



Education &
Communities



Anti-bullying Plan

Coraki 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

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.

- Coraki Public School follows the Positive Behaviour for Learning Program (PBL). The PBL Leadership Team meets each term to assess current focus areas and develop specific teaching plans.
- Coraki PS also encourages student “mindset” to learners with common language used to encourage internalization of self-responsibility for behavior.
- Elements of restorative practice are also used to develop empathetic and social accountability.

Statement of purpose

Bullying is a form of repeated aggressive behaviour that is usually hurtful and deliberate, and targets another person who is less powerful either physically, psychologically and/or socially.

- Students learn in a happy, safe and caring environment.
- Effective strategies are utilised to deal with incidents of bullying.
- Students develop resilience and learn strategies to cope with bullying behaviour.
- Bullying is not acceptable in any form at Coraki Public School.
- Equity, diversity and acceptance are valued at Coraki Public School.

Protection

Bullying behaviour:

- is an abuse of power which is usually accompanied by a desire to intimidate and dominate.
- can take a number of forms, including physical, emotional psychological, verbal, gesture, extortion, electronic and exclusion.
- can be planned and organised or it may be unplanned.
- can be subtle or upfront, in any form.
- often goes on undisclosed and may be kept secret (behind the teachers or parents back).
- can occur at school (usually in the playground), on the way to and from school and sometimes out of school.

Community Awareness

- Parents and community members have discussed the definitions of bullying and agreed with the above definitions.

Shared Responsibility

- The school investigates all reported incidences, notifying all families involved, implementing consequences and measures for restitution. Restorative interviews are used to help children understand and own the impact of their behaviours.
- PBL encourages pre-corrective lessons to teach positive behaviours. Ongoing, two-way communication is essential to develop positive attitudes and change behaviour.

Positive School Climate

- Being safe, responsible and respectful are our key values and lessons are taught to reinforce that ethos in all classes. The community is also kept informed of PBL rules, lessons and events.
- Students will have an understanding of the various ‘play area’ in the school. They are supported in the play areas by duty teachers, school learning support officers and student leaders.
- Specific programs are in place to support students at risk. These include across school rewards system of Gubi Awards, peer

support, structured pro-active sport in lunchtimes, social circus, Kids Club at lunchtimes and across –school focuses on resilience.

Prevention

- Our Values, DEC Core Rules and PBL practices are embedded in all aspects of school culture and are the basis of our student welfare strategies and policies. These programs operate at three levels - whole school (P-6), classroom and individual.
- Specific anti-bullying strategies are to be taught in all grades K-6 as part of the PDHPE curriculum. It is recommended that teachers have a focus on anti-bullying at the start of the year and then reinforce concepts taught as the year progresses, and when grade/class/individual students' needs dictate.
- Visual messages, to support learning, are around the school. Such as the PBL posters and photos of students.

Other programs, documents and support structures that can assist in preventing bullying include:

Whole school:

- Whole school values of mindset to encourage ownership of behavior
- Buddy systems: Buddy classes and in class,
- Student leaders: involvement in discussing issues and suggesting and implementing solutions, leading daily line up
- Transition programs pre-school – Kindergarten and Year 6-Year 7,
- Referral to the School Learning Support Team including Student Wellbeing,
- Regular school assemblies that promote PBL rules & our values,
- Structures that invite family involvement,
- Community networks and inter-agency meetings
- Professional collaboration among staff and staff briefings,
- Effective playground supervision, utilising our values and rules,
- Peer mentoring – used as a possible strategy to support students,
- Provision of playground equipment and activities,
- Access throughout lunch/ recess times to alternate activities such as Computer groups, Pro-Active sport and

- Visiting performances; eg Life Education., YPEP
- Restorative practice conferences between students

Classroom:

- Child Protection programs,
- Classroom environment where students feel happy, secure and willing to discuss issues,
- Building students' self-esteem and sense of empowerment,
- Use of curriculum to support anti-bullying programs (eg drama, music, literature),
- Extra curriculum programs for selected students,
- Effective management and behaviour education programs to prevent or deal with bullying incidents and
- Communication with parents regarding anti-bullying (and other social skills) strategies and programs being explicitly taught in class as part of the PDHPE curriculum.

Individual:

- Modelling and encouragement of positive relationships,
- Individual support for all students with Behaviour Support Plans written for identifies students.
- Follow up of bullying incidents by relevant staff members,
- Communication with parents of all those involved, through our Learning Support Team, as soon as possible and
- Support by other DEC and non-DEC personnel as needed.

Early Intervention

The most effective strategies to identify, prevent, report and resolve incidents of bullying involve the whole school community – students, staff, parents and the wider community and are a regular topic of discussion, communication and review.

The following are strategies for members of each group to prevent or resolve bullying.

Staff will:

- regularly promote anti-bullying strategies within the school and the wider community.

- explicitly teach and facilitate the school's core student welfare programs, through our values, PBL rules and bullying prevention lessons (P-6).
- be role models for the students.
- offer yarning circle opportunities for resolve of issues
- explicitly teach co-operative learning and play through the personal development program.
- be observant of signs of distress and suspected incidents of bullying.
- identify and support bullies and possible / likely victims.
- actively supervise classroom, playground and off-site environments (excursions) to minimise opportunities for bullying.
- assist students being bullied by removing sources of distress without increasing the student's exposure.
- support students who speak out and report incidents of bullying.
- consult with students to identify issues which give rise to concern and
- communicate with parents of victims, bullies and bystanders.
- Regularly remind all students of the role a bystander can play in incidents

Students will be strongly encouraged to:

- actively participate in school programs and refuse to be involved in any bullying situation.
- if appropriate, take some form of preventative action.
- report all incidents or suspected incidents.
- help someone who is being bullied.

The school recommends that parents/carers:

- actively participate in school programs such as PBL.
- encourage their child to tell a staff member about bullying incidents and if possible allow the child to report and deal with the problem.
- inform the school if bullying is suspected and not being addressed
- do not encourage their child to retaliate.
- communicate to their child that parental involvement is appropriate
- be willing to attend interviews at school if their child is involved in a bullying incident.

Response

All incidents of bullying should be reported by students to a staff member. Teachers are to encourage and facilitate this process through explicit teaching of anti-bullying strategies and modelling of appropriate and positive relationships. Teachers explicitly teach strategies for students to differentiate between responsible reporting and telling tales as part of anti-bullying lessons.

- Parents who become aware of incidents of bullying should report the incident to the student's class teacher or the Principal.
- Staff members who become aware of incidents of bullying should report the incident to the Principal.
- An electronic record of incidents shall be kept and weekly data drawn to be filed in all classes

Resolving Bullying Incidents

Students who are being bullied will be supported by all staff and appropriate stakeholders such as the class teacher, assistant principals, principal and parents/carers. Resolution of issues will involve teachers, students and parents. Teachers will, where possible:

- prevent escalation of issues and resolve conflict,
- conduct Restorative meetings between students involved
- use PBL values and language to explain, behaviour, determine consequences and make amends,
- introduce students to the idea of empathy; it is about understanding what has happened, who has been hurt and what is needed to make things right and
- support victims, bullies and bystanders.

Other support could involve:

- the class teacher discussing / explicitly teaching strategies to prevent situations arising and discussing options available to the student if bullying does occur,
- teachers will be available to listen and discuss when bullying occurs,

- the teacher working with the entire class to resolve particular issues (if the bullying is class based),
- the teacher or School Counsellor conducting group meetings to resolve an issue or develop personal skills required to deal effectively with the issue,
- counselling sessions with the school counsellor,
- involvement in meetings with the students who are bullying to establish ground rules so that the students can co-exist and
- involvement, with parental permission, in specialised programs supported by external agencies.

Students, who persistently bully others, despite the repeated intervention of the school, will be involved in intensive intervention with full parental involvement requested. Intervention could involve:

- individual counselling (school and externally),
- participation in specialised group programs, for example social skills programs,
- personalised behaviour education plans,
- involvement of DEC support teams and/or external agencies,
- restriction of access to playground spaces and activities and
- suspension or expulsion (as per DEC policy).

Communicating, Monitoring and Evaluating Anti-bullying Strategies

- The school newsletter will have regular updates on student welfare programs issues, weekly value and PBL (including anti-bullying strategies).
- The PBL Leadership Team will provide staff with regular updates of the school's anti-bullying resources in staff and stage meetings.
- The PBL Leadership Team will communicate and/or facilitate professional development opportunities for staff relating to anti-bullying.
- The Assistant Principal, Principal and/or class teacher will follow-up after bullying incidents have been resolved.
- The School Map Culture Survey will be one method used, annually, to collect and analyse data on the nature and extent of bullying in the school.
- The PBL Leadership Team will review the school's anti-bullying policy on annual basis.

- All staff will monitor and evaluate the effectiveness of the school's anti-bullying strategies through staff, student and parents surveys.

Indicators to assess the effectiveness of the school's anti-bullying strategies include:

- The school community knows that bullying can be reported.
- Reports of bullying are acted on promptly.
- All community members know to whom to report incidents.
- Records are maintained of reports and follow-up actions.
- Victims of bullying and their families are supported.
- Decrease in incidents of bullying with a consistent and fair approach to student welfare.
- Increased teaching time, thus enhanced student engagement and performance with increased learning outcomes.
- Increased attendance and an awareness of good social behaviours combined with an awareness of unacceptable bullying behaviours

Additional Information

Contact the Police Liaison Officer
Senior Constable Straun Presgrave: Phone 66260575

Jane Cottee	Principal
Maree Davy	Teacher / PBL Team Member
Shaun Butler	Teacher .2 AP
School Contact Information	

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No behaviour that puts others at risk, interferes with their learning or is continual refusal of requests from adults needs to be tolerated beyond acceptable levels for age.

Children from time to time have difficulty understanding that their own behaviour can have negative and non-productive consequences. These children need support to understand the connection between behaviour and consequence.

In line with supporting disability and equity, all children recognised with a disability that may impact on behaviour shall have a Behaviour Support Plan that has been written with parent/carer input. This plan must be consistently followed when dealing with negative behaviours with parents being part of the management to a resolution.

Details of:

POSITIVE REWARDS

- Individual Class rewards
- Gubi awards across school – 10 awards go to Principal for certificates, fishbowl, published, 100's levels= bees in tress & special award according schedule
- Recognition both incidentally and through newsletter and social media

SUPPORTING CHANGES TO NEGATIVE BEHAVIOUR

Classroom- based

- *Warning, quiet space, buddy room, send to Principal if no behavior change.*
- *The Ngooreny Room shall also be a space to support the child back to learning mindset*

Consequence room

- *Record sheets kept on each child sent to Consequence. The teacher who enters the child will also enter data onto ebs Central.*
- *class teachers then to monitor names and frequencies from ebs record sheet with printouts to be filed in classrooms.*
- *Conversation around what was behaviour, triggers/ behaviour based on needs trying to be met, effect on others, child to recognise there needs to be a change and why [ie how else to have needs met ?], how can teachers support a change,*
- *SMS or phone call sent to parents by teacher responsible for writing up student– [classroom or playground base] -*

Orange Card

- *If child has had 6 days in Consequence room he/she is put on Orange Card*
- *Orange Card must have positive signature for 3 days IN TOTAL*
- *Each session time at school, including playtimes must be signed off*
- *If there is 1 day [in any run of 3] without all sessions signed off, an extra day is added for that day*
- *Child must achieve 3 days with all signs offs.*
- *If child reaches in – “the Red Zone bar” on his/her card level 4 is brought in*
- *Day 3 is “Stronger Smarter” day – the day to prove they can show correct behaviour – If successful the Orange Card monitoring finishes.*
- *A daily SMS photo will be sent to parents once on Orange Card. If a child is on an Orange Card at the time of special trips or school events they may be excluded from that activity, no free-time on class as appropriate*
- *It is the responsibility of the child to manage their own card.*
- *A child who is on an Orange Card at the time of an out-of school activity will not be allowed on that activity. Where there are safety concerns for that child or others, the child will need to be accompanied by a parent.*

Red Card

- *Child is on this level when the red suspension warning bar is reached on the Orange card = Red Card zone*
- *Child is off playground for all play times- to report to both Consequence room Teacher and another area for recess playtimes.*
- *If a child is on an Red Card at the time of special trips or school events they are excluded from that activity, no free-time on class as appropriate*
- *Acknowledgement letter to parents*
- *Must have all daily sessions signed off*
- *“Stronger Smarter” day on day 3 [after 2 complete sign off days]– child in playground for each session on that day and must demonstrate correct behaviours for all sessions. If the child can’t complete day 3, the card continues from Day 1*
- *2 Red Card is a maximum, parents interviews and individual management plans designed from this point. Welfare team meetings*
- *Cards are kept at school in Principal’s office, it is the responsibility of the child to collect and return.*

Suspension Warning

A letter will go home that warns of a possible Suspension if there has been an incident worthy of a warning. This will also come if the child gains a Red Card. There is a return slip as part of this letter that families are asked to sign, acknowledge and return to school. If the child does not successfully complete a Red Card or repeats behavior a suspension can be effected. A suspension warning will be effective for 1 Term.

Suspension

DEC Suspension Policy to overarch these levels, with in-school management the preferred option as appropriate. There are mandatory behaviours that warrant suspension. A copy of these are available at <http://education.nsw.gov.au/policy-library/policies/student-discipline-in-government-schools-policy?refid=285776>

[as per the DEC Suspension and Expulsion Policy]

Behaviour Support Plans–also called Behaviour Management Plans

The purpose of these plans are to manage day-to day behaviours for identified children. These include children who have identified disabilities related to behavior and/ or children whose behaviour effects their ability to follow normal consequences, school management and significantly effects the learning of others. A plan can also be written as an interim document to support return to school off a Suspension.

Process: A draft plan will be written in consultation with CT, executive, relevant staff and School Counsellor input where possible. Parents will be consulted in this draft process, either formally or informally and be given opportunity for input. Once finalized the plan be made known to all staff in order for consistent support to happen.

The obligation is for all staff to be aware of the management of these children and, as necessary, refer to executive.



What behaviour will put me in Consequence Room?

Not being SAFE, RESPECTFUL or RESPONSIBLE.

Some examples:

- Not doing what is constantly asked by an adult
- Bad attitude that shows disrespect
- Swearing and using bad names
- Damaging property
- Threatening another person
- Stealing
- Coming back from Buddy Room and not going back to work

When you have been in consequence Room for 6 days altogether you will get an

Orange Card

If you can't finish an Orange Card (this includes destroying it) you will have to go on a Red Card – this also means you will have a Suspension Warning if you DO NOT complete your Red Card.

What can I do to “fix” my behaviour?

Adults will want to talk with you to get you back on track.
You will need to OWN your behaviour and KEEP CHECK of it.

Be part of a talk to RESTORE things to be right again, this is called Restorative Practice.

What is a Suspension Warning?

You will get a Suspension Warning if adults see that you are

- CONSISTENTLY NOT following school rules
- It will last until you have shown you can be Respectful, Safe and Responsible for one term. During this time you will be part of Restorative talks as needed.

You will be Suspended if you:

Short
Long
more than 4 days

IGNORE the SUSPENSION WARNING

Are VIOLENT

Behave in a way that involves a LOCK DOWN

Doing other behaviours in the Suspension Policy that MUST BE a Suspension