

A case study of good practice

Orange East Public School

<p>Case study title</p> <ul style="list-style-type: none"> Title of your case study. 	<p style="text-align: center;"><i>Anti-Bullying Plan</i></p>
<p>Background information</p> <ul style="list-style-type: none"> Describe your school context. For example 'We are a small primary school of 90 students in a coastal farming community'. 	<p>We are a PP4 primary school with 250 students and ten classes K-6.</p> <p>Orange East PS is one of six public schools in Orange, a city of around 38 000 in the Central Tablelands. Orange is well known for agriculture – apples and cool climate wines.</p>
<p>Aims and rationale</p> <ul style="list-style-type: none"> Details of the issue to be addressed. <p>For example, what was happening? ie increasing tension as some groups felt their beliefs weren't being respected.</p>	<p>Orange East Public School community believes the school exists in a society where intimidation and harassment unfortunately does occur. Bullying is unacceptable in any form and we will take it seriously. We believe <i>"Everyone has a right to feel happy and safe at school"</i> which means students have the right to spend the school day free from the fear of bullying, harassment and intimidation.</p> <p>The aim is for each group in the school - teachers, students, parents/carers and members of the wider community to work together to address bullying as a shared responsibility.</p>
<p>Getting started...</p> <ul style="list-style-type: none"> How did you decide to address the issue? For example, through improving relationships between cultural groups, developing a more inclusive curriculum. What research basis/other programs did you use as a basis for your initiative? 	<p>As well as having a responsibility through 'duty of care' it is also an expectation of the Department of Education and Training that all Government schools revise and develop an Anti-Bullying Plan to address bullying related incidents at school. This proved to be good for the school community as we had to evaluate what we were already doing through student welfare practices and the Personal Development/Health/Physical Education (PD/H/PE) curriculum to better address bullying behaviour.</p> <p>We used data from a survey conducted in 2003 which indicated that bullying behaviour did occur within the school.</p>

<p>How we went about it...</p> <ul style="list-style-type: none"> • Who has been involved? For example, in planning strategies and applying them. • What actions have been taken to address the issue? • How long has it taken? For example, timelines. 	<p>Staff decided to use the following initiatives to help us improve our practices to deal with bullying.</p> <ul style="list-style-type: none"> • Introduce <i>What should I do if I am bullied?</i> cards. <p>We had to explicitly teach the students how to respond to bullying incidents by following the <i>NO, GO, TELL</i> procedure that was clearly stated on their individual, <i>“What should I do if I am bullied?”</i> cards.</p> <ul style="list-style-type: none"> • Promote the Anti-Bullying Plan and initiatives. <p>Promotion occurred via school newsletters to ensure that parents could better support their children in developing positive responses to incidents of bullying consistent with the school’s Anti-bullying Plan.</p> <ul style="list-style-type: none"> • Develop clear and simple definitions of bullying. <p>Posters were placed in each classroom and descriptions provided to parents via newsletters and an Anti-bullying Brochure.</p> <ul style="list-style-type: none"> • A focus on developing interpersonal skills in PD/H/PE lessons.
<p>What we are learning...</p> <ul style="list-style-type: none"> • What has changed? For example, outcomes for students, staff and community members. • Comment on any related issues. • Refer to evidence where possible. 	<p>We are working on developing some consistency of teacher judgement so that all staff fully understand the <i>‘Procedures for reporting bullying behaviour’</i> in the Anti-Bullying Plan.</p> <p>The students are developing some strategies for coping with bullying and we are still reinforcing the belief that it is “OK to TELL someone.”</p> <p>All reported incidents of bullying through teacher observation, students following the <i>NO, GO, TELL</i> strategy and parent reporting are able to deal with using a variety of strategies highlighted in the Anti-Bullying Plan.</p> <p>Parents are becoming more supportive of our anti-bullying strategies and expectations that bullying behaviour will not be tolerated at school.</p> <p>We have identified students who are targets of bullying behaviour and students who demonstrate bullying behaviour through RISC, our welfare database. Data indicates that incidents of bullying over the last two years have not increased.</p> <p>We are learning that we need to ensure more consistent, explicit and systematic instruction to further develop social and emotional learning to help reduce bullying related behaviours.</p>

<p>Where to from here...</p> <ul style="list-style-type: none">• How does your school community plan to maintain/improve the present situation?• Are you going to use the solution in any other area?• Would you do anything differently next time?• Any suggestions for other communities?	<p>The next year will be crucial as we continue to raise expectations through a whole school systematic program to enable emotional and social learning amongst students. This will be one of our targets in the School Plan that will result in professional learning for staff and lead to explicit instruction through positive behaviour intervention, social skilling and restorative practice. The goal will be to <i>“have students regulate their emotions and socialise more appropriately so they can then undertake intellectual learning and to help us achieve our mission LEARNING, CARING and COOPERATING, with greater consistency.”</i></p> <p>The “Speak Out Box” will be better monitored by senior students who will be trained in peer mediation and conflict resolution.</p> <p>We will use data (RISC and surveys) to guide decisions that will help us further refine our playground activities and Boys Education program.</p>
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