**NSW** GOVERNMENT | **Education &** **Communities**

# Anti-bullying Plan

## Lithgow High School

# Bullying:
# Preventing and Responding to Student Bullying in Schools Policy

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.

# Lithgow High 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.

This policy has been written in consultation with the community of Lithgow - staff, students, parents and community. This policy is communicated annually via email to all staff and students, is visible on the parent and staff portal and available publicly on the school website. The fundamentals of this plan are regularly reinforced with staff and students.

## Statement of Purpose

**Lithgow High School** values education, friendship and community. Our school is an inclusive environment, where diversity and individual differences are accepted. We respect the rights of all to be safe at all times.

In our school community, we:

- look out for others (friends, classmates and staff)
- value the notion of respect in all actions
- respect a person's right to feel safe and be free of harassment in all environments, in the community, in class, in the playground and online

## Protection

The school understands bullying behaviour to:

- be repeated verbal, digital, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons
- Involves humiliation, domination, intimidation, victimisation and all forms of harassment including that based on sex, race, disability, culture, faith or LGBTQI+. Bullying of any form or for any reason can have long-term effects on those involved including witnesses.
- Conflict or fights between equals or single incidents are not necessarily defined as bullying.
- Include cyber bullying and harassment.

Our plan dedicated to both preventing and managing bullying. We are committed to reducing the incidence of, and minimising the effect of bullying.

There are individual and shared responsibilities in preventing and responding to bullying behaviour. Our plan reflects an approach which utilises systems and policies, curriculum exercises, prosocial skills development, environmental improvements, and work with individual students and small groups.

All staff have a responsibility to act on any report of bullying from students, and to treat all individuals with respect.

The role of parents is equally important. Parents need to contact the school as soon as they become aware of any bullying at school experienced by their child.

Students must also report to an appropriate staff member any incident of bullying they are aware of.

In developing and maintaining a positive climate of respectful relationships, the school has developed a variety of strategies.

- The most significant strategy is our Positive Behaviour for Learning (PB4L) framework and EXPECT RESPECT, for achieving desired social and learning outcomes. All the initiatives and strategies relating to student wellbeing (i.e. Anti-bullying) are integrated into the expected behaviours of Respectful, Safe, Responsible, Learners.
- The implementation of Student Leadership Groups in each year.
- The school promotes the notion of all students being responsible for their actions, even as upstanders. The expectation is that a student

will be positive upstanders and support students in reporting and resolving issues.

- School wide programs to develop resilience with targeted groups of students, such as; Social Skills, Second Step Program, and Expect Respect.
- Signage and posters promoting school expectations are used widely within the school.

## Prevention

The most effective measure for prevention is a quick response to all instances of bullying behaviour.  To support this the school uses a variety of strategies and programs for bullying prevention.

- Positive Behaviour for Learning program
- Year Seven PDHPE unit on 'Second Step'.
- Year Seven Technology Mandatory unit on 'Digital Citizenship'
- Modelling and promotion of appropriate behaviour by staff
- Year Seven peer support by year 10 Mentors and social skills (Ninja Warrior)
- Peer Mediators - Yr 11 students trained by the School Counsellor in mediation and conflict resolution
- Student Leadership structure and its aim to develop capable and proactive students
- Targeted social skills program, such as; Target Social Skills (Ninja Warriors 2.0)
- Student assemblies and year meetings with guest presenters e.g., cyber bullying workshops, Headspace Forums, Specialised Theatre Troupes.

Education has a significant role in the prevention of bullying behaviour. All faculty curriculum supports this notion through inclusion of suitable anti-bullying content wherever possible. In particular, positive social interaction is explicitly taught in all subjects where collaborative learning takes place.

## Early Intervention

The school implements a number of strategies and programs for students who are identified as being at risk of developing long-term difficulties with

social relationships and those who are identified as having previously experienced bullying or engaged in bullying behaviour.

- On enrolment Identified Students are referred to the Learning Support Team, counsellor and year adviser.
- Staff are trained in the delivery of pivotal dialogue with students.
- Students can use the 'Bounce Back Plan' Pamphlet to develop a recovery and resilience plan.
- The Learning Support Team (LST) devises strategies for the identified student which may include:
  - o Referral to *The Hub* (B27) - to provide an environment for positive student interactions to develop resilient students before school, and at recess and lunch.
  - o Social skills groups - to take part in activities to build positive peer relationships with strong role models in the school.

## Response

**The obligations of the community:**
**Staff:**
All staff must respond to reports of bullying by recording, investigating, counselling, imposing consequence and in more serious cases referring to HT, DP. Staff are trained in restorative conversations to resolve incidents of bullying behaviour.
**Parents:**
Parents need to report concerns to the appropriate Year Adviser, Welfare Coordinator, Counsellor or Deputy Principal of issues relating to bullying and harassment as soon as possible and to continue to communicate their concerns to the school, if issues are unresolved.
**Students:**
Students need to report harassment and bullying to a Staff member. Students who witness harassment must also report this to staff. Students are encouraged to complete a witness statement and submit to an appropriate staff member (see appendix A for an example). Under no circumstances are students to take any action to intervene themselves in conflict/ harassment issues.

The school will endeavour to deal with any report of bullying within a 48 hour time period.

Reported incidents of harassment will be promptly dealt with as outlined below in Appendix B.

The school has a number of strategies for identifying patterns of bullying behaviour.

- Fortnightly review of Sentral data
- Wellbeing concerns from weekly Learning Support Team meetings and fortnightly Intensive Support Hub meetings for each year, where the above data can verify information.
- Students can use the 'speak up box' to inform staff confidentially.

The PB4L, LST Teams and ISH Teams will implement proactive data driven interventions for the few, some or all students to work to reduce identified patterns of bullying behaviour.

This Anti-Bullying Plan will be promoted through internal school systems with all stakeholders, such as Staff Meetings, P&C Meetings, School Leaders, Year Meetings, and school assemblies. The policy is available on the Lithgow High School website and Sentral.

All available data previously mentioned will be analysed to monitor and evaluate the effectiveness of the Anti-Bullying Policy. Data on bullying leading to suspensions, entries on Sentral, referrals to Deputies, phone calls from parents will all provide rich information to monitor and evaluate this anti-bullying plan.

The Annual School Report will be used to communicate the effectiveness of the Anti-Bullying Plan and PB4L interventions to the school community.

The school will review the Anti-Bullying Plan every 3 years in consultation with staff, students, parents and community.

## Additional Information

- Contact information for relevant personnel:
  - Principal- Karin Mawhood (Rlg.)
  - Deputy Principals- Jeff Dean, Brett Jeffers (Rlg), Shane Conroy (Rlg)
  - Welfare Coordinators- Di Moore & Rebecca Hamment
  - School Counsellor- Suzanne Collum & Rosemary Black
  - Police Youth Liaison Officer (YLO) – Karen Courtney
  - PCYC Police Youth Liaison Officer (YLO)- Martin Warren
  - Home School Liaison Officer (HLSO) – Fred Wheeler
- Contact information for relevant support services
  - Kids Helpline: 1800551800
  - LINC:63522077
  - Youth Worx:63522077
  - PCYC:63512510
  - Child Wellbeing Unit:1300480420
  - Department of Community Services: 63514688

## Principal's Comment

Lithgow High School's proactive anti-bullying strategies are embedded in our Positive Behaviour for Learning Framework. The current policy has been developed through consultation with relevant teams and stakeholders including parents, students, staff and community representatives. PB4L research and strategies underpin current and developing practices and the staff support and implementation of those strategies.

Staff leading the development of this plan:

Karin Mawhood – Principal, Shane Conroy- Deputy Principal

Revised with Student Leadership groups, Learning Support Team, P and C, school executive and staff during Term 3, 2020 (7th August, 2020) .

## School Contact Information

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# Lithgow High School

*Promoting Excellence In A Caring Educational Environment*

## Unacceptable Behaviour Report:Appendix A

| LITHGOW HIGH SCHOOL INCIDENT REPORT | | | |
|---|---|---|---|
| **NAME:** | | | **DATE:** |
| **YEAR:** | **ROLL CALL:** | **DOB:** | |
| **OTHERS INVOLVEMENT:** | | | |
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# Dealing with Bullying Behaviour and Management Procedure:  Appendix B

| Level 1 - NOT always Bullying | Level 2 | Level 3 |
|---|---|---|
| **Minor** | **Unacceptable** | **Extreme** |
| • Teasing<br>• Rumour starting<br>• Swearing<br>• Minor targeted graffiti | • Discrimination<br>• Cyber bullying - harassment, hacking, sexting<br>• Verbal abuse, Threatening<br>• Body language - intimidation<br>• Offensive targeted graffiti<br>• Encouraging a fight<br>• Repeated minor level | • Physical abuse - Violence<br>• Persistent Harassment - Repeated unacceptable level<br>• Persistent cyber bullying - sexting, harassment, threats, blackmail, rumors<br>• Extreme graffiti e.g. vandalism to personal property and of school property<br>• Sexual harassment |
| **ACTIONS** | | |
| • Classroom- rule reminder, discussion, apology, clean up – as appropriate<br>• Restorative conversation<br>• Reteach of PB4L School wide expectations | • Parent contact for all relevant students involved<br>• Mediation - referral<br>• Lunch reflection in Z22<br>• Restorative conversation<br>• P3,P3,F3<br>• Referral to counsellor/ Year Adviser/ Relevant Staff | • Letter to parents – to relevant students involved<br>• Afternoon reflection<br>• Formal caution<br>• Suspension long or short<br>• Referral to HT/ DP/ counsellor<br>• Referral to special program i.e ARCO Referral<br>• Referral to police/ FACS/ CWU |
| **Responsibility** | | |
| Classroom or Playground duty Teacher | Classroom or Playground Duty Teacher<br>IF more serious refer to Year Adviser/ Head teacher /Deputy principal | HT/ Year Adviser<br>Deputy Principal<br>School counsellor<br>Principal |
| **Communication and Records** | | |
| Unacceptable minor report recorded on Sentral, identified victim<br>Teacher Action | Letter home – All relevant Students<br>Unacceptable report recorded on Sentral [minor or major as appropriate], identified victim | Letter home - parent contact<br>Unacceptable Major report recorded on Sentral, identified victim<br>Parent interview/ phone call<br>Caution/ Suspension – long or short if appropriate |
| **Please note: These levels are not absolutely set, as variation will exist with each incidence. Provocation by a student who has been bullied needs to also be taken into consideration.** | | |