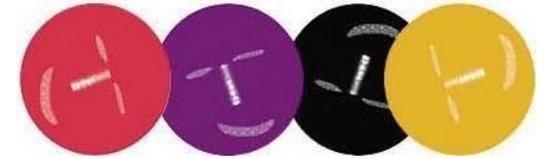


PICTON HIGH SCHOOL

Creating Opportunities Achieving Success



Anti-bullying Plan 2022



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 the 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.

Statement of purpose

The beliefs and principles on which our anti-bullying plan has been developed are that students and staff have the right to a safe environment where they can play, learn, work, and express themselves without fear of victimisation. We strive to be an inclusive environment where diversity is affirmed and individual differences are accepted, respected, and celebrated.

Our aim is to promote and provide a supportive learning environment for everybody. We endeavour to apply a transparent and consistent approach to reporting and responding to incidents of bullying. We encourage all members of our community to take a proactive approach in helping to minimize bullying behaviours.

The school community will work together to resolve incidents of bullying in line with DoE guidelines because **to ignore is to condone**.

Definition of bullying

What is Bullying?

Bullying can be defined as 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 that is designed to cause distress, hurt or undue pressure.

Cyberbullying 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 onlookers.

Conflicts or fights between equals or single incidents are not defined as bullying.

Bullying can be:

- ┆ **Verbal** e.g. name calling, teasing, insults, putdowns, threats and sarcasm.
- ┆ **Physical** e.g. hitting, kicking, tripping and spitting.
- ┆ **Social** e.g. ignoring, excluding, ostracizing, making inappropriate gestures.
- ┆ **Psychological** e.g. spreading rumours, hiding or damaging possessions, malicious or inappropriate use of SMS, social media, emails and cameras.

Bystander behaviour is also an aspect of bullying. Bystander behaviour is when an individual or group are aware of ongoing bullying behaviours and make a choice not to offer any means of help to the victim.

Prevention

At Picton High School a range of preventative strategies and programs are undertaken in our endeavour to foster positive social interactions between students, staff, and the wider community.

The school's Behaviour Code focusing on Pride, High Expectations & Safety is one initiative that can address bullying. It aims to establish a whole school approach to positive social interactions including:

- social skills, readings and discussions in connections with
- keynote presentations on relevant social issues
- celebration of school values through merit certificates
- whole-school welfare focused assemblies and incentive excursions

Another initiative is the development of the school's Student Well-being Committee. This committee meets regularly to establish structured pathways to report and address any bullying concerns.

At a whole school level, other initiatives include:

- targeted wellbeing programs on bullying prevention & positive behaviours;

- student attendance at targeted, themed and needs-based seminars.
- Parent Connect evenings (information evenings for parents and community members)
- providing relevant information via our Wellbeing Website, school APP and schoolwebsite

At Picton High School, students are provided with a rich curriculum with teaching and learning opportunities to develop critical thinking, leadership, civics and citizenship and ethical decision-making.

Early Intervention

Students, parents, and teachers are encouraged to be proactive in dealing with bullying, so early intervention support can be put into place to stop the matter escalating.

If a student identifies that there is a problem and reports it to a teacher, there is an expectation that the teacher acts immediately in accordance with the Anti-Bullying flowchart. If this matter becomes an ongoing concern, then Year Advisors are made aware of the issues so that they can inform key stakeholders.

Students who are identified as being at risk of exhibiting bullying behaviours or being a victim of bullying behaviours should be referred to the school's wellbeing committees (Well-Being Team and/or Learning and Support Team) for support.

Bullying behaviours are recorded in the school's wellbeing database (Sentral) and monitored to identify established patterns of negative behaviour. Students who are repeatedly involved in incidents of bullying behaviours are counselled by Student Well-being Committee members, Year Advisors, Chaplain, Counsellors or Deputy Principals as appropriate to the situation.

Targeted strategies may include:

- Mediation sessions (Restorative Process)
- Fortnightly Well Being meetings targeted bullying behaviours
- Counselling support services
- Partnerships with external support agencies

- Behaviour Made Easy (BME) program
- Parent meetings
- Utilisation of the school's Wellbeing Framework
- The DoE 'Suspension and Expulsion of School Students-Procedures'
- Stymie the anti-bullying online system

Response

Responding to bullying and unacceptable behaviour can be challenging – for students, teachers, and school leaders and for parents. The best outcomes are likely to occur when all parties work together to manage these situations. Bullying and unacceptable behaviour can also be unlawful behaviour at times, which may have a serious impact on individuals or the school.

At Picton High School we have a range of specialist staff who work towards achieving positive outcomes in response to bullying, they include: the Well-Being Team, Year Advisers, Learning & Support Teachers, the School Chaplain, Senior Executive, School Counsellors, and other health and wellbeing professionals working collaboratively with the school.

When reporting incidents of bullying the following steps should be taken:

Incident Reporting system

- Students report incidents of bullying to the teacher using an incident report form. Teacher deals with first instance using Welfare & Discipline
- Teacher to record on Sentral and notify Year Advisor and other relevant parties. Once the teacher has addressed the situation, they will provide feedback directly to the student (and parent/s where applicable).
- The Anti-bullying Tracking Sheet is processed by the teacher and actions taken to address the issue.

- iv. At scheduled meetings of the Student Wellbeing Meetings, it is their responsibility to identify patterns of victimization and bullying behaviours. They should assign a case manager as an intervention strategy to either support a victim of bullying and/or to mentor and monitor students with identified bullying behaviours.
- v. If the behaviours continue, the Team will refer the matter to the Senior Executive for disciplinary action.
- vi. During resolution of the incident, collaboration is sought with parents in monitoring and reporting any future issues should they arise. Parents are reminded that some information relating to the incident may be bound within privacy legislation and cannot be detailed for that reason.

Review

Picton High School will review its anti-bullying policy on a yearly basis in line with the DEC policy. The schools anti-bullying plan will be reported to the community annually through the Annual School Report, a copy of which can be accessed via the school website.

Principal's comment

School communities working together with staff, students and families can recognise, challenge and address issues that arise within the school. This policy was developed by the Student Wellbeing Committee in consultation with the Student Representative Council, Learning and Support Team, and the Parents and Citizen Committee.

School Contact Information

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Further information

Kids Helpline

1800 55 1800

<https://kidshelpline.com.au/>

Ph: 1800 55 1800

kidshelp.com.au

True stories from young people about their experiences with bullying

<http://www.kidshelp.com.au/kids/information/stories/bullying/>

Headspace

<http://headspace.org.au/>

Go to the Real Stories section and search 'bullying'

Bullying No Way!

Information about identifying and responding to bullying, www.bullyingnoway.com.au

ReachOut

Look in the 'wellbeing' section for useful resources

<http://au.reachout.com/?qclid=CJbSooOqw8cCFUgGvAodQBqAp>
[g](http://au.reachout.com/?qclid=CJbSooOqw8cCFUgGvAodQBqAp)

The Line

The Line allows teenagers and young adults to talk to one another about healthy and unhealthy relationship behaviours and how to have and maintain a respectful relationship.

<http://www.theline.gov.au/home>

It Gets Better Australia

The It Gets Better Australia campaign was started to show young people the potential and positivity possible in their lives after the difficulty of their teen years.

<http://www.itgetsbetter.org.au/>

Youthbeyondblue

Beyond Blue's youth program aims to empower young people aged 12–25, their friends and those who care for them to respond to anxiety and depression.

<http://www.youthbeyondblue.com/>

The Alannah and Madeline Foundation

<http://www.amf.org.au/saysomething>

Department of Education

Bullying of Students – Prevention and Response Policy

<https://education.nsw.gov.au/policy-library/policies/bullying-of-students-prevention-and-response-policy>