

Anti-bullying Plan

Barellan Central 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.

Barellan Central 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 Anti-Bullying plan is being initially developed by a whole school Wellbeing Leadership team including representation of all executive teachers (Principal, HT Secondary Studies, Assistant Principal, as well as teacher representatives). The plan is being developed, shared and modified with parents through the P&C and students through the SRC and whole group cohorts split by gender from 3-12. The plan will be reviewed in term 4 of every year by the Leadership Wellbeing Team, the P&C and the students through the SRC.

Statement of purpose

Bullying is an abuse of power being applied to social relationships. As an abuse of power, the anti-bullying plan serves to address the cultural environment to create a supportive culture which ensures students can connect, succeed and thrive.

The anti-bullying plan lies upon building a shared understanding and application of respect, responsibility, resilience and excellence.

Protection

The Barellan school community believes that bullying:

- involves a deliberate, repeated action to hurt a specific person
- is an abuse of power

Bullying of any form or for any reason can have long term effects on those involved, including bystanders.

Bullying can take the following forms:

- psychological
- social
- emotional
- physical
- verbal.
- online

Bullying events are recorded on the computerised system and all founded allegations of bullying are communicated to parents/caregivers promptly via telephone and explicitly labelled as bullying incidents. This includes both victims and perpetrators (which often end up being the same person).

There is a shared responsibility of the students, teachers, and staff at school with the parents/caregivers in addressing bullying behaviour.

As the school views bullying as an abuse of power, a sustained approach of using restorative practices to repair broken relationships is employed whenever possible. We acknowledge however that a willingness to embrace restorative practices is a precondition for them to work.

Prevention

The school is developing a K-12 wellbeing continuum to develop students' understanding of the values of respect, responsibility, resilience and excellence. These strategies aim at developing a caring and supportive environment where all students can strive to achieve excellence.

The success of these programs will require developing an ongoing partnership between the school and the community.

There will be more detail available in this sequence, as it is refined and trialled throughout 2018

Early Intervention

All new enrolments are invited to attend a session with the counsellor to screen for previous bullying experiences and to ensure we have relevant information regarding mental health assessments. Students with a previous experience of bullying will have a check in process with the appropriate executive teacher. Where relevant, previous learning contexts will be consulted.

Where appropriate, a personalised learning pathway (PLP) or individualised learning plan (ILP) will be developed in consultation with the family prior to starting at school.

Response

To respond to bullying, the school needs to first identify bullying. In consultation with the SRC, we have developed a bullying referral form. All members of the SRC have used the form effectively and are available for students to support them in completing the bullying referral form. Additionally, the process for completing a bullying referral has been explained to the whole school community directly,

through information sessions with parents and students in July 2018.

The bullying response form is also available for completion from the front office, and is included on the school's website, and has been published in the school's newsletter in July 2018. Parents and students can report bullying, and reports can be anonymous.

Through implementing Positive Behaviour for Learning (PBL) we are in the process of aligning the school to the values of respect, responsibility, resilience and excellence. Throughout terms 3 and 4 in 2018 there will be explicit lessons about these values, including addressing bystander behaviour.

The bullying incident box is reviewed daily in the front office by administrative staff, and all referrals are passed on directly to the Assistant Principal if they refer to K-6 and to the Head Teacher Secondary Studies if they refer to students in years 7-12. If the allegation involves students across the two spaces, both executive teachers will be involved. The initial investigation into the allegation will take place within 48 hours, including observation of the context, verification with the witnesses and where relevant (depending on the intervention employed), directly with the alleged victim.

All cases of substantiated bullying will be reported directly to the families involved, and the principal.

There are two main processes to be employed in the cases of substantiated allegations of bullying.

When a clear victim and single bully is identified, a restorative justice practice will be employed. In this model, the following steps take place.

1. The school evaluated conditions for an effective conversation with both parties.
2. The victim describes what has been happening and how (s)he has been affected by the treatment.
3. The offender is required to reflect on what they were thinking about at the time.
4. The executive teacher guides the conversation with the offender around effective restoration.
5. The victim may or may not accept the gesture offered.
6. The school establishes a review timeframe to touch base with the restored parties to evaluate the impact.

When a group of students is involved the method of shared concern will be employed. In the method of shared concern, the following steps take place:

1. There is an interview 1-1 between the executive teacher and each potential offender. The potential offender shares what has been reported or observed and the hardship that the victim has been enduring is discussed.
2. The potential offender identifies an undertaking for how they can support the victim to endure less hardship.
3. Once there is evidence of change, a group meeting is arranged between the executive teacher and all potential offenders to evaluate the impact of their undertaking in point 1.
4. A meeting is arranged between the executive teacher and the victim to explore any recent change in their situation.

5. A meeting is led by the executive teacher and the whole group of potential offenders and the victim with possible mediation.

Both processes rely on the willingness of participants to be involved in a resolution. Where there is no willingness, the executive team will employ a range of sanctions.

Where relevant, students requiring assistance with inappropriate behaviour can be referred to the Learning and Support Team, the counsellor (Sandra Richardson), and the Learning and Support Teacher (Linda McBurney). The school also relies on the support through complex case management with the senior psychologist (Robyn Heath), the Learning and Wellbeing Advisor (Stephen Harvey) and Learning and Wellbeing Officer (Rachael Adlington), and the Assistant Principal Learning Support (Susan Forner).

In cases of significant risk to students, which includes when there is psychological harm and neglect, the principal is bound by mandatory reporting guidelines to notify the Child Wellbeing Unit (9269 9400) who may contact the Child and Adolescent Mental Health Services, Family and Community Services (FACS) and the NSW Police Force.

The parent/caregiver has a responsibility to support their child in addressing the bullying behaviours, both as a victim and instigator.

The School, Community and Consumer Complaint Procedure establishes that all complaints should be escalated directly to the principal. In some cases, the principal is not permitted to deal with complaints, such as the case of allegations of criminal conduct, however in general term the principal is best positioned to resolve any complaints at a school level. Should the principal's response be insufficient, then the matter can be referred to the Director,

Educational Leadership (Karen Burke) through Griffith Education Officer. (6961 8100).

The anti-bullying policy and referral forms are readily available on the school's website. The policy will be reviewed in December every year. The 2019 Anti-bullying Plan will change in format significantly due to a new departmental policy being developed during 2018.

The Anti-bullying plan will be formally evaluated as a part of the Annual School Report (ASR), including the proactive development of wellbeing initiatives to progressively develop students' respect, responsibility, resilience and commitment to excellence.

For further information you may contact the school team or:

Karen Burke – Director, Educational Leadership West Wyalong Network – 6961 8100

Stephen Harvey – Learning and Wellbeing Advisor – 6961 8100

Rachael Adlington – Learning and Wellbeing Officer – 6961 8100

Susan Forner – Assistant Principal Learning Support – 6961 8100

Alexander Davies - Police Youth Liaison Officer (YLO)

Principal's comment

I strongly endorse the school's anti-bullying plan placing restoring relationships in an educational context. The existence of bullying is evidence of broken relationships, and we will strive to work as a community with shared responsibility between students, parents

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and staff, to repair broken relationships and create a harmonious environment where all students can connect with one another and the school, and experience success.

Paul Laing, Principal

Jeremy Campbell, Assistant Principal

Lauren Forner, Head Teacher Secondary Studies

Matthew Clough, SRC Coordinator

Kelly O'Keeffe, Teacher

Stuart Whytcross, Teacher

SRC 2018

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