HENRY KENDALL HIGH SCHOOL

ANTI-BULLYING
POLICY

1. Rationale

This plan outlines the processes for managing and responding to student conflict 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.

In developing this plan we have engaged the whole school community. We have conducted a student survey of students from all years; we have had student forums, meetings for our community to discuss issues around peer conflict, including bullying, and conducted staff forums through our Welfare Team to gather our school context and future directions.

2. Purpose

Students attend school to participate in quality education that will help them to become self directed, lifelong learners who can create a positive future for themselves and the wider community. Our school does not condone inappropriate behaviour that gets in the way of teaching and learning at the school and interferes with the wellbeing of students. Students, teachers, parents, caregivers and members of the wider school community have a shared responsibility and role to create a safe and happy environment; and to manage, within reason, incidents of peer conflict.

3. Context

Our school community acknowledges that schools exist in a society where conflict, intimidation, harassment and victimisation occur. Most importantly, parents maintain the primary responsibility within the community for managing matters of peer conflict, including bullying. Such management is outside of the school context utilising, where appropriate, community agencies including police.

As a school, peer conflict is taken seriously and strategies may be implemented within reason to manage conflicts and support individual's.

Bullying is a serious form of peer conflict. We have identified Bullying as a social problem that: devalues isolates and frightens, affects an individual's ability to achieve, has long-term effects on those engaging in all types of bullying behaviour, including cyberbullying. We also acknowledge that those who are the subjects of bullying behaviour and the onlookers or bystanders are equally affected. Teachers, students, parents, caregivers and members of the wider community have a responsibility to work together to address, and within reason, manage bullying.

As a school community we identified bullying can be defined as intentional, repeated behaviour by an individual or group of individuals that causes distress, hurt or undue pressure.

Bullying involves the abuse of power in relationships. Bullying can involve all forms of harassment (including sex, race, disability, homosexuality or transgender), humiliation, domination, intimidation

and victimisation of others. Bullying may also include harassment based on medical conditions such as diabetes, anaphylaxis and epilepsy.

Conflicts 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

Students, teachers, parents, caregivers and members of the wider school community have a shared responsibility and role to create a safe and happy environment. However it is acknowledged that many instances of peer conflict, including bullying, are not known or reported to school personnel. *Please refer to Appendix 1 for DEC's Anti-Bullying Policy. This provides a reference guide for definitions of Bullying and roles and responsibilities of the school, students, families and the wider community.*

4. Strategies to Manage and Report Peer Conflict including Bullying

Incidents of peer conflict may have reasonable steps taken to manage and resolve the conflict. Each instance will be looked at within context, and a range of factors considered in determining a management approach.

Where an incident of peer conflict is made aware to a teacher, it is addressed by the teachers and a resolution is sought.

Where a perpetrator exists in the conflict, this may include a verbal caution and counselling, detention, time out, communication with parents, referral to Head Teacher or Head Teacher Student Services. Instances of peer conflict should be entered into the schools Millennium data base, including details of students involved and management strategies implemented.

However, if the conflict is more serious in nature it may be necessary to refer the matter to the Deputy Principal as per the school's *Good Discipline, Effective Learning Policy*.

In instances where a victim is identified, a management strategy may include verbal feedback in which the student is assured:

- that the matter is being treated seriously,
- that action is being taken, and
- that any further instances also need to be reported to the teacher, Year Adviser or the Head Teacher student Services or School Counsellor.

Repeated instances of conflict between peers may require further management strategies to be implemented (if the conflict is known to the school). These will need to consider a range of relevant and contextual information, and be implemented within the guidelines of the school's *Good Discipline, Effective Learning Policy*. Possible Actions include: mediation, parental contact, School Counsellor/ARCO referral, After-School Detention, withdrawal from playground/class, referral to external/DEC support agencies, suspension warning, suspension from school, advising parents to report the matter to police, or involving the Police School Liaison Officer.

5. Communication with Parents and Caregivers

Parents and caregivers need to be informed of ongoing or serious instances of peer conflict, including bullying. Other information that needs to be conveyed include: the steps the school is

undertaking to manage the issue (within the scope of DEC and HKHS Policies and Procedures) and support agencies that can assist, including Police.

6. Strategies for Monitoring and Evaluating the Effectiveness of the Anti-Bullying Policy

1. Professional Learning: regular professional learning and updates are conducted through staff meetings, Professional Learning Plans and welfare folders in each faculty

    *   School Welfare Team: regular checks (each term) in the school bullying data for individual, cumulative, & trend data
    *   Head Teacher Student Services: conduct a briefing session to staff each year on the school Anti Bullying Policy. Year Advisors run forum groups annually to revise and refresh our policy to make sure it meets the needs of our students.
    *   Deputy Principals: Communicate the school Bullying Policy to parents each year through the school newsletter. Ensure details are communicated to new & casual staff & as part of the Induction Program
    *   Head Teacher Middle School/Student Services and Year Adviser: identify 'at risk' students from Partner Primary Schools and transition planning for vulnerable students to be put in place. A particular focus on transition points and new enrolment to prevent additional harm by putting in programs of support.

2. Education

    *   Deputy Principals/Year Advisers: raise awareness of aspects of the Anti-Bullying Policy each term at school assemblies

3. Cross-curricula

    *   Head Teacher PDHPE: ensure *Child Protection* components of both Stage Four and Five of the *PDHPE* syllabus are implemented. Delivery of module on anaphylaxis – identification of hazards, anaphylaxis and emergency care response. Community responsibility and support mechanisms.
    *   Head Teachers: *Mindmatters* strategies are incorporated in Teaching and Learning programs across the school
    *   Executive and Teaching Staff: investigate implementation of resources from Revised Resources for Teaching Against Violence (DET, 1995), Strategies for Safer Schools (DET, 1995-1996), The Student Welfare Policy (DET, 1996), www.bullyingnoway.com.au, www.det.edu.au/antibullying, www.kidscape.org.uk/

7. Cyber Bullying

At Henry Kendall High School our whole community has acknowledged that the next generations of students are 21st learners who use, learn and socialize through technology. With this technology comes a new frontier for bullying and harassment to occur. Cyber-bullying is a psychologically damaging form of covert bullying used primarily by adolescents to inflict harm on others through electronic and digital media, such as: emails, chat-rooms, mobile phones, websites, web-cams. More recently referrals have increased from social networking sites such as Facebook, Twitter, Bebo and others. International research and Henry Kendall High Schools School Surveys suggests that the incidence of cyber bullying is rising.

Cyber bullying is a fast growing trend that experts believe is more harmful than typical schoolyard bullying. Nearly all of us can be contacted 24/7 via the internet or our mobile phones. Victims can be reached anytime and anyplace. For many children, home is no longer a refuge from the bullies.

Henry Kendall High School treats cyber bullying in the same way we do all other forms of peer conflict. Where instances are reported by students it is advisable that a copy of the cyber bullying

material such as a print off of the inbox, or log of the conversation or a written transcript may need to be provided. Management responses to cyber bullying will vary according to severity and whether there is a criminal nature to the cyber bullying. For example Identity theft or hacking of personal details.

8. Early Intervention in Peer Conflict

Early intervention strategies and programs at Henry Kendall High School help to identify students at being at risk of developing long-term difficulties with social relationships and those students who are identified at or after enrolment as having previously experienced peer conflict. Targeted Early Intervention Strategies may include:

- Observe students inside and outside the classroom to identify early signs of relationship issues within each year group and across the school
- Proactively teach positive social behaviour to identified students
- Monitor individual cohorts of students
- Collect relevant data from the welfare tracking system
- Year Advisors use assembly and roll call as an opportunity to identify any issues within year groups and promote positive relationships between students

Identified students may be referred through the Learning Support Team to external agencies such as Youth Connections, HeadSpace, RAPT, Counselling Services, ALATEEN, Tedd Noffs, School Chaplaincy, Burnside, trusted staff, ALO. The Learning Support Team may also set up buddy systems and used targeted programs such as Shine, Positive Peer Relationships, Peer Support through the Chaplaincy and welfare teams to support and educate students. Additional strategies may include distributing and case managing through Learning Support and Welfare teams and report weekly to staff and executive through Welfare reports.

The school will endeavour to identify a history of peer conflict issues, where deemed appropriate, for students enrolling into the school. Such identification is reliant upon either parents or the previous school disclosing past incidents or peer conflict, including bullying. In such cases the enrolling Deputy Principal will consider available information and may seek further details from the previous school. Where a peer conflict history for the enrolling student is established the Deputy Principal may pass this information to the Learning Support Team and Year Adviser for implementation of a documented five week transition plan.

Additional strategies across the curriculum may include;

- Professional Learning activities for staff on strategies for dealing with bullying and the management of student behaviour.
- Use Bullying No way! And MindMatters Resources for staff Professional Learning about peer conflict issues.
- Encourage positive bystander behaviour through the curriculum.
- Provide positive activities and safe places for students during breaks.
- Promote positive relationships through student driven promotion such as artworks, posters. and external drama and welfare programs.
- Identify relevant websites and advertise through our school website.
- Use our school newsletter to provide information to parents.
- Ensure values education is included in every curriculum.
- Promote the value of respect across the whole school through staff professional learning and explicit teaching in classes.
- Use MindMatters and other curriculum resources to teach empathy, problem solving and positive action across the curriculum.
- Use student and staff mentors to support students who are affected by peer conflict activities.

- Encourage positive and co-operative behaviour through school reports and our reward systems.
- Remind staff of Duty of Care obligations, including on playground supervision.
- Encourage referrals to the counsellor or welfare team.
- Refer issues to the ARCO.
- Discuss and explain this policy with students, parents and staff through professional learning activities, year and whole school assemblies, information bulletins and the school community newsletter.
- A student Anti-Bullying Team who is responsible for promotion and advocacy for change within their own school but wider community.
- Cyber safety programs explicit in stage 4 and 5 and whole school welfare programs annually. This is complemented with Police Liaison Officer lectures to all year groups about various aspects of law and social justice issues that are relevant to each cohort and identified through the Senior Executive and Welfare team.

9. Additional Information

Contacts

> School Liaison Police officer (SLP) Denise Lynch – 43235530

Websites

> Kids Helpline

Resources to Support the Anti-Bullying Plan:

- Anti-*bullying: Best practice in schools* (NSW DET, 1999).
  Outlines successful programs in schools that have been effective in minimising and dealing with bullying.
- *Anti-bullying: Best Practice in Schools* (DET, 1999)
  Child Protection Education: Curriculum materials to support teaching and learning in PDHPE (1997-1998).
- *Code of Conduct* (NSW DET, 1997).
- *Countering Discrimination: Support materials for schools* (NSW DET, 2000).
- *Complaints Handling Policy* (NSW DET, 2006).
- *MindMatters: A mental health promotion resource for secondary schools*

Related Documents

- *The Student Welfare Policy* (NSW DET, 1996).
- *Occupational Health and Safety Policy* (NSW DET, 2004).
- *Protecting and Supporting Children and Young People: Revised Procedures* (NSW DET, 2000).
- *Complaints Handling Policy* (NSW DET, 2006).
- *Code of Conduct* (NSW DET, 2004).

The following staff have been involved in the development of this plan:

- Principal – Andrew Backhouse
- Deputy Principal – Robert Cox
- Head Teacher Student Services – Rebecca Cooper
- SRC Coordinator – Paul McNally

The following teams have been involved in the development of this plan:

- Parents & Citizens
- Student Representative Council

- Welfare Team
- Learning Support Team
- ACEG – Gosford
- Student Anti Bullying Team

School contact information

Henry Kendall High School
Faunce St Gosford NSW
Ph: 43252110
Fax: 43232685
Email: henrykenda-h.schools.nsw.edu.au

10. Principal's Comment

Our school culture promoted values essential for living in a caring, civil and just society; values such as cooperation, integrity, responsibility and respect for others. We foster in our students a capacity for independent, lifelong learning and provide opportunities and guidance for students to develop into good citizens and capable leaders. An understanding of tolerance, respect and a supportive environment is integral to the values of our school. This plan establishes a framework for these understandings and places responsibility to avoid, respond to, address and resolve peer conflict at all levels and with members of our Learning Community.

Evaluation

This policy will be reviewed as part of the school's two year review cycle.

| This policy was last updated | **November 2014** |

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.

Appendix One: Department of Education and Communities Anti-Bullying Policy

HENRY KENDALL HIGH SCHOOL