropriate social skills behaviour as reflected in student reports and the decrease in anti-social behaviour.

The school process will focus on reviewing:
- The success of individual behaviour support plans in reducing bullying and increasing positive behaviour;
- An examination and discussion of students progress in social skills outcomes;
- The professional development plan in order to respond to student needs;
- The social skills teaching program; and
- The positive reinforcement systems in recognising and reinforcing appropriate behaviour
Plan development phases

1. Development of the Anti-bullying plan by the School’s Effective Learning team
2. Feedback from Principal, School Executives
3. Consultation with School Council and P&C
4. Comment and review of plan by all staff
5. Plan implemented
Staff Feedback Sheet

Aspects I liked about the plan

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One thing I didn’t understand about the plan

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General comment

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