Anti-bullying Plan
King Street Public School
The NSW Department of Education and Communities rejects all forms of bullying. No student, employee, parent, caregiver or community member should experience bullying within the learning or working environments of the Department.

Bullying

Bullying is repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. Cyber bullying refers to bullying through information and communication technologies.

Bullying can involve humiliation, domination, intimidation, victimisation and all forms of harassment including that based on sex, race, disability, homosexuality or transgender. Bullying of any form or for any reason can have long term effects on those involved including bystanders.

Conflicts or fights between equals or single incidents are not defined as bullying.

Bullying behaviour can be:
- **verbal** eg name calling, teasing, abuse, putdowns, sarcasm, insults, threats
- **physical** eg hitting, punching, kicking, scratching, tripping, spitting
- **social** eg ignoring, excluding, ostracising, alienating, making inappropriate gestures
- **psychological** eg spreading rumours, dirty looks, hiding or damaging possessions, malicious SMS and email messages, inappropriate use of camera phones.

The term “bullying” has a specific meaning. The school’s Anti-bullying Plan sets out the processes for preventing and responding to student bullying. The school has a range of policies and practices, including welfare and discipline policies that apply to student behaviour generally.

Schools exist in a society where incidents of bullying behaviour may occur. Preventing and responding to bullying behaviour in learning and working environments is a shared responsibility of all departmental staff, students, parents, caregivers and members of the wider school community.

**School staff** have a responsibility to:
- respect and support students
- model and promote appropriate behaviour
- have knowledge of school and departmental policies relating to bullying behaviour
- respond in a timely manner to incidents of bullying according to the school’s Anti-bullying Plan.

In addition, teachers have a responsibility to:
- provide curriculum and pedagogy that supports students to develop an understanding of bullying and its impact on individuals and the broader community.

**Students** have a responsibility to:
- behave appropriately, respecting individual differences and diversity
- behave as responsible digital citizens
- follow the school Anti-bullying Plan
- behave as responsible bystanders
- report incidents of bullying according to their school Anti-bullying Plan.

**Parents and caregivers** have a responsibility to:
- support their children to become responsible citizens and to develop responsible online behaviour
- 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
- report incidents of related bullying behaviour to the school
- work collaboratively with the school to resolve incidents of bullying when they occur.

**All members of the school community** have a responsibility to:
- model and promote positive relationships that respect and accept individual differences and diversity within the school community
- support the school’s Anti-bullying Plan through words and actions
- work collaboratively with the school to resolve incidents of bullying when they occur.
Our School Anti-Bullying Plan

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.

KPS P&C Bullying Presentation

A presentation was taken to King St P & C to inform parents of what bullying is, what our current approach involves and prevention/interaction strategies. It was part of the PBL initiative. We also surveyed random families from across the school to gain data about bullying at King St Public School.

Statement of purpose

It is important to note that the reason the school is introducing a strong policy on anti-bullying is not because a major problem exists. The reason we are working with parents and students in this area is to ensure that a major problem does not evolve. We see this policy development as a natural continuation of our Student Welfare Policy. It is important for any organisation to face the reality that any endeavour involving children or adults is a potential environment for bullying type behaviours. We aim to give students skills in dealing with this behaviour that will be used at high school and throughout their entire lives.

We would like to extend a special thankyou to the parents who have voiced their support in the development of this policy.

School Anti-bullying Plan – NSW Department of Education and Communities

It was felt, by the Student Welfare Committee, that a formalised anti-bullying policy needed to be put into place so that bullying issues could be dealt with in a consistent manner across the school. A major priority for schools is the care and safety of students in its charge. Students learn best in environments that feel safe. Every student has the right to expect that he or she will spend the school day, both in and out of the classroom, free from bullying and intimidation. The expectation of good discipline in schools includes the requirement of all students to NOT participate in violence, discrimination, bullying or intimidation.

Protection

Schools exist in a society where incidents of bullying behaviour may occur. Preventing and responding to bullying behaviour in learning and working environments is a shared responsibility of all departmental staff, students, parents, caregivers and members of the wider school community. All members of the school community contribute to preventing bullying by modelling and promoting appropriate behaviour and respectful relationships.

The research we base our procedures on is the ‘Method of Shared Concern’ which was originally identified by Andrew Pikas in 2002. More practical advice and information is available on our school site www.schoolsatoz.nsw.edu.au.

At King St Public School we believe that everyone has the right to feel valued and safe, and that school must be a place where individual differences are appreciated, understood and accepted. Every student has the right to enjoy his/her time at school. Our school community promotes respect for self and others. There is no acceptable reason for bullying within our school. The school has a 4 point approach for anti-bullying:

- Primary Intervention
- Early Intervention
- Intervention
- Post Intervention
What is Bullying? (Shared definition developed at KSPS in the context of PBL initiative)

Bullying is when someone means to hurt you, over and over again. It can cause you to feel pain. It can cause you to feel stressed. (Years 3 – 6 language)

Bullying is when someone means to hurt you, over and over again. It can make you feel pain. It can make you feel sad. (K – Year 2 language)

Primary Prevention

A Whole School Approach

1) Awareness Raising – King St School will continue to raise awareness regarding the issues listed in this policy on bullying through student, staff and parent discussion. There is a wealth of published articles on bullying from the DEC. Also King St School has developed its own Anti Bullying Programs for classroom instruction. The Teacher’s Reference section of the Library has many books on bullying and the prevention of bullying. We also run whole school programs of “You Can Do It”, Child Protection, Quality Playground and Quality Classroom.

2) Policy and Implementation – The policy regarding bullying is that:
   a) Bullying and aggressive behaviour will not be tolerated
   b) If an incidence of bullying occurs, the consequences are similar to those described in the Behaviour Management Plan and Managing Unacceptable Behaviour sections of the Student Welfare Policy.
   c) The bully must apologise (as appropriate) to the victim and if deemed necessary enter into conflict resolution and restitution under the supervision of the principal, non-teaching executive or teacher. The bully will be requested to consider the consequences of his/her actions for the victim.
   d) As per our discipline code for other matters, the major focus will be on:
      - the teaching and learning of appropriate behaviour
      - class based prevention and intervention strategies

   - whole school reinforcement of acceptable behavior. That is in assemblies, Student Parliament meetings, staff meetings, P & C meetings and School Council meetings.
   - support for the victim as well as the perpetrator
   - seeking parental support

3) Other specific teacher responsibilities related to bullying include:
   - providing effective supervision in the playground
   - intervening in bullying situations
   - giving the clear message that “bullying is not tolerated at KSPS”
   - initiating serious talks with those who bully and their victims (and their parents when deemed necessary)
   - discussing bullying behaviour in the classroom and implementing conflict resolution training programs
   - consistently applying sanctions - some form of non-hostile, non-corporal punishment for bullying. eg. Reflection sheets, time out
   - providing positive praise for avoidance and reporting of bullying
   - aiding victims in asserting themselves in class and the playground to increase self-worth
   - working with parents of victims to help their children develop healthy friendships

Help in Bullying Situations

At King St School, assistance is provided in the following ways:

1) Help for the person being bullied by acknowledging their distress, acting to make them safe and empowering them to find a ‘voice’.
2) Help for the person who is bullying the others by intervening in a positive way
3) Help for the onlookers by empowering them to challenge bullying behaviour
4) Help for the teachers by providing information about bullying and setting out clear procedures to be followed when bullying is reported
5) Help for parents by giving them a clear course of action if their child reports bullying / or their child is bullying others
6) Help for the whole school community by modeling respectful relationships whenever adults interact with students or with other adults.
At King St School the Parents Role is:
The following suggestions are made to parents through print materials, newsletters and meetings.

Take an active interest
- in your child’s social life
- in what is happening at school
- in what they are doing on the computer

Encourage your child
- to bring friends home
- to accept and tolerate differences in others

Build your child’s self-confidence
- by recognising and affirming his/her positive qualities
- by valuing him/her for who he/she is

Discuss with your child
- the school’s expectations about behaviour
- ways to respond if his or her rights are infringed

Encourage constructive responses
- physical bullying or persistent teasing should be reported
- hitting back or retaliating with name - calling won’t solve the problem

Set an example
- be firm, but not aggressive in setting behaviour limits
- be positive in things you say and do
- model being cyber smart

Be alert for signs of distress
- unwillingness to attend school
- dropping off in academic performance
- damaged clothing and frequent loss of personal property
- loss of confidence and uncharacteristic mood changes
- withdrawal from social activities.

ACT
- If your child is being bullied at school, report it to a teacher, or the Principal. Your report will be followed up.

Other Strategies at KSPS to Address Bullying and Create an Anti-Bullying Climate

- School values of Kind, Safe, Proud, Supportive. Opportunities are provided to cater for each child’s skills, talents, abilities or interests.
- Teachers and all staff are encouraged to praise and acknowledge students for safe, caring and non-violent behaviour.
- PBL certificates, Chance Star Cards and Blue Cards can be given to students who demonstrate good “Citizenship” and “Values”
- Student Parliament is encouraged to discuss and promote anti-bullying strategies.
- Quiet areas of the school have been identified to the students as a place to go in the playground. These include Library/ Computer Lab, beside sensory garden seats, Chess Board area and CAPA groups.
- Students are guided to identify developmental assets in themselves and others, and to utilize them to problem solve.
- Undertake Life Education Programs that address cyber smart strategies.
- Consequence Room for planning strategies for bullying behaviour.
- 009 playground program at recess times.

Other Classroom Teaching Strategies Such As:

- “Standing Together”, listing ways in which youth can show support and respect for peers, using positive language. Make posters, fliers or bulletin board displays. Run a contest with positive or supportive ways youth can deal with bullying issues. Do artwork depicting ways in which youth can “stand together”.
- Buddy/mentor program between classes to enhance the friendship circle of students.
- Communication and leadership skills training, by teachers, counsellors and outside agencies provide support for victims and those involved in bullying behaviours.
- Allow reactive aggressors a place in which they can quietly “pull themselves together” before rejoining the group.
- Encourage and celebrate diversity.
- Weekly lessons from the “You Can Do It” program and following the set lessons for each stage on Child Protection.
- KSPS Anti-Bullying program in PD lessons.
- Quality Classroom program.
- Teaching children to give and receive compliments in culturally appropriate ways.

The following overview has been prepared for classroom use by teachers in Stage 2. Anti-Bullying lessons will be taught each year, across all the stages at King St Public School. It is intended that the classroom teacher will follow the sequence of lesson plans and use any accompanying sheets of resources. Other resources are available from the Library catalogue of suitable resources for the theme of Bullying. The lessons will be the same for the 2 years of each stage. Example of the Stage 2 Unit –

<table>
<thead>
<tr>
<th>Stage 2 Lessons - What Makes A Good Friend?</th>
<th>Survey Incidents</th>
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<tr>
<td>Duration – 1 Term</td>
<td>Bullying in the Playground</td>
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<td>Strands - Communicating, Interpersonal</td>
<td>R.I.C. Publications</td>
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<td>Relationships, Decision Making, Problem</td>
<td>T.R. 371.5</td>
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<td>Solving, Interacting</td>
<td>Whole School Map for each child</td>
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<td>Outcomes – COS 2.1, PSS 2.5, IRS 2.11,</td>
<td>Student Questionnaire</td>
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<td>What is Bullying?</td>
<td>What is Bullying 1?</td>
<td>“Bullying” Identify Cope Prevent Middle Primary Book</td>
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<td>What is Bullying 2?</td>
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<td>Revising Definition and</td>
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<th>Strategies For Dealing With Bullying</th>
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<td>Why Do People Bully 3?</td>
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<td>Why Do People Bully 4?</td>
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<td>What Should You Do? (including DEBUG strategy)</td>
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<td>School Report</td>
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<td>Dear Problem Solver</td>
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<td>Who Can Help Me?</td>
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<td>How Can I Help?</td>
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<th>Evaluation</th>
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<td>Revisit school map activity from lesson 3. Are there any differences in incidents of bullying?</td>
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<tr>
<td>What Makes A Good Friend?</td>
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Early Intervention

Students are to be encouraged to report bullying incidents involving themselves or others.
- Teachers to regularly remind students to report incidents. Reporting is not dobbing.
- Parents are encouraged to contact the school if they become aware of a problem.
- Students are recognised for positive behaviours at assemblies and in newsletters.
- Teachers to notify colleague/class teacher if an incident of alleged bullying occurs which they are aware of.

Intervention

- Once identified, the bully, victim and witnesses are spoken with. All incidents or allegations of bullying will be fully investigated in line with our Recommended Interview Procedure
- Consideration as to why the bullying occurred will be investigated. (e.g. The bigger picture or contributing factors)
- Both bully and victim will be supported and monitored (social skills program; outside school resources through counselling may be utilised if deemed necessary)
- Parents may be contacted and asked to be part of the support and intervention plan.
- If deemed necessary the incident/s will be taken to the Learning Support Team (LST) meeting for discussion and consideration.
- Recommendations from the LST will be implemented.
- Students are encouraged to use the ‘De-Bug 5 Step System’

Decide to ignore
Exit or move away
Be friendly; use friendly words
Use firm words
Get adult help
- Seek help by talking about the experience to someone who is trustworthy (teacher, school counsellor, parent, peer).

- Report the bullying to a member of staff and feel confident that any incident will be resolved satisfactorily.

Other ‘self-protective’ strategies that might be suggested include:
- Staying away from the bully, or places where bullying occurs.
- Be with friendly, supportive friends.

ADVICE TO BE GIVEN TO STUDENTS WHO KNOW SOMEONE ELSE IS BEING BULLIED

- The important role ‘Bystander’ behaviour plays is discussed regularly in class discussions.
- If possible, intervene by telling the bully to stop. This is very useful if the onlooking student has influence with the bully.
- Refuse to join in with the bullying.
- Support students who are being bullied – just standing by them can be enough.
- Tell an adult if you are concerned about the bullying.
- It is every student’s right and responsibility to report bullying whether it happens to oneself or to someone else.

Post Intervention - Response

Identifying Patterns & Responding
Incidents of anti-social behaviour are recorded in our Sentral system and discussed at stage meetings. Also if deemed necessary, incident from playground goes to Consequence Room for further discussion and planning as a restorative justice session.

Recommended Interview Procedure by Teacher/Principal/Executive
When a report of bullying is made to a teacher, a “no blame” approach is taken using the following steps:

Step 1 Interview the alleged victim/s. This involves fact finding, building their awareness, reassurance, the restitution desired and preparation for the final interview.
Step 2 Interview the alleged perpetrator/s. This involves reassurance that they are not in trouble, but there is a situation that needs to be sorted out, encouraging them to talk about their involvement, building their awareness, exploring restitution and preparation for the final interview.

Step 3 The 2 parties, and sometimes appropriate supporters, are brought together in a final interview. A summary of instructions for the teacher/executive/principal follows:

- Introduce yourself, your role, the participants and their reason for being there. Emphasise that your role is neutral and unbiased.
- Begin with the alleged perpetrator’s story. The reasons for this are that they will then be more likely to own their behaviour and will talk more readily if they are not already on the defensive. Silence is a powerful strategy. Don’t rush people.
- Proceed to alleged victim’s story. This will provide an alternative perspective to the group.
- Ask the alleged victim’s support group similar questions.
- Direct questions to the alleged perpetrator’s supporters. Remember the process is not a punitive one; if this occurs, the outcome will not be positive and restorative.
- An Action Plan is developed.
- Arrangements are made to monitor and support the plan over the following 2/3 weeks for the bully and the victim.

Remember: the above is an outline only and gives a general idea of the procedure.

Note: If bullying persists or recurs, consequences as given in our Behaviour Management Plan and Managing Unacceptable Behaviour are implemented further.

CYBER BULLYING

What is Cyber bullying?

Cyberbullying is an extension of the ‘traditional’ type of bullying. The key difference being that the ‘weapon’ used to bully involves technology such as websites, text messages, social networking sites and emails to embarrass, demean, harass, intimidate, or threaten other people.

Cyberbullying can range from situations such as arguments between friends that get out of control, to groups of young people deliberately targeting other young people, or masquerading as them or as fake friends.

How do we Treat Cyber Bullying at King St Public School?

Social media problems can be greatly lessened when the school and parents work together. Generally primary age students are not mature enough to cope with social media without guidance and regular monitoring.

Parents are made aware that it is illegal to have a ‘Facebook’ Account under the age of thirteen. Our parents are strongly encouraged to monitor their children’s social media usage, e.g. SMS and email usage in order to promote being cyber smart and prevent cyber bullying.

Cyber bullying is treated in the same manner as any other form of bullying at King St Public School. Action taken by the school includes:

* The offender / offenders will be treated in the same way as for other bullying interventions (see Response)
* Their parents are contacted and informed of the incident.
* Their school computer privileges are suspended for a period of time
* When the offense warrants it, the police liaison officer becomes involved.
* If the offense warrants it, school suspension may be issued.
* K.S.P.S. relies on parents to closely monitor student computer use at home.

Code of Behaviour for Preventing Cyber Bullying include:

- Never post pictures or videos of someone without their permission.
- It is illegal to have a ‘Facebook’ account under the age of thirteen.
- Never communicate anything bad or negative about someone using the internet or mobile phone.
- If you discover others sharing nasty comments about someone
No-one has the right to bully another person. At its most serious, cyber bullying is illegal and can be investigated by the police.

Tips
If you are being cyber bullied

- **Ignore it.** Don’t respond to the bully. If they don’t get a response they may get bored and go away.
- **Block** the person. This will stop you seeing messages or texts from a particular person.
- **Tell someone.** Tell your mum or dad, or another adult you trust. Or you can call Kids Helpline on 1800 55 1800, visit their website or contact the Cybersmart Online Helpline service.
- **Keep the evidence.** This can be useful in tracking the bully down. Save texts, emails, online conversations or voicemails as proof.
- **Report it to:**
  - Your school
  - Your ISP and/or phone provider or the website administrator—there are actions they can take to help.
  - The police—if there is a threat to your safety the police will help. Call Triple Zero (000) or Crime Stoppers on 1800 333 000.

If a friend is being cyber bullied

It can be hard to know if your friends are being cyber bullied. They might keep it to themselves. If they are being cyber bullied, you might notice that they may not chat with you online as much, suddenly receive lots of SMS messages or are unhappy after they have been on the computer or checked their phone messages. They may stop hanging around with friends or have lost interest in school or social activities.

Help stop cyber bullying

- **Stand up and speak out!** If you see or know about cyber bullying happening to a friend, **support them and report the bullying.** You’d want them to do the same for you.

Tips to Stay Safe and Cybersmart

Attached to this policy are tips for the students of King St Public School to stay safe and cyber smart. These tips have been attained from “Australian Communications and Media Authority (ACMA). They include information about:

- cyberbullying
- unwanted contact
- inappropriate content
- playing online
- your digital footprint—take care what you share
- staying legal
- netiquette
- online friends
- TH.I.N.K. strategy
- mobile phones

There are lots of different things you can do online. While most of the time it’s all great fun, sometimes things don’t go as well as you hoped and you don’t know why or what to do about it.

Cyber Bullying

The same rules apply online as in the ‘real world’ about how to treat other people. Unfortunately, people don’t always treat each other well online, and you, or a friend, may find that you are the target of cyber bullying. You might be teased or have rumours spread about you online, receive nasty messages or even threats. It can happen in school, or out of it, any hour of the day, from people you know, and sometimes people you don’t know. It can leave you feeling unsafe and alone.

online then keep a copy and show it to an adult or teacher to stop the bullying.
- Never join in.
- Be cyber smart.
• Don’t forward on messages or pictures that may hurt or be upsetting to someone. Even though you may not have started it, you will be seen to be part of the cyber bullying cycle.
• Remember to treat others as you would like to be treated when communicating online.

Unwanted Contact
Sometimes you can meet someone or see something online that is unpleasant or makes you feel uncomfortable. This could be communication from someone you met online who starts asking personal questions or sends you photos or material that are upsetting or that you don’t like. It can sometimes be from someone you know. What should you do?

Tips
• Tell someone. Tell your mum, dad, an older brother or sister, or another adult you trust.
• Don’t respond to messages and leave the site or chat session immediately.
• Block the contact using your ‘ignore’ list or with filtering software.
• Keep the evidence. This can be useful in tracking the person posting unsuitable material or asking you questions.
• Report it. Ask your parents to contact your ISP and/or phone provider or the website administrator, as there are actions they can take to help. You can also report it to the police if there is a threat to your safety.
• Set your profile to ‘private’ so your personal details are kept secret and it’s harder for people you don’t know to contact you.
• Don’t open messages from people you don’t know. They could be nasty, contain viruses or be trying to sell you something.
• Remember, if you want to talk about a problem with unwanted contact, call Kids Helpline on 1800 55 1800, visit their website or contact the Cyber smart Online Helpline service.

Inappropriate Content
When you’re surfing the web you may come across websites, photos, text or other material that makes you feel uncomfortable or upset.
There are some easy ways to handle these situations.

Tips
• Tell your parents or another trusted adult if you come across material that upsets you. Or call Kids Helpline on 1800 55 1800.
• Know how to ‘escape’ from a website if an internet search takes you to an unpleasant or nasty website. Hit control-alt-delete if the site will not allow you to exit.
• If a website looks suspicious or has a warning page for people under 18 years, leave immediately. Some sites are not meant for kids.
• Check with your parents that your search engine is set to block material that is meant for adults.
• Ask your parents to install internet filter software to block bad sites.
• Ask your parents to help you find safe and fun sites to use and bookmark for later.

Playing Online Games
Playing games online and using consoles or games on computer can be great fun, but you need to be careful about how much you play and who you play with. Sometimes, if you are using a console, you can play games online with other people instead of going into game sites. It is important that if you chat with other gamers you protect your privacy and don’t share personal or private information. If you are unsure whether a game is suitable, ask your parents or a trusted adult to check its classification and reviews for you.

Tips
• If another player is behaving badly or making you uncomfortable, block them from your players list. You may also be able to report them to the game site operator.
• Limit your game play time so you can still do other things like homework, jobs around the house and hanging out with your friends.
• Keep personal details private.
• Remember to make time offline for your friends, your favourite sports and other activities.
Your Digital Footprint

It’s great to share things online with your friends. Part of the fun of sharing videos, images and other content, is that lots of people can view and respond. Remember that what you share with your friends may also be viewed by others who you don’t know. They may also be able to look at it for years to come. Everything you post adds up to make your digital footprint and, once it’s online, it could be there forever. So think before you post.

Tips

• **Keep your personal details private.** Use an appropriate nickname instead of your real name. Ask your parents before giving anyone on the internet your name, address, phone number or any other personal details.
• **Don’t share** your username or password with anyone.
• **Think** before you hit send or post. Once posted, it can be difficult to remove content.
• **Don’t post** anything you don’t want others to know or find out about—or that you wouldn’t say to them face to face.
• **Remember** that private images and videos you send to friends or post on a social networking site may be passed on to others and uploaded to public sites.
• **Be respectful** of other people’s content that you post or share. For example, a photo that your friend took is their property, not yours. You should post it online only if you have their permission and make a note about where you got it from.

Staying Legal

The internet is a great place for sharing stuff, but you need to remember that you are responsible for what you share online. And that means there can be a very serious side to all the fun.

Tips

• **Respect** other people’s content. If you want to post content or images that aren’t yours, ask first. Check with your mum or dad before you pass on content that you find online to other people.
• **Read** the terms and conditions of any photo-sharing sites or other sites on which you can post information. Ask your mum or dad to run through the details so you’re clear about what’s expected of you as a user.
• **Check** any age limits on a website. If you’re not the right age, find another site to visit.
• **Think** before you hit send or post. Once posted, it can be online forever. Don’t post anything you don’t want others to know—or that you wouldn’t say to them face to face.

Netiquette

Sometimes it’s easy to forget that the other person you are chatting to on IM, playing a game with, or posting to their profile is a real person. It’s easier to say and do things Online that you might not do in ‘real life’. This may hurt that person’s feelings or make them feel unsafe or embarrassed. It’s important to be kind and polite to others online and to stop and think about how your behaviour will affect them.

Tips

• **Treat other people the way you would like to be treated.** Avoid using bad language and don’t say things to someone to make them feel bad.
• **Learn about the ‘netiquette’ of being online.** What’s considered okay to do and say and what isn’t? For example, if you type a message to someone in UPPER CASE they may think you are shouting at them.
• If someone says something rude or something that makes you feel uncomfortable, **don’t respond.** Leave the chat room or forum straight away.
• **Tell your parents** or another adult you trust if you read upsetting language, or see nasty pictures or something scary.

Online Friends

Chatting to friends using IM, in chat rooms and on social networking sites can be great ways to keep up to date. Meeting new friends online is also pretty fun, and you can meet people online that like the same movies or sports as you. But while there are lots of good points about keeping in touch with online friends,
there are also some risks with meeting people online—especially if you don’t know them in real life. To help stay safe while you chat, remember some simple tips:

**Tips**

- **Be careful who you trust online.** A person can pretend to be someone they are not.
- **Choose your friends.** While it’s good to have a lot of friends, having too many makes it harder to keep an eye on who sees the stuff you post online. Don’t accept friend requests if you’re not sure about the person.
- **Keep your personal details private.** Use a nickname instead of your real name if you are in a site or game where there may be lots of people you don’t know. Ask your parents before giving anyone on the internet your name, address, phone number or any other personal details.
- **Set your profile to private,** or ask your parents to help you do this.
- **Always keep your password secret.** Don’t even share it with your friends.
- If you want to arrange to meet someone you’ve met online, **check with a parent first** and ask them to go with you. Always meet in a public place, preferably during the day.
- If someone writes something rude, scary or something you don’t like, **tell your parents** or another adult you trust.

**Kindergarten and Stage One**

Here’s a way to remember how to be cyber smart.

**THINK**

**T**ell your Mum or Dad if you see something online that upsets you, or if someone makes you feel unhappy. You can also talk to a trusted adult like a teacher: they can help.

**Think** will help you to stop and think before you act.

**I**nteresting websites can be fun. Check with Mum or Dad if a site is okay to use before you visit. Sometimes they can set up a good list of sites just for you.

**H**ide your password. Only ever share it with your parents – never with your friends. Someone else could go online pretending to be you and do something that could get you into trouble.

**Mobile Phones**

Mobile phones are great for keeping in touch with friends and family. But there are some things you should keep in mind. For example, if you download ‘free’ ring tones or other offers that are sent to you by SMS, you may find yourself with a very high phone bill. Cyber bullying, people making inappropriate contact, or coming across websites and other materials that you didn’t want to see can be problems as well.

Your privacy is also important. In the same way you protect your privacy online it’s important that you don’t share private/personal details or photos using your mobile phone. It’s easy to forward SMS messages and photos but you never know where they might end up.

**Tips**

- Only give out your mobile number to people you know and trust. Respect your friends’ privacy by not giving away their details without permission.
- Don’t tell anyone your personal details such as your name, address or school.
• Always check with your parents before sending private information to anyone using your mobile phone.
• Think before you send. The person who you send information, pictures or videos to may not be the only one who will see them—so if you don’t want them to go public, don’t send them.
• Don’t accept offers that sound too good to be true. They probably are, and you or your parents could end up with unexpectedly high phone bills. Check with your parents before accepting any offers.
• If your phone is lost or is stolen, ask your parents to notify your network carrier and the police immediately. If you can, tell them your IMEI number (generally found inside the battery compartment of your phone —your parents can help with this) and any other identifying features of the phone. The telephone carrier can use this number to block your phone from all networks in Australia once you report the phone lost or stolen, making it useless to any thief. More information is at: www.amta.org.au
• If you use Bluetooth, ask your parents to help you change the settings so that the phone is not ‘discoverable’. This means that it can’t be found or discovered by other Bluetooth-enabled devices searching for another one. Keeping your phone undiscoverable is a good protection against hackers.

Tips for dealing with unwanted SMS and voice messages
• Don’t respond.
• Save the message and the date, time and number of the call
• Let your parents know.

All incidents involving assaults, threats, intimidation or harassment will be reported to the Police.

If deemed necessary, behaviours or incidents that indicate a student is at risk of harm, will be reported to the Child Wellbeing Unit.

In instances where a complaint is received the ‘Complaints Handling Policy and Guidelines’ will be followed.

Sharing Promotion of Our Anti-Bullying Plan
Our Anti-Bullying Plan is available on our website.
Every classroom has a copy in their Student Welfare Policy which is kept in the room and also a copy is put into each class teacher’s Casual Folder.
Aspects of the plan are shared regularly with the parents/carers through the school Newsletter.

Monitoring
We will monitor the effectiveness of our Anti-Bullying Plan through our weekly staff communication meeting, Learning Support Team, Student Welfare Team and through cyclical reviews.

Reporting
The Anti-Bullying Plan, as part of the Student Welfare Policy and Procedures, will be reported on to the parent body in the relevant School Report.

Review of Policy
A review of the Anti-Bullying Plan will be conducted as part of our School Improvement Process. The next review is due in 2017.

Additional Information
1. The Child Well-Being Unit Contact Details
Intranet > Student Welfare Directorate > Child Wellbeing unit
The child Well-Being Unit can be contacted by telephone on 02 9269 9400 from 8am to 5:30pm Monday to Friday. (excluding public holidays)

2. www.schoolatoz.nsw.edu.au
This is a site which gives practical help for parents

3. Kids Helpline 1800 55 1800
4. www.reachout.com
   This is a youth mental health service offering strategies for dealing
   with various issues.

5. www.bullyingnoway.com

6. Resource “Bullying – Let’s stamp It Out” an initiative by George
   Souris

School Contact Information

King St Public School
King St Singleton  2330
NSW

Ph: 02 657 222 81
Fax: 02 657 111 77

Email: kingstreet- p.school@det.nsw.edu.au

Web: www.kingstreet-p.schools.nsw.edu.au

Principal's comment

This policy was reviewed as part of our school improvement cycle. Input
by the school community, teaching staff and senior students was sought
via survey and this information was taken into consideration throughout
the process. Our approach is based on the latest recommended research
by the NSW Department of School Education.

Team Leader: Cath Larkman (Principal)
Jan Hovey (Assistant Principal and Wellbeing Team Leader), Kathy Barry
(PBL), Carmen Hawkins, Jenny Stewart, Josh Ingram, Kerry Kermode.

The Anti-Bullying Plan – NSW Department of Education and Communities