

# Anti-bullying Plan

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## Statement of Purpose:

Claymore Public School is an inclusive environment, where diversity is affirmed and individual differences are respected. Bullying is not tolerated in NSW government schools and is not acceptable in any form. Bullying is taken seriously at Claymore Public School. Students have the right to expect that they will spend the school day free from the fear of bullying, harassment and anti-social behaviour in a secure, ordered and supportive environment.

Students, teachers, parents, caregivers and members of the wider school community have a shared responsibility to create a safe and happy environment, free from all forms of bullying.

(Reference: NSW Department of Education and Training: Bullying: Preventing and Responding to Student Bullying in Schools Policy, 2011; Bullying: Preventing and Responding to Student Bullying in Schools Guidelines and Planning Document.)

## Definition of 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. Cyberbullying refers to bullying through information and communication technologies.

Bullying behaviour can be:

- Verbal e.g. name calling, racist comments, teasing, abuse, putdowns, sarcasm, insults, threats;
- Physical e.g. hitting, punching, kicking, scratching, tripping, spitting;
- Social e.g. ignoring, excluding, ostracising, alienating, making inappropriate gestures; and
- Psychological e.g. spreading rumours, dirty looks, hiding or damaging possessions, intimidation, malicious SMS and social media messages, inappropriate use of camera phones.

## Shared Responsibilities for Preventing and Responding to Bullying Behaviour

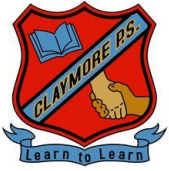
Schools exist in a society where incidents of bullying behaviour may occur. Preventing and responding to bullying behaviour in learning and working environments is a shared responsibility of all department staff, students, parents, caregivers and the wider school community.

**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, 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 pedagogy that supports students to develop an understanding of bullying and its impact on individuals and the broader community.



# Anti-bullying Plan

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## **Students have a responsibility to:**

- behave appropriately, respecting individual differences and diversity;
- report incidents of bullying;
- behave as responsible bystanders,
- behave as responsible digital citizens; and
- respond to incidents of bullying according to the school's 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, and
- 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, and
- work collaboratively with the school to resolve incidents of bullying when they occur.

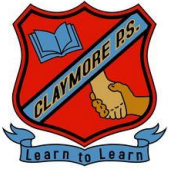
## **Strategies for Protecting, Preventing (including Early Intervention), and Responding to Student Bullying**

Claymore Public School's plan supports a protection, prevention and early intervention approach in relation to student bullying. It recognises that the best outcomes are achieved by school communities working together to help prevent bullying from occurring, acting early to prevent bullying and responding in a timely and appropriate way to bullying incidents if they occur. Appropriate support is provided to the victim/s of bullying and the bully. Consequences at the school level will apply when instances of bullying are determined.

(Reference: NSW Department of Education and Training: Bullying: Preventing and Responding to Student Bullying in Schools Policy, Guidelines and Planning document).

### **Protection strategies include:**

- developing a shared understanding of bullying behaviour that captures all forms of bullying including cyberbullying.
- developing a statement of purpose that outlines individual and shared responsibilities of students, parents, caregivers and staff for preventing and responding to bullying behaviour.
- maintaining a positive climate of respectful relationships where bullying is less likely to occur.
- reminding students that:
  - they have the right to come to school and feel happy, safe and confident in their learning and play.
  - no one has the right to make them or another person feel upset, unsafe, uncomfortable or worried.



# Anti-bullying Plan

- if someone is making them feel upset, unsafe, uncomfortable or worried, then they must tell someone about it. (Bullying flourishes in a culture of silence)
- reporting bullying is not “dobbing”; it is asserting their right to feel safe and happy while at school and while travelling to and from school and when using the Internet.
- implementing a Kids Help Box as a means to support students reporting bullying concerns in a confidential manner.
- providing an appropriate curriculum, based on Board of Studies requirements, to meet the needs of each student.
- providing programs that promote resilience, life and social skills, assertiveness, conflict resolution and problem solving as part of the Personal Development key learning area.
- supporting students to achieve success in all areas of learning at individual levels of need.

## Prevention strategies include:

- 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.
- sharing the Anti-bullying Plan with all members of the community at the start of each year and throughout the year.
- maintaining a small number of easily understood rules which are fair, clear and consistently applied. Regularly clarifying these rules through weekly reminders (rule of the week) and social skills lessons.
- teaching students strategies to employ if they find themselves as bystanders or observers when bullying occurs.
- modelling positive, respectful relationships and ways of resolving conflict, e.g. working co-operatively within the classroom/playground.
- providing recognition and reward for positive achievements and behaviour through a merit award system.
- implementing a strategy to support students to deal with a problem with peers at school. The ‘3 Step Program’ and ‘2 Step Program’ will be taught explicitly throughout each year to students. These programs involve:

### 3 Step Program

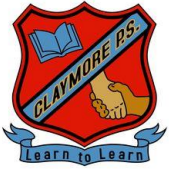
- Step 1: Say “Stop, I don’t like it.”
- Step 2: Ignore and move away
- Step 3: Report to a teacher

### 2 Step Program (If someone physically hurts you)

***It is not OK to retaliate.***

- Step 1: Say “Stop!”
- Step 2: Report to a teacher

- supporting the development of appropriate social skills through weekly social skills lessons that are implemented using the interactive whiteboard. One lesson per term has a specific focus on anti-bullying strategies.
- Implementing the Kindness on Purpose program; teaching students about empathy, and how to be kind to others through a greater awareness of empathy.
- identifying designated calm spaces in the playground (e.g. ‘A’ Courtyard, Library) and classroom (nominated desk and floor space) that students can attend if they require a calm, quiet environment.
- executive regularly review school’s student welfare database (EBS: On Track +) entries. Each term, the PBL leaders present a report to the PBL committee, who in conjunction with executive, determine if support or additional resources are needed in regard to specific behaviours identified, including bullying.



# Anti-bullying Plan

- 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 'cool down' resources (containing a variety of tactile resources) for classrooms and executive office for students to access if required.

## Early Intervention strategies include:

- identifying students at enrolment (check of student records/contact with previous school) who have experienced bullying or engaged in bullying behaviour.
- regularly monitoring students who are identified as having experienced bullying or engaged in bullying behaviour. If indicators of concerns arise, additional support/intervention will be applied at the earliest opportunity. Strategies may include: contact with parent/carer, counsellor intervention; providing support person for student; check-in opportunities with supervisor; alerting classroom teacher and/or learning support team.
- communicating weekly with staff about student welfare matters to identify any concerns and alerting staff to recommended strategies to support identified students.

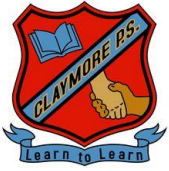
## Response strategies include:

- responding to incidents of bullying that have been reported to the school quickly and effectively.
- providing support to any student, who has been affected by, engaged in or witnessed bullying behaviour.
- matching a planned combination of interventions to the particular incident of bullying.
- identifying patterns of bullying and responding to such patterns.
- developing and publicising clear procedures for reporting incidents of bullying to the school.
- empowering the whole school community to recognise and respond appropriately to bullying, harassment and victimisation, and behave as responsible bystanders.
- providing regular updates, within the bounds of the legislation, to parents/caregivers about the management of incidents.
- monitoring the effectiveness of the Anti-bullying Plan, including use of the Kids Help box.
- reporting annually to the school community on the effectiveness of the Anti-bullying Plan.
- providing support/advice to parents/caregivers when required.

## School Procedures When Bullying Occurs:

**Step 1:** Incident of bullying identified. **Teacher to investigate** as soon as possible (and 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 white card (classroom incident) or blue card (playground incident) if applicable. The reporting teacher should enter details on ebs:ontrack+ 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 to review incident**, completing any required investigation and add any further details on ebs:ontrack+. Supervisor to organise any required immediate support interventions 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:



# Anti-bullying Plan

parent, classroom teacher, and supervisor. These actions should be completed before the end of the school day where possible.

**Step 3: 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 (booklet). Where deemed required, a case conference will be held with supervisor and/or Principal, teacher, parent/carer and student to determine additional support strategies to be implemented. All strategies communicated to all relevant personnel, including the teacher and parent (copy for teacher). This action should be completed within 48 hours where possible.

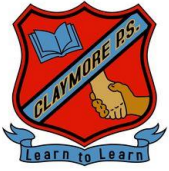
**Step 4: Supervisor to ensure follow-up with bullies and victims.** Daily follow-up should initially be carried out, and then tapered off as positive results are deemed sufficiently evident. Before discussions with students take place, consultation with classroom teachers will occur to obtain updated information about students. Discussions with the bully 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 or not there have been any further negative incidents or if any further support is required. All follow up conversations should be recorded within the student's Individual Support Plan (or on ebs:ontrack+). All relevant personal are to be communicated regarding findings and updated strategies (copy for teacher). Supervisors to present updated information at Stage Meeting (Tiered 2 intervention) and/or Executive Meeting (Tiered 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: 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 (or on ebs:ontrack+).

**Step 6: Supervisor to investigate serious instances of bullying, or persistent bullying, and organise/action any required immediate support interventions and determine consequence/s** (higher levels of consequence will be considered such as in school withdrawal and suspension). The incident will be reported to the Department of Education's Incident Support Unit, and recommendations implemented.

Supervisor to contact the victim and bully's parent/carer, informing them about the incident and the support strategies planned. The students' classroom teacher/s should also be informed. This action should be completed within 24 hours and contact with parents should occur before the end of the school day where possible. In these instances, supervisors should complete a 'Classroom Problem Solving proforma' and take this to the Advanced Tier's Team and/or Learning Support Team for discussion and action of additional interventions.

**Step 7: Executive staff are to monitor all student behaviour** by regularly reviewing entries on the ebs:ontrack+ (minimum fortnightly). Students who have entries on ebs:ontrack+ 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 Advanced Tier's Team and/or 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.



# Anti-bullying Plan

**NB: Steps 3, 4 and 5 should be completed following any incidents identified at Step 6. The school designed 'Individual Student Support Plan' is to be implemented for all perpetrators, and victims, in all instances of serious bullying and in other instances where deemed beneficial.**

If student bullying persists, consequences will be implemented, consistent with the school's Student Welfare and Discipline Policy under the 'Consequence for Negative Behaviours' section. Ongoing counselling and support from the school will continue. At this stage, support from appropriate external agencies for both the bully and victim should continue if in place, or again be recommended if deemed appropriate.

Note: Any matters involving violence, weapons, illegal drugs, threats and intimidation and other criminal activity must be reported to the Incident Support 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 particular incident of bullying and student/s 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.

Refer: Appendix 2- Claymore Public School Procedures for Managing Bullying (Summary from Anti-Bullying Plan) and Appendix 3 – Claymore Public School Individual Student Support Plan.

## Reporting Bullying Procedures:

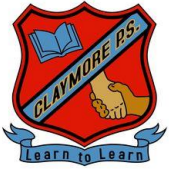
### Individual reporting procedures (students):

Bullying behaviour must be reported. It may be reported in one of the following ways:

- Students should report the incident of bullying to any member of staff as soon as possible after it has occurred or via the Kids Help Box (completing a slip reporting an incident of concern).
- Bystanders or witnesses should report any known bullying behaviour to any member of staff or via the Kids Help Box.
- Parents/carers should contact the school to report the incident. It is recommended that parents/carers report the incident to their child's classroom teacher, or any member of the executive or Principal.
- Staff should report concerning bullying behaviour to the Principal or any executive staff member (who will forward concerns to the Principal).

### Individual reporting procedures (staff/parents/carers):

Bullying behaviour reported to have occurred by staff or by parents/carers should be reported to the Principal. The Principal will take action in response to the alleged bullying, adhering to DEC policies and obligations under the Work, Health and Safety Act (2011). In determining the action to take, the Principal may seek advice or assistance from one or more of the following directorates or personnel: The Employee, Performance and Conduct Unit (EPAC), School Safety and Response Hotline, Legal Services, the regional Injury Management Advisor, the



# Anti-bullying Plan

regional Work, Health Safety Consultant, School Director and/or Learning and Wellbeing Advisor or Officer.

## **School's reporting procedures:**

If there is an incident that results in serious threat to staff or student safety, the Principal will call the police for support.

It is important to note that it is a requirement that Principals report matters involving violence, weapons, illegal drugs, threats and intimidation and other criminal activity to the Incident Support Unit.

Principals are required to report assaults resulting in injury requiring medical attention or where police are involved, serious threats or intimidation (including cyber bullying), weapons, illegal drugs, other criminal activity. Where there is an incident that occurs when students or parents are travelling to and from school, or there is a direct relationship with the school, the incident must be reported. (Reference: NSW Department of Education Incident Support Unit: FAQs)

If any matters of bullying are deemed to possibly cause risk of harm, staff will complete the Mandatory Reporter Guide and follow recommended actions. This may involve contacting the Child Wellbeing Unit or Child Protection Helpline.

## **Appeal and Complaint Handling Procedures:**

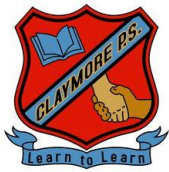
Parents/Carers and/or staff are advised to discuss any concerns regarding the management of bullying incidents with the Principal in the first instance (including request for an appeal). If concerns continue, parents/carers and/or staff are advised to follow the Departments' Complaints Handling Policy or contact the local Department of Education office for advice.

## **Consulting, Communicating and Reviewing the Procedures:**

This Anti-bullying Plan has been developed in consultation with the Claymore PS community during a P&C Meeting, and the Student Representative Council 2017.

The whole school community is to be regularly reminded of the school's Anti-bullying Plan. This will be done through the school's fortnightly newsletter for parent/carer community, student assemblies for students, and staff meetings for all staff. It is important to re-emphasise at this time that students are expected to report if they are being bullied. Additionally, the school will provide annual updates about the management of bullying incidents that have been reported to the school (within the bounds of privacy legislation) and the effectiveness of the school's Anti-bullying Plan.

The students, staff and parents/carers will be surveyed annually to identify the effectiveness of the school's Anti-bullying Plan. A review and analysis of the school's recorded bullying incidents on the school's welfare data base will also take place. Adjustments to the school's Anti-bullying Plan will occur as required, with communication and consultation with the whole school community.



# Anti-bullying Plan

The Anti-bullying Plan will be formally reviewed with the school community every three years through surveys and focus group meetings with students, staff and community.

Professional learning regarding these procedures will take place every two years or annually when there is a significant change to staff.

## **Additional Information:**

The school's local area for Police is Macquarie Fields Local Area Command (LAC). The school works with and has access to a Police Youth Liaison Officer who is based at this LAC.

The Kids Helpline can be provided to students if additional support is deemed to be required: <https://kidshelpline.com.au> or 1800 55 1800.

## **Principal's Comment:**

This Anti-bullying Plan supports our schools Student Welfare and Discipline Policy, Wellbeing Culture and Core Operating procedures. It has been developed in conjunction with staff, students and community.

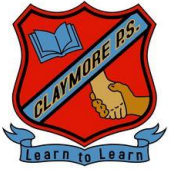
The following members of the school community have developed the plan:

Lisa Porter	Principal
Terri Miezio	Deputy Principal
Heather Franchi	Deputy Principal
Tara Silverstone	Deputy Principal
Amy Robinson	Assistant Principal
P&C	2017
SRC	2017

## **School Contact Information:**

Claymore Public School  
Dobell Road Claymore  
P: 46263988  
F: 46285033  
E: claymore-p.school@det.nsw.edu.au





# Anti-bullying Plan

## Anti-bullying Plan

### Appendix 1: Possible Advice to Students and Parents/Carers regarding Bullying

#### Advice to students who are being bullied:

The student should be encouraged to –

- Tell the bully to stop - State quite clearly that the behaviour is unwelcome and offensive.
- Seek help - Talk about the experience to someone who is trustworthy (Student Counsellor, teacher, parent/carer, peer etc).
- Report the bullying to a member of staff and feel confident that any incident can be resolved satisfactorily.

Other 'self protective' strategies that might be suggested include:

- Staying away from the bully, or places where bullying occurs.
- Be with friendly, supportive friends.

#### Advice to students who know someone is being bullied:

Students should be made aware that early intervention can defuse conflict situations before bullying sets in or gets out of hand.

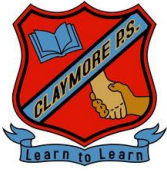
Therefore, the following suggestions should be made:

- If safe, intervene as the bullying occurs by telling the bully to stop. (Note: Students are to be reminded not to put themselves at risk of harm.)
- Refuse to join in with the bullying.
- Support students who are being bullied – just standing by them can be enough.
- Report to an adult if you are concerned about the bullying.
- It is every student's right and responsibility to report bullying whether it happens to oneself or to someone else.

#### Advice for parents/carers:

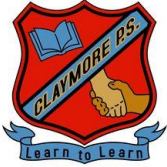
The following suggestions are made to parents/carers through print materials and at parent/carer information meetings.

1. Take an active interest in your child's social life and in what is happening at school.
2. Encourage your child to bring friends home and to accept and tolerate differences in others.
3. Build your child's self-confidence by recognising and affirming his/her positive qualities and by valuing him/her.
4. Discuss with your child the school's expectations about behaviour and ways to respond if his/her rights are infringed.
5. Encourage constructive responses: physical bullying or persistent teasing should be reported, hitting back or retaliating with name-calling won't solve the problem or be tolerated.
6. Set an example: be firm, but not aggressive in setting behaviour limits, be positive in what you say and do.
7. Be alert for signs of distress. Indicators may include: unwillingness to attend school; dropping off in academic performance; damaged clothing and frequent loss of personal property; loss of confidence or uncharacteristic mood changes, and withdrawal from social activities.
8. Act if your child is being bullied at school, report it to a teacher, or the Principal.
9. Cooperate and work in partnership with the school by: reporting allegations or instances of bullying; working actively to resolve issues and supporting your child for success.



# Anti-bullying Plan

## Appendix 2



## Procedures for Managing Bullying

(Summary from Anti-Bullying Plan)

Claymore Public School rejects bullying in any form and is committed to ensuring there is a strong school culture of inclusiveness and respect. The school works to ensure a secure, ordered and supportive environment for all students, staff and community. The school implements an Anti-bullying Plan that recognises that all members have a shared responsibility to support an environment free from all forms of bullying. **The following procedures apply when a bullying incident occurs at Claymore PS:**

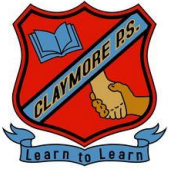
**Step 1: Incident of bullying identified. Teacher to investigate** as soon as possible (and within 24 hours) following the incident being reported. Each alleged bully, victim and witness to be spoken with, and all incidents or allegations of bullying to be fully investigated and documented. Teacher to complete white card (classroom incident) or blue card (playground incident) if applicable. The reporting teacher should enter details on ebs:ontrack+ 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 to review incident**, completing any required investigation and add any further details on ebs:ontrack+. Supervisor to organise any required immediate support interventions 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. These actions should be completed before the end of the school day where possible.

**Step 3: 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 (booklet). Where deemed required, a case conference will be held with supervisor and/or Principal, teacher, parent/carer and student to determine additional support strategies to be implemented. All strategies communicated to all relevant personnel, including the teacher and parent (copy for teacher). This action should be completed within 48 hours where possible.

**Step 4: Supervisor to ensure follow-up with bullies 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 bully 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 or not there have been any further negative incidents or if any further support is required. All follow up conversations should be recorded within the student's Individual Support Plan (or on ebs:ontrack+). All relevant personal are to be communicated regarding findings and updated strategies (copy for teacher). Supervisors to present updated information at Stage Meeting (Tiered 2 intervention) and/or Executive Meeting (Tiered 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: 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 (or on ebs:ontrack+).



# Anti-bullying Plan

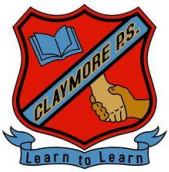
**Step 6: Supervisor to investigate serious instances of bullying, or persistent bullying, and organise/action any required immediate support interventions and determine consequence/s** (higher levels of consequence will be considered such as in school withdrawal and suspension). The incident will be reported to the Department of Education's Incident Support Unit, and recommendations implemented.

Supervisor to contact the victim and bully's parent/carer, informing them about the incident and the support strategies planned. The students' classroom teacher/s should also be informed. This action should be completed within 24 hours and contact with parents should occur before the end of the school day where possible. In these instances, supervisors should complete a 'Classroom Problem Solving proforma' and take this to the Advanced Tier's Team and/or Learning Support Team for discussion and action of additional interventions.

**Step 7: Executive staff are to monitor all student behaviour** by regularly reviewing entries on the ebs:ontrack+ (minimum fortnightly). Students who have entries on ebs:ontrack+ 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 Advanced Tier's Team and/or 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. **The school designed 'Individual Student Support Plan' is to be implemented for all perpetrators, and victims, in all instances of serious bullying and in other instances where deemed beneficial.***

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



# Anti-bullying Plan

Appendix 3:

*Student:*

*Class:*

## Claymore Public School Individual Student Support Plan

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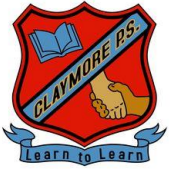
*This register is to be kept with the supervising executive, in the executive office, until completion. At completion, file with the Student Welfare Records (A-Z) in the Principal's office*

**Date commenced:**

**Date completed:**

**Supervising Executive:**

**Classroom Teacher:**



# Anti-bullying Plan

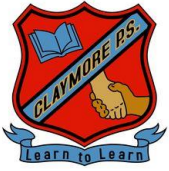
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## AGREED STRATEGIES

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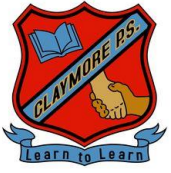
*Strategies should be reviewed weekly by the supervising executive to ensure all agreed actions are taking place*



# Anti-bullying Plan

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

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



# Anti-bullying Plan

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## ADDITIONAL NOTES

Date:	Notes: