Anti-bullying Plan

School Name: Carlingford Public School
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.
Our School Anti-bullying Plan

Carlingford Public School is a K-6 school with more than a century of history and tradition in providing quality education to the children from the Carlingford and surrounding districts of North Western Sydney. Carlingford is a caring community school which prides itself on its small school atmosphere while providing outstanding personal development and self-esteem programs, comprehensive student welfare policies and holding high expectations for all students.

Within a happy, caring environment, students are encouraged to aspire to achieve their personal best at all times. At Carlingford, we endeavour to ensure our students' primary school experiences are happy, productive and rewarding. All students are treated with respect and individual needs are met in a caring, responsive way. The development of positive attitudes, self-esteem, self-discipline and respect of others is fostered through recognition, achievement and appropriate reinforcement.

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. The Carlingford Public School Anti-Bullying Plan has been developed in consultation with the staff, students, parents and caregivers. Our Anti-Bullying Committee have created this plan that is presented to the staff, the SRC and to the P&C annually, and is available on the school website. The policy’s effectiveness will be reviewed annually and revised every three years.

Related Documents
May be found on the school website

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Statement of purpose

Our school is to be a place where all students feel happy and safe, physically and emotionally. We believe that our students have the right to spend their school day free from the fear of bullying, harassment and intimidation.

The aim of our Anti-bullying Plan (ABP) is to provide a framework for our community members to create an environment where people can:

1. Focus on learning, and
2. Develop an understanding of and respect for others, and
3. Build up the skills of responsible citizenship.

We create this environment by:

- protecting the rights, safety and well-being of all school community members
- establishing and putting into action clear school values and school rules
- developing positive relationships, social responsibility and leadership
- developing the skills necessary for problem solving and conflict resolution
- promoting tolerance, as well as understanding and valuing difference
- providing opportunities and steps for success
- establishing support networks for students and parents

Protection

Carlingford Public School’s policy is guided by the Department of Education & Communities (DEC) definition that ‘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.’ (DEC NSW Anti-bullying Policy 2010). Our definition includes bullying behaviours by staff, parents and caregivers and students. We have a zero tolerance to bullying in any form by anyone at Carlingford Public School. All incidents of bullying need to be reported and dealt with immediately. The procedure for this is outlined in

Carlingford Public School Anti-bullying Plan – NSW Department of Education and Communities
Student Welfare Directorate

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Page 2
the Early Intervention section.

Responsibilities of Students, Staff and Parents in Preventing and Responding to Bullying Behaviour

Students will:
• Not just say the school creed, but do it
• Follow the playground rules and be responsible for their behaviour
• Know what a bullying behavior is
• Never join in bullying by copying the bully’s behaviour
• Challenge bullying behaviours, for example, sometimes they might ask why the bully is doing that
• Understand and believe that bullying behaviours are not allowed at Carlingford Public School
• Tell the teacher on duty if they see, or experience bullying behaviours in the playground
• Tell a teacher or trusted adult if they see bullying behaviours by students or parent/caregiver somewhere else at school
• Talk to a Prefect, an SRC representative or a parent/caregiver who can take them to the Principal if they see bullying by a teacher
• Join in all social skills and anti-bullying lessons
• Explain our bullying rules to new students

Teachers/Other Staff will:
• Live the school creed
• Be alert to instances of bullying at all times
• Respond to all reports of bullying by staff, students or parents/caregivers as outlined in this plan
• Implement the documented procedures for managing bullying behaviour as outlined in this plan
• Follow-up with the person who reported the incident to “close the loop”
• Foster awareness of the CPS Anti-Bullying Policy with new, casual and student teacher staff, new students, and new parents/caregivers

Parents/caregivers will:
• Know the school creed and encourage their children to live it
• Discuss the general play and behaviour agreement with their children and sign and return it to school
• Report incidents of bullying to the Class Teacher or relevant Assistant Principal the next working day after becoming aware of the behaviour
• **Work with staff to implement the identified resolution of the incident of bullying behaviour**
• Not attempt to solve the problem directly or indirectly with anyone else’s child or their family
• Be aware of the school Anti-bullying Plan and assist their children to understand and prevent or avoid bullying behaviour

Executive Staff will:
• Live the school creed
• Investigate and document **all incidents** of bullying reported by students, staff or parents/caregivers
• Implement the documented procedures for dealing with bullying behaviour as outlined in this plan
• Actively manage all reported incidents of staff bullying
• Follow up with the person who reported the bullying in every case to provide feedback and close the communication loop once resolution has occurred
• Ensure that all new, casual and student teacher staff are inducted to an awareness of the content of the CPS Anti-bullying Plan
• Maintain awareness of current Government initiatives on the Cyber Bullying Policy
• Provide a monthly report to the Principal on bullying incidents and their resolutions
• Support their children to develop positive responses to incidents of bullying consistent with the school Anti-bullying Plan
• Respectfully work with staff and children to develop resilience in the face of inappropriate behaviours
• If on the P&C executive, be formally inducted into the CPS Anti-bullying Plan & Policy within 4 weeks of taking up an executive role.

The Principal will:
• Live the School Creed
• Ensure that the Anti-bullying Plan is implemented
• Actively manage all reported incidents of staff bullying
• Manage data and reports
• Report annually to the school community on the effectiveness of the school’s Anti-bullying Plan
• Submit a copy of the school’s Anti-bullying Plan to the School Education Director whenever it is reviewed and updated
• Maintain awareness of current Government initiatives on the Cyber Bullying Policy.

Strategies to maintain a climate of respectful relationships

School Values/Rules and Creed
The School Values and Creed support a positive climate of respectful relationships where bullying is less likely to occur. They are displayed in every classroom and in other prominent areas around the school.

• Acceptance – be a good listener, appreciate differences, co-operate
• Responsibility – play safely, keep our school clean, follow school rules
• High Standards – do your best, be honest, be polite and be proud
• Commitment – finish what you start, be prepared, solve problems appropriately
• Respect – keep hands and feet to yourself (hands-off policy), be kind to each other and allow others to work quietly, care for other people’s belongings, do not put others down, treat others as you would like to be treated.

The School Creed is something we live and breathe at CPS as it reflects our School Values. The School Creed is recited every Thursday at a whole school assembly and is displayed in every classroom.

SCHOOL CREED
I treat others fairly
I am pleasant and friendly
I do my best
I play safely
I care for our environment
I am responsible for what I do
I am proud of Carlingford Public School.

Strategies to promote good discipline and effective learning

The following practices contribute to good discipline and effective teaching and learning at Carlingford Public School:

• The provision of a safe and caring environment in which students are nurtured as they learn
• The provision of quality education programs for all students in a well managed teaching and learning environment
• An “open door” environment enables parents and students to discuss learning programs, progress, student well being and behaviour with class teachers, and relevant executive teachers throughout the school year.
• The provision of Opportunities for parents to learn more about raising resilient children.
• The provision of a variety of support programs based on formally identified individual student needs
• Establishing clear and appropriate rules for safety, behaviour and order
• Consistent and fair use of behaviour management techniques that are clear and well understood by all community members
Involvement of students in decision making and opportunities for leadership experience, and ensuring principles of equity and fairness are reflected in school practice through the SRC, Peer Support and Buddy class programs.

**Prevention**

**Whole School Strategies**

- K-6 School Anti-bullying Program is discussed in Term 1 each year and revisited throughout the year targeting classroom and playground behaviours
- The K-6 Peer Support Program providing Leadership opportunities for all Year 5 and 6 students
- Buddy Class programs provide support and role modeling of ideal behaviour
- Programs are available through the Learning Support Team to provide additional support to students in need
- Specific support (including mediation if required) is available for both bullies and victims to learn to modify their behaviours
- Every family is made aware of their role in implementing the Anti-bullying Plan via the newsletter and the website
- Ongoing partnership with parents/caregivers and the wider community to report and eliminate bullying behaviour is maintained
- The provision of ongoing and specific professional learning for teachers and other school staff
- Reinforcement of school values of acceptance and respect through the recitation of the school creed at whole school assemblies.

**Classroom Strategies**

- School rules and values are displayed, explicitly taught and reinforced
- K-6 School Anti-bullying Program is taught in Personal Development, Health and Physical Education (PD/H/PE) lessons in Term 1 each year and reinforced throughout the year. Class teaching/learning programs include the teaching of the skills, language to use and understanding that will lead to the elimination of bullying behaviour
- Anti-bullying activities are part of the Peer Support program
- Students are encouraged to report all incidents of bullying
- Regular open discussions on bullying are conducted in the classroom with the teacher based on opportunities for learning from incidents.

**Early Intervention**

The Learning Support Team may, from time to time, discuss a particular child whose behaviour is consistently inappropriate to identify causes and effects of the behaviours and to develop strategies to help the child develop a level of appropriate responses to the various situations in which the child finds him/herself. This is relevant for the child exhibiting inappropriate bullying behaviour as well as for those who find themselves being bullied. Extra lessons on social skills may be implemented in the class to give children strategies on how to play, how to walk away, how to manage friendships etc. Investigation of incidents ideally reveals the root cause and not just the effects of the problem.

Students who have been bullied in other environments are monitored by the class teacher and teachers on playground duty. Class teachers work with the child’s parent/caregivers to support a positive transition to the Carlingford Public School respectful behaviours culture.

**Managing Bullying**

As outlined in our Student Welfare Policy, one-off incidents of inappropriate behaviour are dealt with by the class or playground teachers as they arise. If the inappropriate behaviours are repeated, whether they are verbal, physical, social or psychological, then other strategies come into action. Tracking of minor incidents will now occur through the ESR (Easy School Reports) Welfare database so trends in inappropriate behaviour will be identified.

All students are consistently reminded that they have the right to come to school and feel happy and confident in their learning and play, free from bullying and harassment. No-one has the right to make another person feel worried or uncomfortable. It is important that children understand the
significance of their role in stopping bullying behaviour as it occurs. They can stand alongside a child who is being intimidated; they can tell the bully that the behaviour is not OK at CPS; they can form a circle around the bully; one child should always stay with the child being bullied while another goes to get a teacher; by doing nothing they understand that they agree to the bullying behaviour.

**Procedures for Dealing with Inappropriate and/or Bullying Behaviour**

- Students, staff, parents/caregivers are encouraged to report all incidents
- All reported incidents are investigated
- Class teacher and students will deal with low level and first time incidents
- Serious classroom incidents or repetitive inappropriate behaviour are reported to the Stage supervisors and the Principal. Details of incidents are recorded on the ESR Data base and reported to parents
- Playground incidents are reported by children to the teacher on duty who determines the appropriate response, which may include issuing a BLUE CARD. The relevant Class teacher and Stage supervisors are informed at the end of the play period. Details are recorded on the ESR data base by the teacher on duty and parents/caregivers notified as warranted through ‘Blue form’ system
- Procedures for dealing with bullying behaviour are part of the wider Student Welfare Policy. Incidents of serious violent behaviour are not tolerated and lead to suspension from school following DEC procedures.
- Victims of bullying are provided with counseling as appropriate and taught appropriate help-seeking and resilience strategies to prevent further bullying.
- Students displaying bullying behaviours are provided with counseling and an action plan to modify bullying behaviour.
- Specific development of knowledge about Cyber bullying including:
  - Annual presentation by Police Liaison Officer to Stage 2 and 3 on internet etiquette
  - All students and parent/caregivers sign an agreement about internet behaviours and practices
  - Incidents of bullying involving racially discriminatory terms can be referred to the Anti-Racism Contact Officer (ARCO) not under Cyber bullying.

**Strategies When a Bullying Incident is Observed or Reported:**

1. **The incident is investigated by the teacher to whom it has been reported**
   - The teacher determines whether or not the incident is bullying, according to the agreed definition. The child is asked if something similar has happened in the last two weeks. This prevents similar incidents in different settings going undetected
   - If it is not bullying the incident is dealt with by the teacher in accordance with the Student Welfare Policy
2. **If it is bullying the incident is dealt with using the following strategies:**
   1. **Recording of incident on ESR Data Base**
   2. **Interview with bully.** This is a non-adversarial interview designed to emphasise the concern of the person who is being hurt or elicit some empathy and to come to some agreement as to what the person might do to help the victim. During the meeting the teacher remains calm, empathetic, never angry or indignant and respect is shown for the bully as a person. Discussion about appropriate behaviour and boundaries is vital.
   3. **Interview with the victim.** This is done in a supportive manner and the aim is to explore ways in which the victim can behave to minimise the chances of the bullying being repeated. This may involve the victim being shown assertive behaviour or reducing behaviour which may be provoking the bullies. It may be appropriate to involve their buddy.
   4. **Follow-up with bully and victim.** It is essential that follow-up takes place. This involves asking the bully how they have followed through what they agreed to do to help the victim and asking the victim how they are progressing and whether or not there have been any further incidents. Follow-up includes phone calls to the parents of both bully and victim to check that they believe the incident has been resolved appropriately; calls are to be made by the Assistant Principal at 4 weeks and 8 weeks after the reported incident.
   5. **If the bullying behaviour does not stop** as a result of this intervention, then the usual sanctions of the Student Welfare Policy will be implemented. The victim must be supported at this time to ensure they continue to problem solve, to build their resilience and to minimise the situations where they are most vulnerable. This support is a shared responsibility of parents, class teacher & relevant stage executive.
Procedures for dealing with unacceptable behaviour

In the Classroom

- All students are encouraged to report incidents of bullying to teachers.
- Teachers establish their own class rules and expectations within an established set of criteria and have their own discipline procedures set up.
- Teachers may ask for assistance from Stage Supervisors or may send a student acting inappropriately to a ‘Buddy class’ for a ‘Timeout’, with work to complete if necessary. This should only be for a short 10-15 minute period.
- If the behaviour is serious, for example, hurting another student, or repeatedly done, the teacher places the student on class detention and discusses the matter with the parent/guardian. These incidents are recorded on the ESR data base.

Playground Blue card System

Teachers deal with individual students or problems in the playground as follows:

- students may be given a warning or asked to walk with the teacher or sit on the seats for a set time.
- if the behaviour is more serious or repeated the teacher will present a Blue Card to the class teacher.
- the class teacher keeps the cards in an exercise book and if the behaviour points total 3, the student will be placed on School Detention.
- All Blue Cards issued are recorded on the ESR Data Base.
- At the end of each term all students return to zero (0) points but a record is maintained in the ESR Data Base.

School Detention

Detention is held on Wednesdays and Thursdays in the room of the Assistant Principal who is rostered to that duty for that week.

- This detention is for students who have received Blue Cards totaling 3 points within the term. The students complete a Blue Form (letter) explaining their inappropriate behaviour or reasons why they are on detention.
- The Assistant Principal holding the detention signs the letter and the student takes it home. The student must return the letter, signed by a parent/guardian to the Class Teacher.
- If the student is on detention a third time, a letter is sent home requesting a parent interview with the relevant Assistant Principal to discuss strategies to improve the student’s behaviour.
- The signed blue letters and record of detention are kept in a folder in the Assistant Principal’s office and recorded on ESR Data Base.

Suspension

This is a final disciplinary action and is undertaken by the Principal in accordance with Departmental guidelines.

Reasons for Suspension Include

- Possession of Illegal Substances
- Possession of a Weapon
- Violence
- Persistent Disobedience
- Criminal Behaviour.

Critical Incidents: When a critical incident occurs in the school, the procedures in the Critical Incident document should be followed.

Strategies for those affected by bullying behaviour: The school has a range of strategies to manage and support students who have been affected by, engaged in or witnessed incidences of bullying. These include:

- additional buddy support
- alternate playground options
- individual learning plans and/or behaviour plans
- referral to the school counselor and/or the learning support team
- welfare interviews
- access request for DEC specialist services.
Updates to Parents

The school will provide details outlining issues of bullying to the parents or caregivers of students who bully or who are affected by bullying, and how they are being managed, within the constraints of privacy laws. This may be done in a variety of ways, including but not limited to, face to face conferences and via telephone. It takes time to modify behaviour, it is rare for it to change overnight.

Follow up phone calls will be made to the parents of both bully and victim to check that they believe the incident has been resolved appropriately; calls are to be made by the Assistant Principal at 4 weeks and 8 weeks after the reported incident.

Further Reporting

From time to time incidents may require further reporting:

1. Where an incident requires contacting the Child Wellbeing Unit or Community Services, referral is made to the Principal or Assistant Principal where they follow the DEC guidelines to determine the appropriate agency for referral. Once identified, the agency is contacted in accordance with the DEC “Keep Them Safe” Policy.

2. For serious incidents involving violence, drugs, weapons, serious assaults, threats, intimidation or harassment, the School’s Security Unit is notified as soon as practicable and they determine if the local police need to be notified. However, in some circumstances, the Principal may decide to contact the local Police immediately.

3. A parent/caregiver may contact any Member of the Anti-Bullying Committee directly if they are not satisfied that the processes outlined in this plan are being undertaken.

Identifying Patterns of Bullying

The ESR database is reviewed monthly by the Assistant Principals and then in more detail at end of each term to determine any trends relating to individuals or a group of students, these are then managed in relation to the issues identified.

Publicising and Updating of the Policy and Plan

The Anti-bullying Plan will be promoted through regular parent communications, such as newsletters and a copy of this document will be posted on the school website.

The policy will also be promoted during regular parent information sessions such as Orientations; P&C Welcome functions, Meet the Teacher evenings.

An annual exhibit managed by the Anti-Bullying Committee at school to support Anti-Bullying Day and during education week.

An open forum will be held to launch the Plan formally in 2014.

Regular ongoing evaluation of this plan will occur through:

• Discussion at regular Learning Support Team meetings
• Discussion at Executive meetings and General Staff meetings
• Discussion with parent/caregiver forums and at P&C meetings
• Monitoring of ESR database for bullying incidents
• Information gathered from surveys of students, staff and parents/caregivers on the effectiveness of the plan. Survey will be undertaken once every two years
• Annual reporting of changes needed to the Anti-bullying Plan based on findings of surveys and previous discussion with stakeholders
• Comprehensive formal review of the policy to be conducted every two years.
Principal’s comment

Carlingford Public School is committed to creating a safe and respectful learning environment free from violence, harassment and bullying that enhances the well-being and development of every student. This plan has been developed in consultation with staff, students and parents/caregivers as together we work to minimise risk and assist students involved in bullying incidents and ultimately to eliminate bullying altogether.

School Anti-bullying Committee Members 2013:

Neil Hinton  Principal
Sandra Bryant  Assistant Principal
Christina Maguire  Teacher ESL
Dianne Rayner  Teacher
Jacinta Rowe  Parent
Annemarie Kanturek  Parent
Matthew Arnoutis  Prefect
SRC Representatives

The committee meets once per term during the first 2 years to review data and to ensure the plan is functional from a broad stakeholder perspective.

The agenda will include:

a) Survey design, distribution, collation and analysis
b) ESR Data Base report analysis
c) Evaluation of modifications made in previous terms
d) Further modifications recommended.

From 2015, the committee will meet twice annually in March and November to review the year’s data; surveys and trends.

Additional Information

Police Youth Liaison Officer (YLO) – Karen Collins 8805 4705
Child Protection Helpline – 133 627
Child Wellbeing Unit – 9629 9400
Kids Help Line – 1800 55 1800 or www.kidshelp.com.au
www.youthbeyondblue.com
www.bullyingnoway.gov.au
www.racismnoway.gov.au
www.cybersmart.gov.au

School contact information

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