



Education &
Communities

Anti-bullying Plan

Irrawang High School 8562





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.

Statement of purpose

Irrawang High School is a positive behaviour for learning (PBL) school and a school of integrity. We value respectful, responsible students who strive for their personal best. Students, teachers, parents, caregivers and members of the wider Irrawang High School community have a shared responsibility to strive to create a safe and happy learning environment, free from all forms of bullying. Students, teachers, parents, caregivers and members of the wider Irrawang High School community will respect and accept individual differences and diversity and actively work together to resolve incidents of bullying behaviour when they occur.

Staff at Irrawang High School have a responsibility to respond to parent and student concerns and provide students with strategies to respond positively to incidents of conflict, including the responsibilities of bystanders or observers. They will support students and model appropriate behaviour responding in an appropriate and timely manner to reports of conflict between students. Communication with parents, caregivers and students will be clear and include strategies that promote positive behaviour, working toward a resolution of the conflict. Irrawang High School students have a responsibility to behave appropriately within the school's values of Respect, Responsibility and Personal Best. That is respecting individual differences and diversity, to follow the anti-bullying plan and respond to incidents of conflict according to our welfare and discipline structures.

Protection

Conflict in relationships is normal because individuals want different things. Learning to manage conflict positively with parents, friends, teachers, community members and employers is a major task for adolescents. In a school, conflict can be handled in different ways in different families. Teasing and practical jokes that are seen as fun in some families and groups are not acceptable to other families and students.

At Irrawang High School we understand bullying to be when someone (or a group of people) with more power than you, repeatedly and intentionally uses negative words and actions against you, which cause you distress and risks your wellbeing.

Bullying can take a number of forms.

Physical Bullying: That is when a person (or group of people) uses physical actions to bully, such as hitting, poking, tripping or pushing. Repeatedly and intentionally damaging things that belong to someone else is also a form of physical bullying.

Verbal Bullying: Using negative words, repeatedly and intentionally to upset someone. Examples include name calling, insults, homophobic or racist remarks, and verbal abuse.

Social Bullying: Lying, spreading rumours, playing a nasty joke are all examples of social bullying. Repeatedly mimicking someone and deliberately excluding someone can also be a form of social bullying.

Psychological Bullying: Psychological Bullying is when someone (or a group of people) repeatedly and intentionally uses words or actions which causes you psychological harm. Intimidating someone, manipulating people and stalking are all examples of psychological bullying.

Cyberbullying: Cyberbullying is when someone (or a group of people) uses technology to verbally, socially or psychologically bully. Cyberbullying can happen in chat rooms, on social media, emails or mobile phones.

Other forms of hurtful behaviour are often mistaken for bullying. Upsetting and harmful things happen, but not all of them are bullying.

Mutual arguments and disagreements are upsetting, but usually everyone wants to solve the problem and there is no power imbalance. A mutual argument or disagreement is not bullying.

Not Liking Someone. Unless you deliberately and repeatedly try to cause someone distress, exclude them or encourage others to dislike them; not liking someone is not bullying.

Random one off events. Single acts of meanness, spite, conflict, rejection, exclusion, physical harm and emotional aggression hurt people and cause great distress. However these things are not examples of bullying unless someone is deliberately and repeatedly doing them to you.

Prevention

Irrawang High School provides programs to recognise the value of diversity, the importance of positive and respectful relationships, the negative impacts of violence and aggression, and the harmful impacts of bullying behaviour.

Preventions programs are delivered as part of the curriculum across KLA's as well as to students through student wellbeing programs.

Prevention Programs Include:

- **Positive Behaviour for Learning:** Weekly lessons focusing on the schools shared values and expectations. Lessons developed specifically to address and inform students about bullying and how to best respond to it.

- School Assemblies that focus on and reinforce our shared values of Respect, Responsibility and Personal Best.
- Regular Year Meetings that reinforce our shared values of Respect responsibility and Personal Best.
- Weekly Year Adviser student wellbeing meetings to discuss student issues.
- Support staff in the school who are available to all students across the school including classroom teachers, Year Advisers, Defence Transition Mentor, Head Teacher Student Wellbeing, School Counselors, School Clinic Nurse, School Learning Support Officers, Anti-Racism Coordinator, Deputy Principals, Aboriginal Education Workers, Principal, Religious Education Coordinator.
- Weekly Learning and Support Team Meetings where students are referred by concerned staff and parents.
- Curriculum content embedded across KLAs that assist students in identifying, understanding and responding positively to incidents of bullying. i.e. Personal Development, Health and Physical Education, English, Drama, Human Society and its Environment, CAPA e.t.c.
- The School Liaison Youth Police Officer addresses Year Groups on bullying and cyberbullying prevention, identification and positive response strategies.
- External performances and guest speakers that reinforce the schools anti-bullying program.
- Staff are expected to enter all incidents, allegations and actions onto Millennium.

Early Intervention

The school's Learning Support Team, Welfare Team and Transition program implements a range of programs to support student well being. These include:

- Behaviour support for students identified as needing extra support from their partner primary school.
- Access to support and case management from key personnel within the school including: school counsellor, Year Adviser, Head Teacher Student Wellbeing, Deputy Principal, Principal, staff mentors, Aboriginal Education Workers, School Learning Support Officers etc
- Referring students at risk to key personnel within the school. i.e. the Learning Support Team, Year Adviser, Relevant Deputy Principal, Head Teacher Student Wellbeing, School Counsellor.
- Utilising the expertise of Departmental personnel to provide support, advice and guidance.
- Accessing the support of external agencies when appropriate.
- Encouraging students and parents to contact the school if they encounter a problem.
- Peer Mediation. Using the Method of shared concern.
- Publically recognising and rewarding positive behaviour when we see it with PBL commendations and LIKE ITS.

Response

At Irrawang High School: As part of the Positive Behaviour for Learning Framework lessons are conducted for the whole school to on the subject of bullying.

School Anti-bullying Plan – NSW Department of Education and Communities

- What is it? How to respond to it? What to do if it happens to you? And How to be a good bystander?
- Students: Reporting Incidents – as victim or bystander
- Students can do this in person by speaking to a member of staff or they can do it in writing by filling in a student incident report and handing it to a member of staff.
- Staff: It is the responsibility of all staff to act when suspected incidents of bullying are reported or noted. If a suspected incident is witnessed the class teacher should note the incident with the students involved and remind students of the schools values and expectations. If further incidents occur the teacher should follow the Staff Response for reported incidents.
- Talk to the student (this may be the target or the bystander) about the incident, discreetly and confidentially.
- Listen to the whole story without interrupting. Ask the student what they would like to happen before you make any decisions.
- Explain it is normal to be feeling hurt, it is not okay to be bullied. It is not their fault and there are things they can do to stop the incidents.
- Find out what is happening: Ask what, when, where the behaviours occurred, who was involved, how often and if anyone else saw it (take notes if necessary). Discreetly talk to possible observers. Check Millennium, find out if this has already been recorded and whether the Deputy Principal or another classroom teacher is already dealing with the issue.
- Give the student an incident form to complete.
- Enter the incident on Millennium and discuss it with your Head Teacher and/ or the relevant Deputy Principal.

- If the bullying incident involves violence, referral must be made to the relevant Deputy Principal immediately with appropriate statements.
- All reported incidents will be dealt with according to the school Welfare and Discipline Plan

Parents: Parents who feel their child is being bullied should contact the school. Year Adviser, Deputy Principal, classroom teacher, Head Teacher Student Wellbeing to find out if the incident is known and what the school might be doing already to address the incident. Once reported make an appointment to talk with the Deputy Principal in a week or two to check the progress of the situation. If you are not satisfied with the response of the school ask your school for information about appeal processes and complaint handling policy.

Monitoring and Evaluation

At each level of intervention incidents will be noted in Millennium. Data analysis will be regularly reviewed. Students and parents will be surveyed annually for their feedback on the plan as part of the Tell Them From Me Survey.

Data from Millennium and the Tell Them From Me Survey for students, staff and parents will help us to identify:

- Total incidents of reported bullying
- Gender and year group differences in frequency and reporting
- Hot spots of when, where and what is occurring i.e. repeat incidence
- Evaluation and interventions in reported cases

This data will assist us to review and revise the schools Anti-bullying Plan and report back to parents through P and C meetings, School Assemblies, Newsletters and the Annual School Report.

The Anti-Bullying Plan – NSW Department of Education and Communities

Additional Information

Police Youth Liaison Officer:

Constable Leanne Mann

Raymond Terrace Police

Ph: (02) 49830599

www.bullyingnoway.com.au

Kids Helpline 1800551800

www.kidshelp.com.au

Lifeline 131114

www.stopbullying.gov

Principal's comment

Principals are responsible for implementing the policy and plan within the school. This includes the following strategies:

- Identifying patterns of bullying behavior and responding to such patterns.
- Monitoring and evaluating the effectiveness of the plan.
- Reporting annually to the school community on the effectiveness of the plan.

This Anti-bullying plan should be read in conjunction with existing school policies and procedures, including Student Welfare and Discipline, and Anti-Racism.

Paul Baxter Principal

Michael O'Brien Deputy Principal

David Pearson Relieving Deputy Principal

Justin Tonks Head Teacher Student Wellbeing

Sarah Bailey Anti-Racism Coordinator

Kate Connor Year Advisor

School contact information

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