



# CANLEY HEIGHTS PUBLIC SCHOOL

## Anti-Bullying Plan



Canley Heights Public School community are active participants in building a welcoming school culture that values diversity and fosters positive relationships. A key component of a supportive school culture is building respectful relationships and an ethos that bullying is not accepted, in both online and offline environments. Our school proactively builds collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety and wellbeing.

Canley Heights Public School:

- rejects all forms of bullying behaviour including online (or cyber) bullying)
- works to provide a safe, inclusive and respectful learning community that promotes student wellbeing.
- expects students to be safe, inclusive and respect other students, their teachers, school staff and community.
- has many strategies and practices to encourage positive student behaviour, recognise and reinforce student achievement and wellbeing and manage disruptive and anti-social student behaviour.
- follows the Department of Education's [Bullying of Students- Prevention and Response policy](#)

### Definition of bullying

Bullying behaviour has three key features. It involves the intentional misuse of power in a relationship. It is ongoing and repeated, and it involves behaviours that can cause harm. It creates a risk to another person's health and safety- either psychologically or physically- or their property, reputation, or social acceptance. Bullying is uninvited, unwelcomed, intimidating and/or offensive to the recipient. Bullying can take many forms, some of which are difficult to identify and speak about.

Bullying behaviour can be-

- **verbal:** name calling, teasing, abuse, putdowns, sarcasm, insults, threats, homophobic or racist remarks.
- **physical:** hitting, punching, kicking, scratching, tripping, spitting or damaging another person's property.
- **psychological:** ignoring, excluding, ostracising, alienating, making inappropriate gestures, spreading rumours, dirty looks, hiding or damaging possessions, playing jokes to embarrass and humiliate, damaging someone's social reputation and social acceptance.
- **Cyber:** using email, text messages, memes, photos, videos, social media, group chats to threaten, humiliate or distress someone
- **Bystander:** being a spectator to any form of bullying and not intervening or speaking out.

Many distressing behaviours are not examples of bullying even though they are unpleasant and often require teacher intervention and management.

- **Mutual conflict** involves an argument or disagreement between people but not an imbalance of power. Both parties are upset and usually both want a resolution. Unresolved mutual conflict can develop into bullying if one of the parties targets the other repeatedly in retaliation.
- **Changing friendships** is not bullying unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others.
- **Single episode acts** of nastiness or physical aggression are not the same as bullying. If someone is verbally abused or pushed on one occasion they are not being bullied. Nastiness or physical aggression that is directed towards many different people is not the same as bullying. However, this does not mean that single episodes of nastiness or physical aggression should be ignored or condoned as these are unacceptable behaviours.

### Building and maintaining a positive and inclusive school culture.

At Canley Heights Public School, a range of strategies that involve students, staff and parents and carers in the prevention of and response to bullying behaviour, help build a positive and inclusive school culture.

#### Students:

- Positive Behaviour for Learning (PBL) implemented across the whole school and in all classrooms.
- assemblies and programs targeting positive behaviour and how to respond if bullying is witnessed or experienced.
- teaching students strategies to employ if they find themselves as bystanders or observers when bullying occurs.
- specialist staff to support the wellbeing of students.
- implementation of strategies to support students to deal with a problem with peers at school.



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- wraparound support for student wellbeing, including specialist staff, external agencies, and parent partnerships.
- guided reflective practices resources to support students in reviewing their behaviour.
- specialised and targeted programs implemented when needed.
- negotiated identification for safe spaces for students.
- consequences for inappropriate behaviour may include meeting with parents, temporary removal from class, withdrawal of privileges, reflection room and in some cases, formal cautions and suspension.

### Staff:

- professional learning for all staff on prevention and response to student bullying.
- data collection including Sentral analysis, student surveys and focus groups.
- anti-bullying themes embedded in student learning programs, in addition to, social-emotional programs to support development of cognitive, affective and behavioural competencies.
- clear procedures for documenting, recording, managing, and following up all reported incidents.
- processes for reviewing and evaluating anti-bullying procedures and programs.
- modelling positive, respectful relationships and ways of resolving conflict.
- induction of new and casual staff
  - ✓ information is provided in a casual information folder to casual staff when they enter on duty at the school.
  - ✓ an executive staff or staff member speaks to new and casual staff when they enter on duty at the school.
  - ✓ as part of the induction process, new staff are provided with the school's PBL Implementation plan at the beginning of each calendar year, as well as a copy of this Anti-bullying plan.
  - ✓ all classrooms and learning environments display school reward and/or behaviour consequences system.
  - ✓ classroom teachers will inform casual teachers verbally or in written form of any students that require further support.
  - ✓ playground cards communicate playground expectations and minor and major behaviour consequences and referral.

### Parents and Carers

- school-wide anti-bullying procedures are shared regularly with all members of the community.
- informing all members of the community regularly, in written and verbal communication, about the school's expectations in relation to student behaviour and anti-bullying.
- empowering the whole school community to recognise and respond appropriately to bullying and harassment. (Reference: Appendix 1- Possible Advice to Students and Parents Regarding Bullying)
- providing translated communications wherever possible.
- inclusion of the school's *Anti-bullying Plan* on the school website.

### Support for wellbeing and positive behaviours

*Applicable NSW Department of Education Policies and Procedures*

[Bullying of Students- Prevention and Response](#)

[Student Behaviour Policy](#)

[Behaviour Code for Students](#)

*Applicable school documents*

[Student Behaviour Support and Management Plan](#)

[Positive Behaviour for Learning Implementation Plan](#)



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### APPENDIX 1

#### School Procedures When Bullying Occurs (PBL Tier 2)

##### Step 1: Teacher investigates

- Incident of bullying identified. Teacher to investigate as soon as possible (within 24 hours) following the incident being reported.
- Each alleged bully, victim and witness to be spoken with, and all incidents or allegations of bullying to be fully investigated and documented.
- Teacher to complete an incident report on Sentral before the end of the day.

Note: If a serious instance of bullying or persistent bullying is identified move to *Step 6*.

##### Step 2: Supervisor investigates

- Supervisor to review incident, complete any further investigation and add any additional details on Sentral.
- Supervisor to organise any immediate support interventions required and determine consequence/s if applicable.
- Both bully/bullies and victims will be offered support and where deemed beneficial, offered counselling by the School Counsellor with parent permission.
- Follow up communication should occur to all relevant personnel (ie: parent, classroom teacher, and supervisor).

##### Step 3: Immediate support and communication with parents/carers

- Supervisor to implement plan of support. Supervisor to consult with classroom teacher to obtain any prior knowledge and to discuss possible strategies to be implemented.
- The school designed 'Individual Student Support Plan' to be implemented for all perpetrators and victims (where deemed beneficial).
- The agreed strategies are planned with the student and recorded in their plan. Where deemed required, a case conference will be held to determine any additional support strategies to be implemented. This conference could include supervisor and/or senior executive, teacher, parent/carer and student.
- All strategies communicated and copied to all relevant personnel, including the teacher and parent. This action should be completed within 48 hours where possible.

##### Step 4: Ongoing support

- Supervisor to ensure follow-up with perpetrators and victims. Daily follow-up should initially be carried out, and then tapered off as positive results are deemed sufficiently evident.
- Before discussions with students take place, consultation with classroom teachers will occur to obtain updated information about students.
- Discussions with the perpetrator will involve how they have followed through with agreed actions to help the victim and stop bullying behaviours.
- Discussions with the victim will involve how they are progressing, whether there have been any further negative incidents or if any further support is required.
- All follow up conversations should be recorded within a student's Individual Support Plan and on Sentral. All relevant personal are to be communicated to regarding findings and updated strategies (copy for teacher).
- Supervisors to present updated information at Stage Meeting (Tiered 2 intervention) and/or Executive Meeting (Tier 3 intervention) where applicable.

NB: Supervisors need to complete this action or oversee that this occurs with a staff member who is briefed on the incident and has a relationship with the student/s (staff member to be consistent). Regular communication from staff member to supervisor is essential.

##### Step 5: Ongoing communication with parents/carers

- Supervisor to update parents/carers on the progress of their child and the success of actions undertaken (weekly/fortnightly as agreed upon during communication).
- All follow up conversations should be recorded within the student's Individual Support Plan and on Sentral.



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### Managing Serious Instances of Bullying (PBL Tier 3)

#### Step 6: Investigate incident of serious bullying

- Supervisor to investigate serious instances of bullying, or persistent bullying.
- Supervisor will inform Principal or other senior executive and work collaboratively to organise/action any required immediate support interventions and determine consequence/s. Higher levels of consequence may be considered such as in-school withdrawal or suspension). The incident will be reported to the Department of Education's Incident Support Unit, and recommendations implemented.

#### Step 7: Communication with parents/carers

- Supervisor/senior executive to contact the victim and bully's parent/carer, informing them about the incident and the support strategies planned.
- The students' classroom teacher should also be informed.
- This action should be completed within 24 hours of staff becoming aware of the incident and contact with parents should occur before the end of the school day where possible.

#### Step 8: Monitoring of all student behaviour

Executive staff are to monitor all student behaviour by regularly reviewing entries in Sentral (minimum weekly). Students who have entries in Sentral that indicate they are the victim or perpetrator of bullying, are identified, supported and monitored.

Following ongoing monitoring, if these inappropriate bullying behaviours are repeated, the matter is referred to the Learning Support Team for discussion and action of additional interventions.

Supervisor to contact the victim and perpetrators parents/carers, informing them about the incidents and the support strategies planned.

NB: Steps 3, 4 and 5 should be completed following any incidents identified at Step 6.

Note: Any matters involving violence, weapons, illegal drugs, threats and intimidation and other criminal activity must be reported to the Incident Notice and Response Unit (per Incident Reporting Policy). This includes assaults that result in injury requiring medical attention or where police are involved.

Interventions will be matched to support both victim and bully, as deemed necessary following consideration of the incident of bullying and student needs.

It is important to note that any bullying behaviour that exists out of school hours (when students are travelling to and from school or there is a direct relationship with the school) will be investigated and managed as above.



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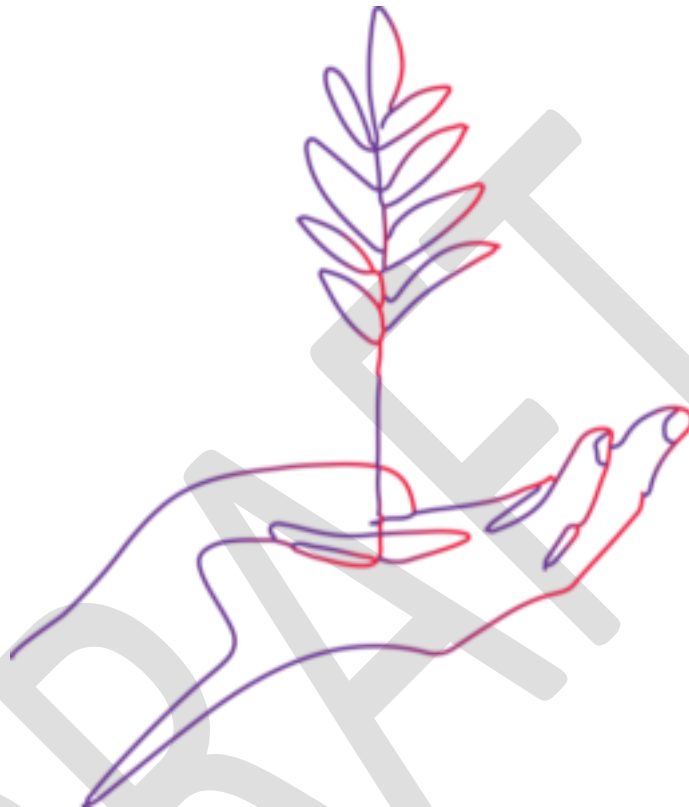
## Anti-Bullying Plan



### Canley Heights Public School Individual Support Plan

STUDENT:

CLASS:



*This register is to be kept with the supervising executive in a secure location until completion. At completion, file should be scanned and uploaded as a document to the student's Sentral Profile.*

**Date commenced:**

**Date completed:**

**Supervising executive:**

**Classroom teacher:**

### AGREED STRATEGIES



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2.
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*Strategies should be reviewed weekly by the supervising executive to ensure all agreed actions are taking place.*



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Day/Date		Comment
	<input type="checkbox"/> Discussion with student re progress (+ive/-ive)	
	<input type="checkbox"/> Agreed actions undertaken by student	
	<input type="checkbox"/> Further action discussed (Do strategies need review?)	
	<input type="checkbox"/> Follow-up needed	
<b>Communication Update</b>		
<input type="checkbox"/> Principal		<input type="checkbox"/> Classroom Teacher
<input type="checkbox"/> Supervising Executive		<input type="checkbox"/> Parent/Carer
NB: Communication should be aligned to the agreed strategies.		

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**ADDITIONAL NOTES**

Date	Notes