Anti-bullying Plan

School Name   Crescent Head 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.

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.

This Anti-Bullying Plan has been developed in consultation with all staff, students, parents and the community. Parents and students were surveyed in order to gather accurate information about the levels of bullying in our school and their beliefs about how bullying can be effectively addressed in our school setting.

All staff participated in Professional Learning about bullying and examined the results from student and parent surveys. From this information, the staff collaboratively developed this Anti-Bullying Plan. The PBL team, P&C, APPEG and SRC were also consulted throughout the process of developing this plan.

The school community has been engaged in the development of this plan through regular updates in the school newsletter, up to date information on the school website and an invitation to participate in surveys.

A copy of this plan will be available on our school website. Regular reviews will be conducted at the monthly PBL meeting, P&C meeting and staff meetings to monitor the effectiveness of this plan and identify any further areas of need.

Statement of purpose

Students must feel safe at school and good about themselves.....only then will the learning follow. (Jo Mason – Mind Matters and Dare to Lead)

Our commitment to learning at Crescent Head Public School is to embrace innovation and excellence in a harmonious environment. Consistent positive behavior and demonstration of the school’s values will enhance the learning of all students.

At Crescent Head Public School, bullying will not be tolerated. It is a shared responsibility across our school community, using a holistic approach to support the welfare of students and to ensure a positive and safe learning environment.
Protection

What is 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, victimization 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.

At Crescent Head Public School, we believe that 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, ostracizing, alienating, making inappropriate gestures; and
- **Psychological** eg spreading rumours, dirty looks, hiding or damaging possessions, malicious SMS and email messages, inappropriate use of camera phones.

Crescent Head Public School understands that preventing and responding to bullying is a shared responsibility. We aim to have a climate of transparency in order to communicate and collaboratively make decisions about how to effectively manage and prevent bullying incidents.

School Staff have a responsibility to:

- Respect and support students;
- Model and promote appropriate behaviours;
- Have knowledge of school and departmental policies relating to bullying behavior; and
- 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 explicit lessons that support 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; and
- 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 on-line behavior;
- Be aware of the school Anti-Bullying Plan and assist their children in understanding bullying behavior;
• 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 schools; and
• Work collaboratively with the school to resolve incidents of bullying when they occur.

The school community has 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; and
• Work collaboratively with the school to resolve incidents of bullying when they occur.

Strategies and practices to promote positive student behaviour and a climate of respect where bullying is less likely to occur

At Crescent Head Public School, we have worked hard to build and maintain a positive school climate where bullying is less likely to occur through the implementation of the Positive Behaviour for Learning Program. Through this program, we focus on:

• Engaging the community and developing a shared understanding of what positive behaviour looks like through the 5 values of Contribution, Caring, Cooperation, Courtesy and Consideration;
• The explicit teaching of the 5C values using the matrices, class charts and lesson plans developed by the PBL team, placing emphasis on the values of caring and consideration towards others (anti-bullying);
• Positive role modeling by all members of the school community;
• Whole school instruction on the 5C values;
• Checklists for the demonstration of each value in student portfolios, reports, and the school newsletter;
• Consistent use of the 5Cs in all dialogue related to student behaviour and welfare;
• Buddy support programs to assist in the integration of new students into the school and to model and demonstrate the schools 5C values;
• Student leadership and SRC play a significant role in determining areas for improvement in student welfare;
• Implementation of consistent behaviour management strategies across the school;
• LST support provided to class teachers and students in encouraging 5C behavior;
• School awards for positive behaviour at school; and
• Consulting with all stakeholders to develop clear procedures and publicising these procedures to create a climate of transparency where strong communication is valued.
Prevention
At Crescent Head Public School, we believe that explicitly teaching our students about anti-bullying strategies is essential in preventing bullying. Anti-Bullying messages will be embedded into each curriculum area and in every grade through the following:

- Implementation of the ‘Bullying-No Way’ program across the whole school that will teach all students the necessary strategies to combat bullying and develop resilience;
- Continue to use PBL strategies to create a climate where bullying is less likely to occur (proaction rather than reaction);
- Teach all students the common language and symbol towards bullying behaviour ie “Bullying – No Way!” (Hand signal – cross arms) and “Stop! (hold hand up in stop signal);
- Communication with parents through the grapevine and school website about what bullying is and ways to prevent bullying so that the strategies being taught at school can be reinforced at home;
- Links to Anti-Bullying resources placed on school website for parents;
- Recording possible concerns of bullying behaviour on playground boards and classroom tracking sheets with a B in a circle so that executive know to monitor this behaviour for possible patterns;
- Place visual prompts around the school to remind students of ways to prevent and deal with bullying; and
- Implementation of digital citizenship lessons in ICT sessions to teach students how to behave responsibly when on-line.

Early Intervention
In order to assist in preventing bullying and creating a climate where bullying is less likely to occur, early intervention strategies may need to be implemented to support students who have been identified as being at risk of developing long term difficulties with social relationships. These early intervention strategies include:

- Explicit teaching of Anti-Bullying and Resilience lessons across all grades K-6;
- Explicit teaching to children about identifying feelings and uncomfortable experiences and how to respond to these feelings;
- Using classroom and playground behaviour tracking books to identify possible patterns of behaviour that may lead to bullying in the whole school environment. This will also assist in identifying students who may be at risk of bullying or being bullied;
- Regularly analyse behaviour data to track bullying patterns and identify bullying hot spots in the school so that accommodations and adjustments can be made;
- Use professional judgement and teacher knowledge of the students to identify students needs in social relationships;
- Develop behaviour management plans for students who are identified as being at risk of bullying or being bullies. These plans need to identify support strategies to be implemented to assist these students in developing positive social relationships;
- Review behaviour plans once a term to monitor their effectiveness and make any necessary changes;
- Ensure Learning Support Team is involved in all steps of developing Behaviour Plans for identified students;
- Regular student welfare section included in weekly staff meetings to monitor and discuss any concerns about student social skills;
• Develop and identify safe places in the playground and structured activities in passive playground areas to support identified students; and

• Utilise library, computer lab and SLSO to provide extra-curricular activities at recess and lunch time.

Response

In order to empower the whole school community to recognise and respond appropriately to bullying, harassment and victimisation and behave as responsible bystanders, we will:

• Explicitly teach anti-bullying and resilience lessons K-6 to develop students’ understanding of what bullying is and how to respond to incidents of bullying;

• Raise awareness and understanding in the whole school community of what bullying is and the strategies employed by the school to prevent incidents of bullying through the school newsletter, website and parent information sessions;

• Provide Professional Learning for all staff to ensure that there is a consistent understanding and response to incidents of bullying; and

• Maintain positive communication links between home and the school, encouraging parents to contact the school and discuss any concerns they may have regarding their child’s social relationships in the school environment as soon as possible.

The procedures for reporting bullying at Crescent Head Public School are as follows:

• All staff maintain accurate behaviour records using the classroom tracking books and active supervision playground boards in order for patterns of possible bullying behaviour to be monitored;

• If staff believe an incident may be related to bullying, they place a B in a circle after it on the classroom or playground recording sheet and immediately bring the incident to the attention of the executive;

• Executive to monitor RISC data on a weekly basis and report back to staff each week regarding inappropriate behaviour concerns and bullying incidents in weekly staff meeting;

• Student welfare section to be included in weekly staff meetings so that staff have an opportunity to discuss their concerns for those at risk of bullying and being bullied;

• All entries of inappropriate behaviour recorded in playground folder or classroom tracking books will be entered into the RISC database on a weekly basis by the Assistant Principal and patterns of behaviour monitored; and

• If a parent reports an incident of bullying to a staff member, they need to report this to a member of the executive for investigation.

This Anti-Bullying Plan will be communicated to the whole school community through staff meetings, P&C meeting, PBL meeting, school newsletter and the website so that procedures for reporting bullying in our school are clear and well defined.

When an incident of bullying is reported to the school, the school will:

• Immediately record the details of the report and notify an executive member that there has been a report of a bullying incident;

• Executive will investigate the report, check all RISC data for possible pattern/history of behaviour, interview all involved and record all information gathered in the investigation;

• If the information gathered shows that the incident is bullying, the staff will immediately support the victim of bullying through establishing a mentor teacher to touch base with them each day, provide them with lessons on building resilience and monitor them closely;
• If the information gathered shows that there has been a bullying incident, the bully will conference with the Principal and the behaviour card system will be followed as outlined in the Student Welfare Policy; and

• Parents (both victim’s and bully’s) will be contacted by the Principal to discuss incident and ways that their child can be supported by the school.

When bullying is reported to the school, the student who is affected wants the bullying to stop and to feel safe at school. The school executive, learning support team or student welfare team will decide on the appropriate combination of interventions for the individual circumstances of bullying behaviour. (Bullying Interventions – Information for school executive, learning support teams or student welfare teams)

As no one method of addressing bullying has been reported as 100% effective, the school will match a planned combination of interventions that are suited to the particular incident of bullying. This planned combination of interventions may include:

• Bystander training – A proactive strategy what trains bystander students to behave in a supportive way to students who are being bullied and to report the incident to a teacher;

• Buddy systems – These systems can help to promote friendship and support between older and younger peers;

• Mentor teachers – This involves the identified students (both bully and victim) being paired up with a teacher they respect and trust. This teacher will be responsible to make contact with the student each day and conference with them to discuss and develop positive social skills;

• Restorative practices – Helping the student displaying bullying behaviour to take steps to restore damaged relationships. This will be facilitated by the Assistant Principal or Principal;

• The method of shared concern – Empowering students with bullying behaviour to assist in resolving the problem through the use of individual and group meetings with all the participants. Once again, this will be facilitated by the Assistant Principal or Principal;

• Mediation – Assisting the students involved in incidents of bullying to resolve their differences and helping them find a peaceful win-win solution or compromise;

• Assertiveness and resilience training for the victim – Helping and coaching students to confront a student displaying bullying behaviour in a positive and assertive manner and thus redressing the perceived balance of power; and

• Following our school student welfare code of consequences for the student displaying bullying behaviour.

Along with the close monitoring of students who have been affected by, engaged in or witnessed bullying behaviour, our school will implement the following strategies and programs to support identified students.

• Bullying No Way Program K-6;

• Explicit teaching of our school values of the 5Cs, paying particular attention to the values of caring and consideration;

• Bystander training;

• Resilience programs;

• Buddy systems;

• Mentor teachers;

• Consistent recording of bullying behaviour in active supervision folders and classroom tracking sheets;

• Individual social skills lessons that explicitly teach the skills to develop positive relationships with peers;

• Regular communication with all stakeholders through staff meetings, parent interviews and student interviews; and

• Development of individual behaviour plans to support identified students.
In order to prevent and effectively respond to incidents of bullying, it is essential that there is clear two way communication between parents and caregivers and the school. Crescent Head Public School values the partnership between home and the school and will provide regular updates, within the bounds of privacy legislation, to parents and caregivers about the management of bullying issues that have been reported to the school through:

- Reporting findings of parent, student and teacher surveys about incidents of bullying in the school through the P&C, PBL team and Annual School Report;
- Following the Student Welfare Policy procedures in contacting parents of students who display inappropriate behaviour at school through the pink and blue behaviour card system;
- Contact the parents of the victim of bullying at every step of the intervention to inform them of the support provided to their child and monitor the effectiveness of this support; and
- Celebrate success in reducing incidents of bullying by reporting to parents through the P&C, PBL team and Annual School Report about reduction in RISC data entries for inappropriate behaviour and increase in ICON awards at end of year.

When reporting incidents involving assaults, threats, intimidation or harassment, Crescent Head Public School will follow the Department of Education and Communities Incident Reporting Policy and Procedures. These types of incidents are broadly defined as an event which:

- Causes disruption to an organization, or
- Creates danger or risk that could significantly affect individuals within the organization, or
- Impacts on the effective operation of the workplace, or
- Attracts negative media attention or a negative public profile for the workplace of the Department of Education and Communities, or
- Workcover describes as a “serious incident” which must be reported by law

When an incident involving assaults, threats, intimidation or harassment is reported, Departmental Policy states that the following procedures must be followed:

- Principal to make information about the reporting of incidents available to staff so that, depending on the nature of the incident, they are aware of the relevant reporting procedures (eg reporting to the principal or reporting via the hotline);
- All staff to report the incident immediately to the Principal;
- Principal will report the incident to the School Safety and Response Unit (1300363778) as soon as possible and within 24 hours of incident being reported;
- If the School Safety and Response Unit advises, the Principal must notify the police immediately; and
- If a student is seriously injured in the course of an assault at school or while travelling to or from school, where a behaviour is capable of having a harmful effect on staff and/or students, the Principal will notify the police.

Where appropriate, Crescent Head Public School will follow the Department of Education and Communities Procedures for contacting the Child Wellbeing Unit or Community Services. These procedures involve:

- Using appropriate tools to inform decision making, such as the online Mandatory Reporting Guide, professional judgement or specialist advice, where there are concerns about risk of harm;
- Determining whether concerns about the safety, welfare or wellbeing of children or young people constitute risk of significant harm and, if they do, report these to Community Services;
- Seeking advice from the Child Wellbeing Unit where there is uncertainty about whether concerns amount to risk of significant harm; and
• Contact the Child Wellbeing Unit about the safety, welfare and wellbeing of children and young people where:
  * there are concerns about risk of harm, that do not meet the threshold of significant harm but are not trivial
  * the Mandatory Reporter Guide indicates this should be done
  * a case has been reported to Community Services and did not meet the risk of significant harm threshold
  * there is an observable pattern of cumulative harm that does not meet the threshold of significant harm

Where applicable, Crescent Head Public School will follow departmental appeal procedures and provide information to parents and caregivers about the Complaints Handling Policy. Upon receiving an appeal or complaint regarding student behaviour, the school will:

• Consult with the Principal and Executive about the parent appeal or complaint if it is reported to a staff member;

• Where possible, seek to resolve appeal or complaint at the school level through mediation with all parties involved where a win-win solution or compromise is agreed to;

• The Principal will identify whether or not the complaint is a special case, assess the level of seriousness of the complaint and select the appropriate course of action;

• If deemed necessary by the Principal, the Principal will explain the Complaint Handling Process to the complainant or tell them where to get information about it;

• Follow the Department of Education and Communities Complaints Handling Procedures where necessary; and

• At all stages throughout the process, the Principal will ensure that they confirm to the complainant that they have fully understood their complaint, seek to understand the outcomes the complainant is aiming to achieve, provide realistic timeframes for dealing with the matter and ensure that any promises are followed through with.

In order to identify patterns of bullying behaviour, Crescent Head Public School will utilise the following:

• Active Supervision boards to record incidents of inappropriate playground behaviour;

• Classroom Behaviour Tracking Books to record incidents of inappropriate classroom behaviour;

• Follow the traffic light system for behaviour management in both the classroom and the playground; and

• Weekly collection and monitoring of Active Supervision boards and classroom tracking books so that data is entered into RISC and Assistant Principal can monitor patterns of possible bullying behaviour.

When patterns of bullying behaviour are detected, the school will respond by:

• Assistant Principal consulting with identified student to discuss concerns about regularity of inappropriate behaviour being reported;

• Assistant Principal to speak to any identified victims and offer support;

• Individual Behaviour Plans developed for identified student displaying bullying behaviours;

• Student Welfare Policy procedures followed using the Pink and Blue Behaviour card system and guidelines for contacting parents;

• At all stages, the Principal will be consulted; and

• Referral made to Learning Support Team and if necessary, School Counsellor.

This Anti-Bullying Plan has been collaboratively written by all staff at Crescent Head Public School using the data collected from parent, student and teacher surveys and behaviour tracking data. It will be promoted and publicised to the whole school community through:

• Presentation of final document to staff at staff meeting;

• Consultation with the P&C for ratification;
• Consultation with the PBL team;

• Information about the development of new Anti-Bullying Plan provided in school newsletter with direction about how to view the full plan;

• Link to Anti-Bullying Plan on school website; and

• Links to Anti-Bullying Resources and departmental procedures on school website.

In order to monitor and evaluate the effectiveness of this Anti-Bullying Plan, we will:

• Analyse behaviour data on RISC to see if there are reductions in the number of reported bullying incidents;

• Each term, provide staff with a summary of RISC data to track patterns of behaviour, identify areas of need and celebrate success; and

• Continue to use Positive Behaviour for Learning processes to change identified settings so that they are more conducive to positive behaviour.

Crescent Head Public School will report to the school community about the effectiveness of this Anti-Bullying Plan through:

• Annual School Report;

• Discussion at P&C meeting; and

• Feedback about effectiveness of plan published on school website.

Crescent Head Public School will review this Anti-Bullying Plan every three years through:

• Comparing behaviour data gathered from year to year to check for areas of need and effectiveness of plan;

• Survey of all stakeholders about bullying incidents; and

• Use information gathered to review current Anti-Bullying Plan and make any necessary changes to ensure it is still meeting the needs of the school environment.

Additional Information

• Police Youth Liaison Officer (PCYC) S/Con Wendy Hudson
  6583 0199 ... Postal Address: P.O. Box 134 Kempsey 2440
  e-mail address: goffy@one.net.au

  Police and Community Youth Clubs (PCYC)

• School Liaison Police Officer S/Con Wendy Hudson
  6583 0199 ... Postal Address: P.O. Box 134 Kempsey 2440
  e-mail address: goffy@one.net.au

• Kids Helpline Ph. 1800 551 800
Principal's comment

At Crescent Head Public School we encourage and promote a positive learning environment where all students feel secure and willing to contribute to their learning in their own individual way. Our School acknowledges that all students are different. A strong emphasis is placed on catering for the social, emotional and academic needs of every individual student by encouraging open communication across the whole School community.

There is no place for repeated intimidation and abuse towards any student in our positive learning environment at Crescent Head Public School. We implement a Student Welfare Policy that is based on encouraging students to demonstrate our 5C behaviour and this Plan explicitly outlines the strategies that are implemented to ensure a shared approach. Through the education of students, parents and community about our anti-bullying strategies, we aim to encourage all to speak openly and willingly about behaviours that impact on our students feeling safe and secure in our School.

The following staff members contributed to the development of this plan:

- Janice Newton – Principal
- Peta Harris – Assistant Principal
- Cassie Black – Assistant Principal
- Diane Marks – LST Coordinator
- Janet Haigh – Aboriginal Teacher Leader
- All staff at Crescent Head Public School contributed to the information provided in this Anti-Bullying Plan

School contact information

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