



2015

BROKEN HILL HIGH SCHOOL ANTI-SOCIAL/BULLYING POLICY



BROKEN HILL HIGH SCHOOL

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ANTI SOCIAL/BULLYING POLICY 2015

POLICY STATEMENT

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.

Broken Hill High School (BHHS) is an inclusive environment. The school openly celebrates diversity and individual student differences are respected and valued.

BHHS actively seeks to ensure all students receive an education, which caters to their individual student learning needs in a highly supported and safe environment.

The basis of the school's Anti Bullying Policy is its inclusiveness. The views, values and beliefs of parents, caregivers, and students are reflected in this policy and therefore central to its success.

DEFINITION

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. Cyberbullying refers to bullying through information and communication technologies.

Bullying can involve humiliation, domination, intimidation, victimisation and all forms of harassment including that is 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.

STATEMENT OF PURPOSE

BHHS students fully engage in high quality teaching and learning practices, which are specifically designed to assist them to develop pro-social skills and academic competencies. These attributes will enable them to take responsibility for their own learning and behaviour and ultimately allow students to engage with and contribute to the wider Australian community.

For students to positively engage in educational opportunities at BHHS, they each have a right to learn in an environment where they feel and are safe and free from any form of bullying. Any person who bullies another is denying them that right. Any inappropriate behaviour that inhibits another student's right to learn or otherwise interferes with their well being and undermines a person's right to feel safe **cannot and will not be accepted**. The school will take the necessary steps, in an attempt, to stop such behaviour.

All members of the school community, that is, students, teachers, parents and or caregivers have a responsibility to:

- Promote positive relationships that respect and accept individual differences and diversity within the whole school community;
- Support the school's Anti-Social behaviour Policy through their individual words and actions;
- Actively work together to resolve incidents of anti-social/bullying behaviour when they occur.

MANAGING BULLYING - PROCEDURES FOR STUDENTS, STAFF, PARENTS AND CARERS

The BHHS Anti-Social/Bullying Policy has been developed through consultation with parents, caregivers, students, school staff and the community.

STUDENTS

Reporting Bullying Incidents – as target or bystander.

All bullying incidents (from the classroom, playground, sport, excursions, travelling to and from school) **should be reported. In all cases**, the reporting student is to complete a *Bullying and Anti-Social - No Way* form (available from classroom teacher, KLA Head Teacher, Head Teacher Welfare or the Deputy Principal). There are a number of ways a student may submit the *Bullying and Anti-Social - No Way* form. This can be done by:

1. Giving it to a teacher who may be the classroom teacher, KLA Head Teacher, Head Teacher Welfare or Deputy Principal.
2. Putting it in the Incident Box, which is located inside the TAS Gold staffroom.

STAFF

REFER to the *Anti-Social & Bullying – No Way Management Process – STEP 1*

It is the responsibility of all staff to act when suspected incidents of bullying are reported or noted. If a suspected bullying incident is witnessed in class the teacher should note the incident with the students involved and make clear to all students what is expected of them in their general behaviour and remind students that bullying of any form is unacceptable.

Procedure:

1. **TALK** to the students (including the target and offender) individually about the incident, discreetly and confidentially.
2. **LISTEN** to the whole story, from both sides, without interrupting; ask each student how they think we could fix it as a school and what they would like to see happen.
3. **EXPLAIN** (to the target) it is normal to be feeling hurt, it is not okay to be bullied or be a victim of anti-social behaviour, it is not their fault and there are things they can do to help stop the incidents.
4. **FIND OUT WHAT IS HAPPENING** Ask what, when and where the behaviours occurred, who was involved, how often and if anyone else saw it (take notes if necessary). Discreetly talk to possible observers and have them fill out a *ByStander/Witness Anti-Social Behaviour Report*. Check Student Wellbeing, KLA Head Teacher, Head Teacher Welfare or Deputy Principal.

5. **GIVE** the target student a *Bullying, Anti-Social - No Way* form to fill in and a BHHS *Bullying and Anti-Social - No Way* student brochure if the student wishes to take one. Encourage the student to take it and read the information in the brochure. Assist the student to fill out *the Bullying, Anti-Social – No Way* form.
6. **ENTER** the incident in Student Wellbeing, and record this on the *Bullying, Anti-Social - No Way* form. Inform your KLA Head Teacher about the incident and SUBMIT COMPLETED FORM to Head Teacher Welfare and/or Deputy Principal.
7. **SUPPORT** students in future lessons (e.g. in class seating plan, provide brochure *Bullying – NO Way*)

If further incidents occur the teacher should follow the 'No Way Management Process' flow chart for reported incidents and ENSURE it is referred to the Head Teacher Welfare/DP.

STEP 2 - *Anti-Social & Bullying – No Way Management Process*

1. KLA Head Teacher, Head Teacher Welfare or Deputy Principal are informed of a second anti-social behaviour for a named student.
2. The KLA Head Teacher, Head Teacher Welfare or Deputy Principal interview all named parties and record it on Sentral Wellbeing (if not the DP doing the interviewing, the matter must be referred to the DP)
3. The offending student/s are placed on the *Bullying – No Way Agreement*
4. The offending student/s parents/caregivers are contacted and *Pre-Suspension – Notification of a Bullying Incident* letter is sent home
5. The offending student is placed on a YELLOW CARD to monitor if anti-social behaviour or bullying is still occurring
6. The victim student will be offered support from the counsellor and given information about resilience

STEP 3 - *Anti-Social & Bullying – No Way Management Process*

1. The *Bullying – No Way Agreement* has been broken by the offending student
2. The KLA Head Teacher, Head Teacher Welfare or Deputy Principal are informed of a third anti-social behaviour for a named student.
3. The KLA Head Teacher, Head Teacher Welfare refer the incident directly to the Deputy Principal/Principal
4. The incident is managed through the Student Discipline in Government Schools Policy
5. The incident is recorded on Sentral Wellbeing.
6. The offending student is SUSPENDED and placed on a RED CARD upon their return – the student completes an Anti-Bullying booklet
7. The victim student will be offered support from the counsellor and given information about resilience

DIRECT REFERRAL TO THE DEPUTY PRINCIPAL/PRINCIPAL MUST OCCUR:

If the anti-social behaviour involves violence, referral must be made to the Deputy immediately with appropriate statements. These incidents will be dealt with according to the School Welfare and Discipline Policy in agreement with the Department of Education and Training Incident Reporting Policy.

When the HT or Deputy Principal/Principal are concerned about risk of harm or the cumulative harm that does not meet the significant harm threshold, they will seek advice from the Child Wellbeing Unit to determine whether concerns amount to risk of significant harm.

Child Wellbeing Unit – 1300 480 420

Northern Child Wellbeing Unit

Fax: 08 9269 9400

Leader Social Incursion

Ph: (02) 9244 5189

PARENTS AND CARERS

Parents who feel their child is being bullied should contact the school – the Head Teacher, Head Teacher Welfare, Deputy Principal or Principal to find out if the incident is known and what the school might already be doing to address the incident. Ask for the Anti-Bullying Parent Brochure and check the schools' Anti-Bullying Plan. Make a follow-up appointment to talk to the Head Teacher Welfare, Head Teacher, Deputy Principal or Principal in a week or two to check the progress of the situation.

Information for parents and caregivers will be regularly published in the school newsletter. It will include helpful tips and contact addresses, websites and phone numbers for parents in dealing with suspected bullying incidents and their child.

ANTI – BULLYING RESPONSIBILITIES – STUDENTS, STAFF, PARENTS AND CARERS

Students, teachers, parents, caregivers and members of the wider school community have a shared responsibility to actively work together to resolve incidents of anti-social behaviour when they occur and to create a safe and happy environment, free from all forms of anti-social. The Department of Education and Training ***Bullying: Preventing and Responding to Student Bullying in Schools Policy*** identified the following responsibilities for the broad school community.

STUDENTS' RESPONSIBILITIES

Within the notion of Students Rights comes the concomitant notion of Student Responsibilities. A student cannot have rights without having Responsibilities. Students' responsibilities at BHHS are;

Students have a responsibility to:

- behave appropriately, respecting individual differences and diversity;
- behave as responsible digital citizens;

- follow the school Anti-Social and Bullying Policy;
- behave as responsible bystanders;
- report incidents of anti-social or bullying behaviours according to their school Anti-Social and Bullying Policy.

STAFF RESPONSIBILITIES

School staff have a responsibility to:

- respect and support students;
- model and promote appropriate behaviour;
- have knowledge of school and departmental policies relating to anti-social and bullying behaviour;
- respond in a timely manner to incidents of bullying according to the school's Anti-Social and Bullying Policy.

In addition, teachers have a responsibility to:

- provide curriculum and pedagogy that supports students to develop an understanding of anti-social and bullying behaviours and its impact on individuals and the broader community.

PARENTS, CARERS AND THE SCHOOL COMMUNITY RESPONSIBILITIES

Parents and caregivers have a responsibility to:

- support their children to become responsible citizens and to develop responsible on-line behaviour;
- be aware of the school Anti-Social and Bullying Policy and assist their children in understanding bullying behaviour;
- support their children in developing positive responses to incidents of bullying consistent with the school Anti-Social and Bullying Policy;
- report incidents of school related anti-social and bullying behaviour to the school
- work collaboratively with the school to resolve incidents of anti-social and bullying behaviour when they occur.

THE SCHOOL 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-Social and Bullying Policy through words and actions
- work collaboratively with the school to resolve incidents of anti-social and bullying behaviour when they occur.

STRATEGIES TO SUPPORT STUDENTS, STAFF, PARENTS AND CARERS

STRATEGIES TO SUPPORT VICTIMISED STUDENTS

- Teach anger management skills.
- Teach assertiveness skills – 'I messages'.

- Conflict resolution skills.
- Develop a shared concern. Listen.
- Empower students in the classroom.
- Place students in situations where they experience success.
- Share stories about anti-social behaviour.
- Provide safe havens.
- Consistently attempt to build self esteem.

STRATEGIES TO SUPPORT STUDENTS WHO DISPLAY ANTI-SOCIAL BEHAVIOURS

- Build self-esteem and relationship skills.
- No blame approach – don't retaliate.
- Look for warning signs.
- Implement consequences for anti-social behaviours.
- Provide students with counselling.
- Teach self-monitoring skills – behaviour chart.
- Teach problem solving skills.
- Cooperative learning strategies.
- Teachers as Mentor for student.
- Empower students in the classroom.

STRATEGIES TO SUPPORT STAFF

Students at BHHS have the following rights:

- All students have a right to take part in learning experiences that address key understandings and skills relating to positive relationships, safety, gender equity, discrimination, anti-social, bullying and harassment.
- All students have a right to a high quality education.
- All students have a right to be an individual at school, regardless of intellectual or physical ability, because of race, religion, sexuality, country of origin, beliefs or any other reason what so ever.
- All students have the right to be respected and treated with fairness and kindness at school.
- All students have the right to express themselves.
- All students have a right to feel and be safe at school.
- All students have a right to know that their concerns will be responded to by the school staff.

To secure these student rights, anti-social interventions should be proactive. Interventions require the ongoing education of students to develop skills and strategies to allow them to identify, cope and prevent bullying occurring. The key to anti-social interventions is to address all parties involved, that is the student displaying anti-social behaviour, victim, and bystander. As teachers we must respond effectively to reports of anti-social behaviour, and teach appropriate prevention strategies. Proactive strategies might include, but are not limited to, the following:

- Model non aggressive approaches to behaviour management;
- Remove opportunities for bullying to occur – arrive on time, group formations and positive reinforcement;
- Classroom organisation – space to move around, access to resources;
- Classroom presentation;
- Talk about anti-social – definitions, myths;
- Give clear messages about what behaviours are accepted;
- Display bully free classroom posters, encourage reporting, encourage empathy, no put down zones consistently implemented;
- Welcome new students, engage all students in conversation.

STRATEGIES TO SUPPORT PARENTS AND CARERS

Accompanying this policy, brochures designed by students have been developed and are available from the school office, as well as, the Principal Mr Geoff Webb, Mr Paul Rosenbaum, Head Teacher Welfare Miss Dianne Toynton or the relevant Year Advisor.

Students’ Brochure includes a definition of anti-social behaviour, advice if it happens, steps for targets to take to minimise the anti-social behaviour, advice of consequences to students if they are anti-social, bystander information and a list of helpful websites and phone numbers.

Parent and Caregivers’ Brochure includes a definition of anti-social, signs that might indicate their child is a victim of anti-social behaviour, steps to take if they think their child is a victim of anti-social behaviour and helpful websites and phone numbers.

N.B. Staff at BHHS will utilise a variety of methods in dealing with suspected anti-social incidents. The aim is to resolve the situation aiming for the best possible outcomes for all students. They may use the traditional disciplinary approach, restorative practices, strengthening the target, mediation, the support group method or the method of shared concern.

EVALUATION

Evaluation of the school’s Student Welfare and Discipline Policy will be routinely conducted to review the relevance and efficacy of the school’s practices, policies and teaching and learning programs. It will include discussion about the implementation of this policy and any further identified needs. Parents and care givers will be invited to contribute to the review process. In terms of this policy the following questions are examples of how the evaluation process will be structured:-

- Is the policy clearly understood by all members of the school community?
 - Is the policy meeting the needs of students and effectively eliminating bullying behaviour?
 - Does this policy reflect current departmental Education and Training policies?
 - How positive and effective are the relationships between staff, parents and staff, and students and staff?
 - Has staff development been sufficient to meet the needs and requirements of this policy?
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Information to support implementation of this policy is available, but not restricted to, the following helpful weblinks. This information will also be posted on the school's website.

For Students:

Youth Beyond Blue Bullying Website Bullying

<http://www.youthbeyondblue.com/factsheets-and-info/fact-sheet-20-bullying/>

Youth Beyond blue Cyber bullying:

<http://www.youthbeyondblue.com/factsheets-and-info/fact-sheet-23-cyberbullying/>

The Line

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

For Parents: and Teachers

The Line – An Australian Government initiative to help young people build and maintain respectful relationships

http://www.theline.gov.au/parents_and_teachers/information/

Youth Beyond Blue, Help for Parents:

<http://www.youthbeyondblue.com/factsheets-and-info/fact-sheet-21-information-for-parents/>