Anti-bullying Plan
BANORA POINT HIGH SCHOOL
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.

The process of developing the Banora Point High School Anti-Bullying Plan has involved consultation with representatives from the whole school community. The initial draft was developed by the school Welfare Team which included the Deputy Principal responsible for Welfare, School Counsellor, Year Coordinators and the Boys and Girls Advisors. This draft was shared with the Senior Executive, Parent and Community representatives via email and P&C meetings. The Student Representative Council (SRC) were consulted and asked for its feedback as was the entire school staff both teaching and non-teaching. The Welfare Team revised the draft as per recommendations and published a second draft for consideration. It was officially presented to the school Executive, Parent and Community representatives and the SRC. The document, once ratified was published. In 2014 there was an extensive review of the existing Anti-Bullying document.

Statement of purpose

Banora Point High School and the community will work together to provide a quality learning environment which is;

- inclusive
- safe and secure
- free from bullying, harassment and intimidation

At Banora Point High School we strive to be fair and friendly. Our school grounds and classrooms are positive environments that support learning and friendships. All students and staff have the right to be treated fairly and with dignity in an environment free from disruption, intimidation, harassment and discrimination. Fairness in all facets of school operations and the health and wellbeing of all associated with our school are our core welfare concerns. We believe Bullying is unacceptable and contradicts our core values.

Protection

Bullying can occur at any age and across cultures, gender and socio-economic groups. Most students are likely to experience bullying at some time in their schooling, as the person experiencing bullying, the bystander or by engaging in bullying behaviour. Any misuse of power which involves repeated physical, verbal, social, psychological or cyber behaviour that is harmful is regarded as bullying. Conflict or fights between equals or single incidents are not defined as bullying but are still dealt with by the school discipline system.

Bullying of any kind will not be tolerated and those identified as participating in this behaviour will be dealt with promptly and in accordance with DEC guidelines and school policy.

We 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. All members of the school community contribute to the prevention of bullying by modelling and promoting appropriate behaviour and respectful relationships. Individual responsibilities are as follows;

- students have the responsibility to behave appropriately, respect individual differences and diversity, behave as responsible digital citizens, follow the school's Anti-bullying Plan, behave as responsible bystanders and report incidents of bullying to the appropriate person, (referred to in the school's “fairness
awareness” flowchart). Students are encouraged to discourage bullying behaviours amongst their peers.

- Parents and care givers have the responsibility to support their children to become responsible citizens and to develop responsible on-line behaviour; be aware of the school Anti-bullying Plan and assist their children in understanding bullying behaviour; read and discuss the School’s ‘Fairness Statement’ with their child and return the signed acknowledgement of receipt to the school; 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 and model and promote appropriate behaviour. Parents need to avoid confronting suspected ‘bullies.’

- Staff have the responsibility to model and promote appropriate behaviour; respect and support students; have knowledge of school and NSW Department of Education and Communities policies relating to bullying behaviour; respond in a timely manner to incidents of bullying according to the school's Anti-bullying Plan and provide curriculum and pedagogy that supports students to develop an understanding of bullying and its impact on individuals and the broader community.

- All members of the school community have the 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.

At Banora Point High School the maxim ‘Be Fair Be Safe’ underpins all aspects of our school life. It acts as both a model to communicate to students and as an example of how to regulate one’s behaviour so that positive relationships develop. As a staff we model this behaviour to students and expect the same in return. We use peer support and access numerous external agencies and programs to support our staff and students in developing healthy relationships. We commence our school day with a structured relevant whole school assembly where a positive tone for the day is set. We provide Year Coordinators and both a Boys and Girls Advisor to support students in developing positive relationships and our Deputies and School Counsellor monitor this environment and can offer additional support where necessary. We run a mentoring program which actively encourages positive student staff relationships. We believe that the best means of encouraging student excellence is to be positive and proactive in recognising and rewarding their behaviours.

Our merit system is designed to build a positive climate of respectful behaviours and is based on the following assumptions: students respond well to regular positive reinforcement, students should be rewarded for their efforts and achievements in front of their peers, an incremental structured system allows the students to set themselves positive goals to which they can aspire. To be most effective, a merit system should be concise, easy to understand, easy to administer and apply equitably across the whole curriculum and student body (and have students enjoy receiving awards that they can keep and show their parents).

Prevention

As a school we have developed a Welfare Timeline that highlights the welfare programs we implement throughout the course of a year. A large number of these programs have a resilience theme and a preventative anti-bullying focus as evidenced in our Welfare Timeline document. In summary the preventative programs and processes we employ include:

- the school's Fairness Statement that all parents/carers are required to discuss with their child, sign and return to school.
- year meetings to reinforce the school’s anti-bullying message in an age appropriate tone and setting; to invite expert presenters who educate students about bullying including Police Liaison Officers, the School Counsellor and representatives from external welfare agencies including St Joseph’s Youth Services and the Family Centre; students complete the Safe Schools Survey and data is collated to identify bullying hotspots, times it is most likely to occur, and those involved so that we can identify trends and respond accordingly.

- resilience training through using the ‘duck and the sponge’ metaphor extensively throughout the school both as a social story and in the form of visual prompts(posters) in class rooms and high traffic areas.

- developing greater student awareness of the anti-social nature and damaging impact of bullying behaviours through campaigns such as ‘what mark will you leave.’

- Developing school based programs designed to build resilience and discourage negative relationships including; Rock and Water; Peer Support; Year 7 and Year 11 school camps.

- employing external agencies to educate the students through programs and performances including; Taking Action Keeping Safe; Brainstorm; Take a Stand; Switched On; Respectful Relationships, the St Joseph’s Boys and Girls groups for at risk students and RRisk.

- professional learning for staff so they are equipped to develop and run in school Anti-Bullying programs.

**Early Intervention**

We have in place a number of welfare and discipline oriented processes to support students who are identified as being at risk of developing long-term difficulties with social relationships. Each year has a specific Welfare Coordinator assigned to them who utilises RISC, anecdotal and event data to monitor student behaviour and at risk students, both bullies and victims. We have developed the ‘Safe Schools’ survey which compliments the Year Coordinator’s role in identifying students who need an early intervention support plan. This can involve mentoring from the Year Coordinator and/or the Boys/Girls Advisor. It can involve referral to the Deputy Principal for follow up through the discipline process. It can involve referral to the School Counsellor for a more experienced assessment and recommendation. It can involve referral to external support agencies or a Police Community Liaison Officer. From here a support/behaviour management plan can be developed in consultation with the LaST and with parental/carer input, to ensure the student is aware of the need to modify their behaviour and feels supported in addressing this. Students will be directed to participate in the relevant aforementioned school based support program.

Students who are identified at or after enrolment as having previously engaged in bullying behaviour will require an early intervention behaviour support plan which initially will be guided by any such plan from their previous school and which will be reviewed after a 5 week transition period.

Students who are identified as victims of bullying or who identify as victims of bullying when enrolling will be supported by their Year Coordinator, Boys/Girls Advisor and be directed to participate in the relevant internal and external aforementioned support programs.

**Response**

The whole school community needs to be able to recognise and respond appropriately to bullying, harassment and victimisation and behave as responsible bystanders. The school’s Anti-Bullying policy is published on the school’s website and is accessible to parents and all community members and acts as a source of information in helping determine what an act of bullying is and how to respond appropriately to it. We have developed the Fairness Awareness Flowchart that clearly articulates what students, staff, parents and community members need to do in the event
of a bullying incident. It outlines the school’s response procedures and identifies staff responsibility at every step of the process.

Incidents of bullying will be investigated using the red “Unfair Treatment Report” form by the appropriate parties and reported and recorded in welfare meeting minutes, student files, communicated to all relevant staff through face to face communication and/or email and/or staff meetings. Parents of all involved parties will be contacted by phone and/or in writing and an interview may be required. In some instances it will be necessary to communicate particular patterns of behaviour via a letter home to all parents and/or an open letter in the school newsletter.

When an incident of bullying is reported to the school it will be recorded using the red Unfair Treatment Report form and the appropriate Deputy Principal and Year Coordinator will be informed. From here the team will investigate the incident, interview all involved parties and determine the next appropriate course of action in relation to welfare, child protection, discipline and NSW DEC policy. Parent/carers will be contacted and upon resolution of the incident all relevant staff will be informed of the outcome and management plan. The resolution process may involve mediation, interviews with the Police Liaison Officer, interviews with the School Counsellor, completion of Student Fairness Agreement, and some form of appropriate restitution.

Where appropriate the school will use the mandatory reporting tree to determine the need to contact the Child Wellbeing Unit or Community Services ensuring that responses are in keeping with the keep them safe procedures.

All minor complaint and disputes will be resolved promptly and in keeping with the departments Complaints Handling Policy. Whenever possible, informal resolution will be attempted first in all matters assessed as less serious. Formal procedures will be used in those situations where it is not appropriate or not possible to resolve the matter informally. For more information regarding appeals and complaints refer to the Complaints Handling Policy at:


At the conclusion of each semester Unfair Treatment Report form, Risc and suspension data will be analysed to monitor and evaluate the effectiveness of its Anti-Bullying Plan. The school will report annually to the school community on the effectiveness of the Anti-Bullying Plan via the Annual School Report, through a P&C meeting, a SRC meeting and at a school assembly.

The school will review the Anti-Bullying Plan with the school community every three years. The Welfare team will make initial modifications and share these with the SRC, P & C, staff and the School Education Director before making final modifications and publishing.

The school plans to provide regular updates, within the bounds of privacy legislation, to parents and caregivers about the management of bullying incidents that have been reported to the school. This process can be achieved through letters home to parents, newsletter articles and information nights.

Incidents involving assaults, threats, intimidation or harassment will be investigated and processed in accordance with NSW DEC policy and where necessary reported to the police liaison officer.

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