

Anti-bullying Plan

Clarence Town Public School



Reviewed Term 2, 2019



Bullying:

Preventing and Responding to Student Bullying in Schools Policy (2011)

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.

Conflict 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 school 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.

Clarence Town Public 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.

This plan has been developed in consultation with Clarence Town Public School P&C, Staff and students. The Plan will be reviewed annually.

Statement of purpose

Within the Clarence Town Public School Community we are committed to providing a caring, friendly and safe environment for all of our students, so they can learn in a calm and secure atmosphere. Bullying of any kind is unacceptable in our school. If bullying does occur, all students should be able to talk in confidence, knowing that incidents will be dealt with promptly and effectively.

..and this is supported by our Positive Behavior For Learning (PBL) Statement of Purpose:

PBL Statement of Purpose

Clarence Town Public School provides a Quality and Inclusive Teaching and Learning Environment where we develop independent, safe, respectful lifelong learners and leaders; who contribute positively to the wider community.

Protection

PURPOSE

- To provide clear guidelines on the appropriate course of action to undertake when dealing with incidences of bullying.
- To ensure that every person feels safe and valued at Clarence Town Public School.
- To reduce stress and its effects for both students and teachers.
- To improve and support the self-esteem of all members of the school community.
- To improve teaching and learning outcomes.
- To fulfil legal obligations (e.g. anti-discrimination, anti-racism).
- To support Departmental policies on student wellbeing.
- To assist all students to develop appropriate ways of responding to situations.
- To continue to build upon the school culture which is based on the beliefs of

“Kindness, Honesty, Effort”

And the values

“Learning, Respect, Safety”

GUIDELINES

DEFINITION

“Bullying is **repeated** intimidation over time of a physical, verbal or psychological nature of a less powerful person by a more powerful person or group of persons: (DET)”

- Bullying is any act that causes hurt or fear in another person.
- It is a pattern of behaviour by one person towards another, which is designed to hurt, embarrass, upset or discomfort that person.
- It may be deliberate or as a result of a lack of empathy.

BULLYING BEHAVIOURS:

- Hitting, kicking, punching, pushing, pulling, tripping, spitting, throwing objects and sexual / physical abuse.
- Hiding, damaging or destroying property belonging to someone else.
- Asking someone to give money, food or other property against their will.
- Name calling, using offensive language, making comments another person finds offensive.
- Being victimised because of religion or ethnic background.
- Ridiculing or teasing in a nasty way.
- Putting others down or spreading rumours.
- Making rude gestures or faces.
- Leaving someone out of a group, deliberately intending to exclude.
- Manipulation of others to mistreat another student.
- Mental or emotional abuse.
- Using any form of technology as a tool for sending inappropriate message, pictures, videos or text.
- Threatening any of the above.

Prevention

IMPLEMENTATION

Responsibilities

At Clarence Town Public School teachers will:

- act as role models of caring and tolerant behaviour;
- listen to students when they report bullying;
- take steps to protect the victim from further harm;
- act to stop the behaviour recurring; and
- document behaviours in playground folders, on the Record of Individual Student Contact (RISC) system and/or notify relevant school personnel and/or outside agencies.

Students who are bullied:

- will speak to a teacher and give full details of the incident.

The most important thing to remember is that if you are being bullied or know someone else who is being bullied telling someone is reporting abuse. It is not “dobbing”.

The bully:

- will cease the behaviour immediately;
- will work with the school in seeking a permanent solution;
- may engage in a specialised program designed to prevent a recurrence; and
- may engage in mediation programs.

Parents can support by:

Unhelpful Parent/ Caregiver Response	Helpful Parent/Caregiver Response
Reacting emotionally with anger	Hearing the child's point of view
Down – playing the situation	Acknowledging their feelings
Demanding to know the details	Involving the child in solutions
Blaming the child in some way	Discussing the issue with the school
Accusing the parties concerned	Using the problem solving steps above

The School Will:

- Keep adequate records of all bullying incidents using playground folders and RISC;
- Work with parents of the victim to assist their child to avoid being bullied in the future;
- Provide student with strategies to assist them to avoid being bullied in the future;
- Provide the bully with a range of strategies to assist them to change their behaviour;
- Implement bullying and behaviour management programs designed to support all children;
- Implement consequences as per the discipline policy;
- Access external and or Departmental resources as required; and
- Provide school counsellor support to children parents and staff as required.

Clarence Town Public School will implement the following initiatives, programs and strategies for prevention of bullying behaviours.

All Year – PBL, Leadership Initiative,

Term 1 + – Kindergarten Buddy Program, Classroom & Playground lesson focus

Term 2 – Peer Support Program

Term 3 – PBL Playground Focus Lessons

Term 4 – PBL Classroom Focus Lessons

Early Intervention

As a Positive Behaviour for Learning school, we value Respect, Safety and Learning

RESPECT

- Care for property and equipment
- Follow instructions the 1st time
- Use polite language

SAFETY

- Right place, right time, right equipment
- Move sensibly
- Hands and feet to self

LEARNING

- Do your best
- Be on task
- Be prepared

[Clarence Town Public School Behavior Consistency Guidelines](#)

Response

Schools are aware of the potential harmful effects of bullying, including online bullying (cyberbullying) on young people and Clarence Town Public School takes reports of bullying seriously.

The primary aim of the school's response is to restore a positive learning environment for all students.

Positive responses are based on the understanding that children and young people are in the process of learning how to be a member of the school and wider community. Effective schools use the response to bullying as a learning opportunity for everyone involved.

A second aim of the school's response is to avoid escalation of issues or causing more harm.

The aims for Clarence Town Public School in responding to bullying are:

- to find a positive solution for everyone
- to stop it happening again, and
- to restore the relationships between the students involved.

Student reports bullying (including online bullying)

The steps to follow when a student reports bullying (including online bullying) are:

1. Listen carefully and calmly, and document what the student tells you. (*Clarify if there are immediate safety risks and let the student know how you will address these*).
2. Collect additional information.
3. Discuss a plan of action with the students.
4. Inform the student what you intend to do.
5. Provide suggestions on what to do if the bullying occurs again.
6. Set a date for follow up review/s.
7. Record the incident/student contact in the school's student data management system.
8. Notify appropriate school personnel.
9. Contact the parent/guardian informing them of the incident and your course of action.

10. Make sure to follow up with students over the next several weeks and months.

Parent reports student bullying to the school

A similar series of steps applies if a parent contacts the school to report bullying.

The steps to follow are:

1. If they have not already done so, ask the parents/carers to talk with the year/class teacher in the first instance.
2. If they are still concerned after speaking with the year/class teacher, invite them to make an appointment with the Principal or Assistant Principal and any relevant teaching staff.
3. At the meeting provide a calming, supportive response and appreciate that some parents may express anger and distress about their child's experience.
4. Listen carefully and document the account.
5. Refer to your school policy to discuss the definition of bullying, expectations of students and staff, responsibilities and implications.
6. Inform the parents what you intend to do in regards to their concerns.
7. Let the parent/guardian know the name and contact details of the responsible officer for further contact.
8. Provide suggestions and information about what parents/carers can do to support their child in the short term.
9. Set a date for a follow up review and conclude the meeting.
10. Record the incident/student contact in school's student data management system.
11. Collect additional information from students and other personnel as appropriate.
12. Notify appropriate school personnel.
13. After you have developed a full action plan based on the additional information gathered, conduct the follow up review meeting with parents/caregivers.
14. Agree on a contact person for parents/caregivers while the action plan is implemented.
15. Follow up with parents/caregivers and students at a designated time in the following weeks or months.

The Behaviour Consistency Guide developed by staff is to be used when determining action to be taken when negative student behavior occurs. (Appendix 1 – C.T.P.S Behaviour Consistency Guide)

In all cases the Negative Behaviour Steps (see appendix 2 and 3), for classroom and playground, needs to be **strictly** adhered to.

Recording Negative Behaviour.

All breaches of “**ORANGE**” behaviours require completion of a Classroom or Playground Referral Form (Purple playground folder or purple plastic sleeve in classroom) in alignment with flowchart or if teacher feels it is warranted earlier. The teacher is required to contact the parents/caregiver to inform them of the incident. The Referral form then needs to be forwarded to relevant AP by the end of the day unless action warrants immediate follow up.

All breaches of “**RED**” behaviours require completion of a Negative Referral Form and Principal must be notified immediately.

What happens to forms once completed by teacher.

1. Classroom and Playground Referral forms are forwarded to classroom teachers’ A.P. by the end of the school day. Once received, A.P to determine what future action to be taken if necessary and notify classroom teacher of decision. Report then forwarded to office staff for recording on school’s Student Welfare database.

The Principal will meet with APs regularly to ensure processes are in place to address emerging problems are dealt with in a timely fashion.

2. **RED** Serious Incident Reports, if serious but not urgent, to be forwarded to A.P. as soon as possible, however, definitely before the end of the day. If incident occurs after completion of the school day, then before 9:30am the following day.

The A.P. conducts investigations and makes recommendations to Principal for further action. (see left hand column of appendix 2 and 3 for possible actions) ***This to occur as soon as possible but no longer than 12 hours after the report is received by the AP.***

The Principal will provide feedback to A.P.s on the outcome of **RED** Serious Incident Reports. The A.P.s will have the responsibility of passing this information back to the reporting teacher.

N.B. If serious **AND** urgent incidents occur, e.g. students at risk of harming themselves or others, then Principal to be informed immediately and teacher to take action required to prevent harm of student or students.

Specific responsibilities of Executive staff.

1. It is the responsibility of ALL executive staff to ensure that the demands of respective flowcharts are met in an efficient and timely fashion.
2. The Principal, will have a responsibility of accessing the student welfare database to determine and track specific and general trends of inappropriate behaviours. In consultation with other executive, the Principal, will implement appropriate measures to counter unwelcome trends. Actions that Principal may implement could include:
 - Referral to Stage supervisor for follow up action,
 - Referral to Learning Support Team,
 - School Counselor,
 - Implementation of the Anti-Bullying Policy and Program.
 - Caution letter to student and Parent.(appendix 9)
3. APs to ensure children who are to attend planning room are to be noted on communication sheet prior to fruitbreak WITH relevant information as to why placement has occurred. If an incident

occurs after fruitbreak, warranting planning room placement, Principal or AP will notify Planning Room AP and student.

4. The Executive rostered onto Planning Room, will have the responsibility of completing planning room notification (appendix 8).
5. Data analysis to be maintained by Principal and PBL sub committee.

Additional Information

SPECIAL NOTES:

1. Principal to decide if lock down required
2. The Principal, or person relieving as Principal, has the right to immediately suspend a student according to current DoE Suspension and Expulsion Procedures.
3. Principal may negotiate part time exemptions or early exits for identified students on a needs basis in line with DoE policy.

Principal's comment

This document was completed as a comprehensive part of our whole school PBL process in 2013 and update in Feb 2016 and in Semester 2 2018. Consultation with staff and parents was at the centre of the documents development.

Louise Blakemore, Principal

Karen Oldfield, Assistant Principal

Steve Lofts, Classroom Teacher

Lisa Ziliotto, Parent representative

Sam Booth, Parent representative

School contact information

Clarence Town Public School

82 Queen Street Clarence Town NSW 2321

Ph: 02 4996 4156

Fax: 02 4996 4392

Email: [Clarence to-p.schools@det.nsw.edu.au](mailto:Clarence-to-p.schools@det.nsw.edu.au)

Web: www.clarenceto-p.school.det.nsw.edu