

# Anti-bullying Plan

## Cattai PS





## 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.

The Cattai PS staff in consultation with wider community have developed this plan. It has been openly discussed at staff meetings, P&C meetings and distributed via the skoolbag app to the school community allowing all members of the Cattai Community to play a part in developing this plan. It will receive ongoing reviews and evaluations to ensure it stays current supporting the needs of the students at Cattai PS.

### Statement of purpose

Schools are all about learning and this happens most effectively when students feel safe. The strategies and systems within this plan were developed with the intention that students can spend their school day free of bullying, harassment and intimidation.

## Protection

The Anti-Bullying Plan works in conjunction with the School Discipline Policy. Bullying involves the misuse of power by an individual or group towards one or more people. Bullying can be either verbal, physical, social and/or psychological. It can also be in the form of cyber bullying. In all forms, the school will respond to any reported incidents of bullying in alignment with the 'Choices Chart' level system within our school discipline policy. The level system clearly matches the teacher strategies that could be used in response to a student's behaviour choice.

## Prevention

The School has a range of strategies in place to promote and reinforce positive behaviours to help prevent bullying. More details about each of the strategies listed below is within the 'School Discipline Policy' under 'Strategies for Promoting Positive Behaviour' and 'Strategies for Reinforcing Student Achievement'. At a glance they include:

- Class Dojo 'Gotchas' (individual reward system)
- The 7 Habits of Happy Kids
- 'Marble Bowl' (whole school reward system)
- Learning Contracts
- Presentation Night
- Tracking Sheets

The 7 Habits of Highly Effective People is embedded in the schools PD/H/PE lessons as well as the schools reward system. Through this program students are given strategies to help developed their emotion intelligence, conflict resolution skills, resilience and empathy for their peers.

## Response

### 1) Gather:

In the event of a bullying incident being reported, staff investigate the claims from the two or more parties involved and where necessary seek information from witnesses. Where conflicting recounts of events occur, staff may deem it necessary for students and witnesses involved to write out an 'incident statement'. The school has three different scaffolds for students to use depending on their age/ability levels to ensure students who are unable to write can draw and retell to a teacher so their voice is still heard (Samples of these scaffolds are on the following page).

### 2) Decide:

Once information has been gathered staff refer to the levels on the 'choices chart' and choose an appropriate strategy. At this point it may be necessary to consult with the Principal, the students classroom teacher or another colleague to find a strategy which best matches the incident and the individual students involved.

### 3) Record:

Behavioural incidents are then recorded in the behaviour log to allow teachers to track behaviour patterns as well as relay information to parents accurately after an incident has occurred.

### 4) Inform:

Staff endeavour to call the parents of all students involved after an incident has occurred. There is two sides to these conversations: 1) to communicate clearly the consequences for the students deemed to have made a poor choice and 2) to reassure the parents of the 'victims' that the school is following up on the incident and also where appropriate praise their child for not retaliating and letting the staff know about the incident.

To avoid repeated lower level incidents from reoccurring and bullying patterns forming, it is in the 'School Discipline Policy' that: *"Repeated instances of a certain 'Student Choices' level can result in a lower level 'Teacher Strategies' being applied"*.

What this essentially means is that staff can use strategies that require more intervention if repeated behaviour patterns emerge.

Samples of documents used to support Cattai PS anti-bullying approach.

**Cattai PS Incident Statement**

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

Location: \_\_\_\_\_ Time: \_\_\_\_\_

*Note: Please only write what you actually saw/heard and be completely honest.*

Lined writing area for the incident statement.

**Cattai PS Incident Statement**

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

Location: \_\_\_\_\_ Time: \_\_\_\_\_

*Note: Please only write what you actually saw/heard and be completely honest.*

Lined writing area for the incident statement.

**Cattai PS Incident Statement**

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

Location: \_\_\_\_\_ Time: \_\_\_\_\_

*Note: Please only draw or talk about what you actually saw/heard and be completely honest.*

|  |  |  |
|--|--|--|
|  |  |  |
|--|--|--|

**Teacher Annotations from verbal retell:**

Lined writing area for teacher annotations.

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The below 'Choices Chart' is a guide for teachers when choosing an appropriate strategy to help modify poor student behaviour. It can also be used to make behaviour choices, and the consequences of those choices clear and transparent to students. In the instance of a poor student choice, it is up to the teacher to decide which of the teacher strategies should be applied. This list is only to be used as a guide and teachers may see fit to use other strategies not listed below, depending on each individual student and circumstance. If students move down a level, they need to show above level 4 behaviour for a period of up to two weeks to move back up a level. Teacher strategies from a higher level for lower level student choices may also be implemented where appropriate. Repeated instances of a certain 'Student Choices' level can result in a lower level 'Teacher Strategies' being applied.

| Choices Chart   |  |
|---|--|
| Student Choices   | Teacher Strategies   |
| <b>Level 5</b>  |  |
| <ul style="list-style-type: none"> <li>-Call out</li> <li>-Not following teacher instructions</li> <li>-Not completing work</li> <li>-Move unsafely around the school</li> <li>-Disrupt the learning of others</li> </ul>   | <ul style="list-style-type: none"> <li>-Dojo removed</li> <li>-Verbal warning from teacher</li> <li>-Completing work during play time</li> <li>-Redirect</li> <li>-Non verbal warning</li> <li>-2 minute play timeout</li> </ul>   |
| <b>Level 4</b>  |  |
| <ul style="list-style-type: none"> <li>-Repeated 'Level 5' choices</li> <li>-Swear</li> <li>-Take other peoples property</li> <li>-Be disrespectful towards others</li> <li>-Verbal aggression</li> <li>-Physical intimidation</li> <li>-Minor property damage</li> <li>-Minor misuse of technology</li> </ul>  | <ul style="list-style-type: none"> <li>-5 minute play timeout</li> <li>-'Student Behaviour Reflection Form' completed</li> <li>-Parent contacted</li> <li>-Apologise and provide some form of restitution <i>i.e. -carry students' school bag, put student's things away after a lesson</i></li> <li>-Technology ban for the rest of the lesson/day</li> <li>-Student behaviour recorded in behaviour log</li> <li>-Student on a 'choices card' for up to two weeks</li> </ul> |
| <b>Level 3</b>  |  |
| <ul style="list-style-type: none"> <li>-Repeated 'Level 4' choices</li> <li>-Bullying</li> <li>-Misuse of technology</li> <li>-Threatening students</li> <li>-Stealing other peoples property</li> </ul>  | <ul style="list-style-type: none"> <li>-10 minute play timeout</li> <li>-Student on a 'choices card' for up to two weeks</li> <li>-Removal of privileges and/or extra curricular events</li> <li>-Technology ban for a period of up to a week</li> </ul>   |
| <b>Level 2</b>  |  |
| <ul style="list-style-type: none"> <li>-Repeated 'Level 3' choices</li> <li>-Serious property misuse or damage</li> <li>-Highly disrespectful actions towards staff</li> <li>-Persistent disobedience</li> <li>-Major misuse of technology</li> <li>-Persistent disobedience and defiance</li> <li>-Intentionally hurting others</li> </ul>   | <ul style="list-style-type: none"> <li>-20 minute play timeout</li> <li>-Parent meeting arranged</li> <li>-Technology ban for a period of up to two weeks</li> <li>-Removal of privileges and/or extra curricular events</li> <li>-Warning of suspension</li> <li>-Short suspension</li> <li>-'Risk Management Plan' put into place</li> </ul>   |
| <b>Level 1</b>  |  |
| <ul style="list-style-type: none"> <li>-Repeated 'Level 2' choices</li> <li>-Vandalism or major property damage</li> <li>-Possession or use of a weapon</li> <li>-Possession or use of illegal substances</li> <li>-Premeditated assault</li> <li>-Physical assault of teachers or staff</li> <li>-Making threats towards staff</li> <li>-Highly inappropriate use of technology</li> </ul> | <ul style="list-style-type: none"> <li>-Parent meeting arranged</li> <li>-Student removed from playground</li> <li>-Long suspension</li> </ul>   |

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## Principal's comment

The 'Anti-Bullying Plan' works in conjunction with the 'School Disciple Policy' to support students, staff and community member's work together to help students along their learning journey.

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