

# Casino Public School

## Anti-bullying Plan

2012

## **Bullying:**

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

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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.

Representation by the school's community is fostered through a P&C representative being an active member of the Casino Public School's Positive Behaviour for Learning Team. The team meets on a fortnightly basis throughout the school year. The representative provides feedback directly to the P&C and represents parents and the P&C at the PBL meetings. Parents and community members are encouraged to attend PBL meetings.

School staff regularly attend Casino AECG meetings to provide updated information about the school's programs. The forum provides opportunities for members of the local Aboriginal community and parents to seek information and engage in developing, implementing, evaluating and reviewing plans, such as the Anti-bullying Plan.

The Student Representative Council meets weekly. The SRC is joined by class representatives at every second meeting. This forum provides opportunities for classes to have their views and information presented for discussion at a whole school meeting of their peers. Concerns, observations and comments are followed up from individual class meetings and from the SRC through the PBL team.

Our school has the belief that bullying behaviour, in any form, is unacceptable. We believe that in following the school's four expectations of being safe, co-operative, responsible and respectful each individual will behave in an appropriate manner.

Each and every member of the school's community (students, parents/caregivers and staff) has an individual and shared responsibility in preventing and responding to bullying behaviour.

At Casino Public School we provide students the tools to reduce bullying behaviour through the blending of school-wide positive behaviour support, explicit instruction and a redefinition of the bullying construct. We utilise the program "Bullying Prevention In Positive Behaviour Support" as a basis for curriculum delivery in providing students with these tools.

We utilise instructional principles to teach expected behaviour for the classroom and playground to all students. Student behaviour is monitored and students are acknowledged for engaging in appropriate behaviour across the school setting. Explicit lesson and strategies are taught to encourage resilience within victims and bystanders. A consistently administered continuum of consequences is utilised to correct problem behaviours that might arise. The PBL team utilises the school's RISC database for the collection of information about student behaviour to maintain and evaluate the ongoing success of the anti-bullying plan.

**Early identification** of bullying behaviours occurs through having open communication: between home and school, with school transport providers, between students and staff, between staff, with members of the local community, between school and support agencies and services. The collection of information about student behaviour in the school's RISC database contributes to the early identification of patterns of behaviour and situations where bullying might be occurring. This allows for early intervention strategies to be implemented with individual students, groups of students, class groups, year groups or school wide.

Our school's enrolment process includes developing knowledge and understanding of a student's previous home and school experiences in order to support them in transitioning into the school's culture. This process provides the student with the best opportunities for success.

Proactive strategies to develop a student's social relationships and co-operative play skills are implemented through individual behaviour support plans.

Incidents of bullying are reported immediately, or as soon as possible, to a member of staff. The member of staff brings the report of bullying to the attention of their supervisor or the Principal. It is then determined who will be responsible for the process of collecting information surrounding the incident and subsequent follow up required to support all parties for all parties involved. This could involve collecting of information from bystanders, victim, witnesses and the individual or group displaying the bullying behaviour. The information is recorded and the follow up processes are outlined in the school's "Doing the 4 – level information sheet". The timeframe for this process is on the same school day or on the following school day if the incident occurs later in day.

Given the nature and severity of the incident, in addition to steps outlined in the "Doing the 4 – level information sheet", the school will implement a risk assessment and individual support plans for any student affected by, engaged in or witnessed bullying behaviour. This process would include parents/caregivers and support staff, such as the School Counsellor. In addition, the support of staff from outside agencies such as the Police, community Services, Brighter Futures, Community Health could also be accessed depending on the support needs of the student concerned. Ongoing follow up of the student's support plan would be managed by the Support for Learning Team.

Information regarding the school's procedures for reporting incidents of bullying is published to the community through the school's information book and on the school's website.

According to the Child Protection Procedures the school will undertake mandatory notification of serious risk of harm to a student to the Child Well Being Unit or Community Services where appropriate.

Incidents involving assaults, threats, intimidation or harassment will be reported to the police. Where such incidents occur outside the duty of care of the school and are reported to the school, advice and support will be provided for the report to be made to the police.

The effectiveness of this Anti-bullying Plan will be accessed on a regular basis using surveys of students, staff and parents as a component of the PBL program and evaluation processes. The results of this assessment will be contained in the Annual School Report.

As a result of the ongoing assessment, our school will review its Anti-bullying Plan with the school community through the P&C on an annual basis. The P&C representative on the PBL Team and the Principal will provide feedback to the P&C during the year.

**We support students through:**

- an active Positive Behaviour for Learning Team
- encouraging students to employ strategies taught during the explicit school wide PBL lessons
- creating positive classroom environments
- consistently rewarding positive behaviour and effort
- classroom – based Personal Development Programs
- the Child Protection Program
- the Drug Education Program
- the Life Education Program
- fortnightly class and weekly SRC meetings
- developing positive student leadership roles
- an active Support for Learning Team
- programs to extend the curriculum and the interest of students
- a team approach with parents, time to listen to and communicate with them.

**Bullying behaviour may be occurring when, for example a person is repeatedly ...**

- called names
- threatened
- put-down
- teased in an unkind way
- has property hidden, damaged, stolen or destroyed
- physically hurt
- left out
- sent hurtful notes, email or SMS messages
- singled out for unfair treatment
- picked on
- has rumours spread about him or her
- has inappropriate gestures made to him/her
- stalked or given dirty looks.

## Possible Signs and Symptoms of being bullied

*There is no particular pattern. A victim may ...*

- have unexplained cuts and bruises;
- suddenly does not want to go to school;
- suddenly unable to sleep, have poor sleep patterns and bad dreams;
- becomes moody or exhibits unusual emotional outbursts ;
- have equipment or personal items hidden, damaged, stolen or destroyed;
- frequently complains of vague headaches, stomach aches or feeling sick;
- withdraw from friends or family;
- appear anxious, insecure, sad, teary, depressed, secretive;
- sit alone in class or be alone in the playground;
- change friendship groups frequently;
- come home hungry (because lunch money or food has been taken);
- want extra money without giving a reason; and/or
- show deteriorating in school work avoiding participating.

### If someone is bullied he / she

- may be confused and not know what to do about it
- may feel sad, frightened, unsafe, sick, embarrassed, angry, unfairly treated.

### If someone is bullied

- it can affect school work
- it can affect family and friends

## You can control what happens by following the action plan:

If you are being bullied or harassed ...

- take a deep breath
- look directly into the eyes of the person attempting to bully you
- speak in a firm, clear voice and say loudly, "Stop!"
- if they do not stop "walk away"
- "talk" to an adult if the attempts to bully you don't stop and report what happened
- practice using "Stop!", "Walk", and "Talk" with your teacher and the class.

Any further incidents of bullying or threatening behaviour by the same person may result in him/her ...

- sitting in the time-out area in the playground or classroom
- being dropped a level for inappropriate behaviour and missing out of privileges
- being in the planning room to consider more appropriate behaviour
- having parents contacted by the school and informed of the bullying behaviour

If you witness bullying behaviour always challenge/report it.

**Remember ... it's up to you! Take control of the situation.**

### Staff should:

- be role models in words and actions
- ensure reports of bullying are listened to
- be observant of signs of distress or suspected incidents of bullying
- encourage students to ask for help when needed
- report bullying to their supervisor
- ensure students feel safe and valued in the classroom
- promote open communication between home and school
- explicitly teach weekly PBL lessons

## **Positive Behaviour for Learning**

Casino Public School strives to provide a quality learning environment where children learn to be: Respectful, Responsible, Co-operative and Safe within our community.

### **Positive Behaviour for Learning is:**

A program that is evidence based for achieving important social and learning outcomes while preventing problem behaviour with **all students**.

Positive behaviour consists of **rules, routines and physical arrangements** that are developed and **explicitly taught** to prevent occurrences of problem behaviour.

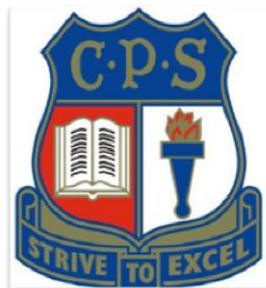
**Explicit teaching** of the expectations (rules) ensures all students, staff and families know what is required of them when they attend Casino Public School.

## **Our school's four expectations**

**“Doing the 4”**

**Responsible**

**Respectful**



**Safe**

**Co-operative**



# Casino Public School

## Rewards System

**Platinum** - Additional 28 Onyas -  
Presented with platinum badge to wear  
with pride

**Gold** - Additional 20 Onyas - Presented  
with gold medallion

**Silver** - Additional 15 Onyas

**Bronze** - 10 Onyas

- 1 class Onya is awarded at the end of each week for excellent class work
- 1 playground Onya is awarded at the end of each week for respect towards all teachers and students across all settings.

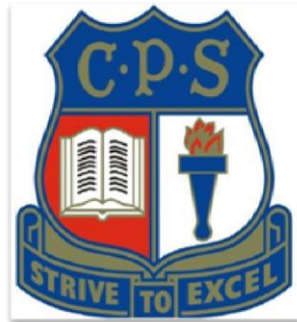
Affirmation letters provide parents with feedback about their child's positive behaviour

## Congratulations!

.....continues to meet all of our expectations and is making a positive contribution to Casino Public School.

**Responsible**

**Respectful**



**Safe**

**Co-operative**

We hope that you will commend ..... for this excellent effort and share our pleasure in recognising this positive achievement.

Yours sincerely,



Garry Carter,

Principal

<p style="text-align: center;"><b><u>Level 4</u></b></p> <p>“Doing the 4” – Respectful, Responsible, Co-operative, Safe</p>	<p>Eligible for all school rewards. New term - all students begin on level 4 (at discretion of Principal)</p>
<p style="text-align: center;"><b><u>On Caution (instructional level)</u></b></p> <p>Teacher enters student on RISC Assistant Principal reviews RISC Assistant Principal places student on caution if required Assistant Principal asks teacher to contact parent Teacher to record parent contact on RISC</p>	<p><b>NOTE: RISC entry ≠ Caution</b> RISC entry by Teacher or AP use <u>Incomplete</u> tab AP uses Contact Box to note: date/ Caution/ Teacher to ring parent/carer AP to print out entry and place in Teacher’s pigeon hole Teacher to make contact with student and parent/carer asap/ writes in Contact Box date of contact and summary of conversation AP to use <u>Complete</u> tab when contact has been noted</p>
<p style="text-align: center;"><b><u>Level 3</u></b></p> <p>Letter sent home to parents/carers Planning room – 2 days</p>	<p>Individual cases as dictated by BMP and or discretion of AP</p>
<p style="text-align: center;"><b><u>Level 2</u></b></p> <p>Letter sent home to parents/carers Planning room – 3 days Assistant Principal contact parent (if appropriate) Behaviour Plan (if appropriate)</p>	<p>Individual cases as dictated by BMP and or discretion of AP</p>
<p style="text-align: center;"><b><u>Level 1</u></b></p> <p>Letter sent home to parents/carers Parent Interview Planning room – 4 days Behaviour Plan</p>	<p>Interview to include: Class Teacher + AP + DP/P + Other e.g. Counsellor, ISTB, AEO</p>
<p style="text-align: center;"><b><u>Suspension</u></b></p> <p>Parents contacted and student is escorted home. Parent interview Return from suspension meeting before student is allowed to return to school.</p>	<p>Students will be suspended according to the NSW Education and training’s <u>Suspension and Expulsion of School Students Procedures</u>. Students returning from suspension will be placed on level 3. A behaviour plan will be put in place for 5 consecutive days to enable the student to reach level 4 “Doing the 4”. The student will be excluded from the next school activity (within 4 weeks) and further activities at the Principal’s discretion.</p>

**Contact with parent/carer information – discussion might include all or some of the following**

Information about incident/ consequence of action/ consequence of repeat behaviours/ ask parent to support school and child/ ask parent to encourage child to stay on track so they can be part of class and school rewards.

**Moving up a level:**

- 5 consecutive days of good choices = up 1 level
  - Letter sent home
  - If student remains on the same level – no letter until 5 consecutive days
- ***End of term rewards at the discretion of Principal/Executive. 2 weeks before end of term a review of children placed on levels and risk assessment is discussed at Executive Meeting.***

## **School contact information**

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