



Education &
Communities

Anti-bullying Plan



KARIONG MOUNTAINS
HIGH SCHOOL



Kariong Mountains 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.

Kariong Mountains High School Anti-bullying Policy review was undertaken in 2016 by a team representative of students, staff and parents. Wider representation of student and parents/carers was ensured through surveys and workshops. The plan was communicated to the school and the wider community via presentations, lessons, the school newsletter and website. The plan will be reviewed in 2019.

Statement of purpose

Kariong Mountains High School rejects all forms of bullying. We believe that this school should be a happy and safe place for everyone and that the school day should be free from bullying, harassment and intimidation.

The overarching values of the school serve to clarify this:

UNITY:

- feeling included, valued and respected
- feeling happy and wanting to come to school
- feeling safe in all areas of the school
- supporting and trusting peers
- contributing to a culture where bullying is not tolerated and the school is viewed in the community as a place where bullying is not tolerated.

KNOWLEDGE:

- knowing your rights and responsibilities
- knowing what steps and strategies to take in dealing with bullying.

RESPECT:

- being treated and acting with dignity
- being respectful of yourself and to others
- demonstrating acceptance and valuing diversity and individuality.

The Anti-Bullying Plan – NSW Department of Education and Communities and Kariong Mountains High School

Protection

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, such as email, mobile phones, chat rooms, social networking sites, to bully verbally, socially or psychologically.

Bullying can involve humiliation, domination, intimidation, victimisation and all forms of harassment, including that based on:

- race, religion or culture
- appearance or health conditions
- gender
- sexual orientation (homosexual, transgender and intersex)
- home and family circumstances
- learning needs or disabilities.

(Refer to Appendix 1 for more detailed information.)

Behaviours which are not considered bullying include:

- mutual arguments and disagreements (where there is no power imbalance)
- not liking someone or a single act of social rejection
- one-off acts of meanness or spite
- isolated incidents of aggression, intimidation or violence.

Staff have a responsibility to:

- respect and support students
- model and promote appropriate behavior
- 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
- 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's Anti-bullying Plan
- behave as responsible bystanders
- participate in programs designed to raise awareness of bullying and promote resilience eg the school's 4 step strategy
- participate actively in identifying, reporting and reducing the incidents of bullying.

Parents and caregivers have a responsibility to:

- support their children become responsible citizens
- develop and ensure responsible online behavior of their children
- be aware of their child's online behavior
- be aware of the school's Anti-bullying Plan and assist their children in understanding bullying behavior
- support their children in developing positive responses to incidents of bullying consistent with the school Anti-bullying Plan
- report incidents of school related bullying behavior to the school
- work collaboratively with the school to resolve incidents of bullying when they occur
- support the school's anti-bullying initiatives and programs.

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.

KMHS will respond to bullying behaviour that is related directly to the school. Bullying behaviour that occurs 'after hours' not involving the school will need to be addressed by the parents/carers. Staff from our school may be in a position to provide advice to help remedy the situation.

Strategies to maintain a positive climate of respectful relationships where bullying is less likely to occur:

- staff workshops and meetings on policy, core values and best practice to strengthen common understandings and strategies
- staff maintain a 'no put downs culture' in classrooms and in the playground
- parent and school community seminars on policy, core values and school-home partnerships
- student programs eg PBL, Peer Support, Managing the Bull
- leadership programs
- year assemblies to build cohesion
- year group camps and extracurricular activities
- communication through assemblies, newsletters and website
- the 'Student Hub' room for break times.

Prevention**Strategies for prevention:**

- a clear message concerning behavior expectations is communicated on a regular basis to all members of the school community
- role modeling by students, staff and parents eg 'no put downs'
- Peer Support Program that includes an anti-bullying session
- induction process for new students that provides support from teachers and 'buddy' students
- posters around the school on student rights and responsibilities, and anti-bullying slogans
- planned activities such as clubs and teams during lunchtimes to provide a variety of activities for students
- guest speakers at assembly and focus welfare days
- school curriculum to include teaching experiences which focus on positive relationships for students and staff
- Welfare Team and Student Leadership Team investigate ways of maintaining a positive school climate eg review of playground supervision and procedures.

Curricular and extracurricular initiatives for prevention:

Year 7

- Technology – cyberbullying
- PDHPE – cyberbullying/bullying
- WRAD – cyberbullying/bullying
- English – multicultural unit
- Peer Support Program
- Brainstorm
- Managing the Bull

Year 8

- Technology – cyberbullying
- PDHPE – Assertiveness
- WRAD – cyberbullying/bullying
- Peer Support Program
- Brainstorm
- Managing the Bull

Year 9

- Wellbeing Day
- PDHPE – cyberbullying
- Peer Support Program
- Brainstorm

Year 10

- PDHPE – Sexting; overcoming adversity
- Crossroads program
- Year 10 on site and off site excursion
- Brainstorm

Year 11

- Leadership team
- Mentoring program

All Years

- School Liaison Police Officer addresses at focus year group assemblies; small group and individual interventions
- Newsletter articles
- Positive Behaviour for Learning (PBL)
- Young Women and Young Men groups

The school is currently investigating the introduction of MindMatters, a program that identifies and addresses specific welfare issues such as resilience building.

Early Intervention – strategies and programs

- Additional transition program – Year 6 to 7
- Peer Support Program
- Learning and Support Teacher programs eg social skills; individual education plans
- Managing the Bull
- PBL
- Year Advisor pastoral care
- Take a Stand Together

Reporting and Responding

KMHS will respond to all incidents of bullying that are reported or seen. The incidents will be recorded and monitored.

Silence and secrecy nurture bullying.

Students can:

- follow the KMHS four point strategy where they feel comfortable to do so
- place details of bullying in the boxes which are found in the administration area and in the Student Hub. Students can use the form provided.
- report bullying via an electronic form, found at bit.ly/KMHSbform
- tell class teachers, playground duty teachers or teacher librarian
- tell Year Advisors, Head Teachers or Deputy Principal

Malicious reporting relating to students and staff will be taken seriously and could incur a disciplinary measure.

Staff can:

- maintain a 'no put downs' culture
- listen and acknowledge the seriousness of every report on bullying
- proactively intervene where they see bullying
- follow up
- employ methods such as mediation or 'shared responsibility' if they feel confident to do so
- refer the incident to the Year Advisor and the Deputy Principal via Sentral or the School Counsellor.

Parents can:

- encourage their children to discuss bullying and be familiar with the policy
- support the school in its application of the policy
- report bullying incidents they hear about to the school (Year Advisor or Deputy Principal) or by using the electronic reporting form found at bit.ly/KMHSbform
- support the school in allowing students access to special programs
- liaise with the school on strategies that can be used at home and school

Responding - Strategies

All reports of bullying will be taken seriously and initially addressed in a sensitive manner by the end of the next school day whenever possible.

The bullying student will (depending on the severity of the incident or where violence is involved):

First Notification:

- attend a meeting where understanding bullying behavior is discussed
- may be placed on a contract to monitor behaviour
- may be placed on an anti-harassment order
- may be required to review the school's policy
- may be required to undertake an education activity on bullying (Part A – Appendix 3).

Second Notification:

- be interviewed by Deputy Principal/ Head Teacher and given help with conflict resolution. Parent involvement may occur.
- undertake an education program on bullying (Part B – Appendix 3).

Third Notification:

- be interviewed by Deputy Principal and parent involvement is required
- be interviewed by School Counsellor
- be excluded from playground for appropriate period of time or in class suspension/in school reflection.

Fourth Notification (or severe as determined by senior executive):

- be suspended or excluded under the Departmental Policy of Violence in Schools

- meet with the School Counsellor following suspension.

The victim of bullying will:

- speak out
- Employ the 4 point strategy where they feel comfortable

First Reported Incident:

- attend a support meeting where understanding bullying behavior is discussed.
- be advised on how the school will respond to the reported incident and how the student should respond if it is repeated.

This meeting may be with the Year Advisor, Deputy Principal, Supervisor of Girls or Supervisor of Boys.

Second Reported Incident:

- be supported by Year Advisor, Learning and Support Teacher or Deputy Principal to discuss strategies to support wellbeing
- may be nominated for the Managing the Bull program
- be advised on how the school will respond to the reported incident and how the student should respond if it is repeated
- be communicated to parents.

Third Reported Incident:

- be interviewed by School Counsellor and parent involvement will be sought.
- may be involved in the Managing the Bull program.

Witnesses affected by bullying incidents will:

- be supported by one or more of the following: Year Advisor, Supervisor of Girls, Supervisor of Boys, Deputy Principal or School Counsellor.

These responses will be complemented by the following strategies where appropriate:

- **Mediation:** students in conflict are invited to work with a trained mediator to find a mutually acceptable way of resolving their problem.
- **Restorative practice:** the student causing the harm is held to account for her/his behavior.

- **Support Group Method:** students who have been identified as bullying are confronted at a group meeting with vivid evidence of the target's distress.
- **Method of Shared Concern:** working with suspected bullies and the target in one-to-one meetings over time and then working on a resolution.

Informing Parents and Caregivers

KMHS will inform parents/caregivers and give updates of bullying incidents and interventions depending on:

- the nature of the bullying
- the impact of the bullying
- if the bullying persists
- in relaying the progress of the issue
- in seeking feedback from parents of the incident (see Appendix B)

Information will be provided within the bounds of privacy legislation.

Reporting to Police

The Police School Liaison Officer will be involved in incidents relating to assaults, threats, intimidation and harassment. The police may be further involved in incidents deemed severe, following advice from the Department's Legal Branch.

Contacting the Child Wellbeing Unit or Family and Community Services

KMHS will follow the procedures set out in the Department's Mandatory Reporting Policy and the Child Wellbeing Unit.

Appeals Procedure

If you are unhappy with a decision or an aspect of the process, you are able to make an appeal. Ideally, most complaints can be resolved informally with the relevant staff member, Deputy Principal or Principal.

A support person, such as a relative or friend, may be brought to the meeting with the Deputy Principal or Principal.

If the issue is not resolved to your satisfaction, you may make a formal complaint in writing and address it to the Principal.

All parties to a complaint are required to treat the matter confidentially.

The Department's Complaint Handling Policy is available on request.

Identifying and Responding to Patterns of Bullying Behaviour

This will be achieved by:

- KMHS's welfare and discipline tracking software (Sentral)
- student feedback from surveys and reports
- intervention strategies as outlined in this policy.

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Monitoring and Evaluating KMHS's Anti-bullying Plan

Sentral software, parent and student surveys will be used to monitor and evaluate KMHS's Anti-bullying Plan.

Annual Report to the School Community

An annual school report will be published on the school's website. It will contain an evaluation of all initiatives and strategies implemented to create a positive culture within the school. Data from Sentral and other software programs will be included. The first annual report was published in 2014.

Additional Information

School Liaison Police Officer: Brisbane Water Local Area Command: Senior Constable Rebecca Armitage

Bullying. No Way!: an online resource providing information for parents/carers, students and educators.

<http://bullyingnoway.gov.au/>

Kids Helpline: a free, private and confidential, 24 hour telephone and online counselling service for young people aged between 5-25 years.

<http://www.kidshelp.com.au/>

National Centre Against Bullying: works to advise and inform the Australian community on the issue of childhood bullying and the creation of safe school and communities, including the issue of cyber-safety.

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

Alannah and Madeline Foundation: a national charity protecting children from violence and bullying and its devastating effects.

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

Reach Out: an online resource that assists young people by providing information to improve understanding of the issues that relate to mental health and wellbeing.

You can visit the Reach out website <http://au.reachout.com/>

Take a Stand Together: provides advice to students who are victims of bullying.

<http://www.takeastandtogether.gov.au/>

esafety: Federal Government website for students and parents.

<https://esafety.gov.au/?from=cybersmart>

Principal's Comment

The Student Welfare Policy identifies 'Safety and Security, Relationships and Positive Regard' as being fundamental to creating a school environment that meets the social, emotional and academic needs of students and as being key factors in creating a positive attitude to learning. This plan actions that belief through providing a process for preventing and responding to bullying. It has been developed through consensus from different stakeholders in the school community and is informed by evidence. The school is committed to implementing and evaluating the Anti-bullying Plan to ensure that it makes a positive difference to students' well-being.

Ms Anne Vine

Anti-bullying Plan Review Team

- Mr Scott White (Deputy Principal)
- Ms Lidia Jeffrey (Deputy Principal – Relieving)
- KMHS P&C (Parent Representatives)
- Ms Tiarna Breen (Student Representative)
- Mr Benjamin Abolins (Student Representative)

School contact information

Kariong Mountians High School

Festival Drive

Kariong 2250

Ph: 43 400 246

Fax: 43 400 259

Email: kariongmtn-h.school@det.nsw.edu.au

<http://www.kariongmountainhigh.com.au/>

Types of Bullying

Bullying can take many forms. The National Centre Against Bullying identifies five kinds of bullying:

1. Physical bullying

This is when a person (or group of people) uses physical actions to bully, such as hitting, poking, tripping or pushing.

Repeatedly and intentionally damaging someone's belongings is also physical bullying.

2. Verbal bullying

Repeated or systematic name calling, insults, homophobic or racist remarks and verbal abuse.

3. Covert bullying

Such as lying about someone, spreading rumours, playing a nasty joke that make the person feel humiliated or powerless, mimicking or deliberately excluding someone.

4. Psychological bullying

For example, threatening, manipulating or stalking someone.

5. Cyber bullying

Using technology, such as email, mobile phones, chat rooms, social networking sites to bully verbally, socially or psychologically.

The main forms of cyber bullying are:

- Flaming: online fights using electronic messages with angry or vulgar messages

- Harassment: repeatedly sending nasty, mean or insulting messages.
- Denigration: posting or sending gossip or rumours about a person to damage his/her reputation or friendships.
- Outing: sharing someone's secrets or embarrassing information or images online.
- Exclusion: intentionally and cruelly excluding someone from an online group.
- Cyber stalking: repeated, intense harassment and denigration that include threats or creates significant fear.

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

Sample parent/caregiver letter to be sent one month after a bullying incident has occurred seeking feedback on their satisfaction with the school's processes and the outcome for their child.

Dear Parent/Carer,

One month ago your child was the subject of bullying behaviour. I am writing to seek your views on how well the school dealt with the problem. We will use this information confidentially to inform our review of policy and practice. The individual details will not have any wider use unless we ask for and you give your specific permission. (Please go to next page to view sample questionnaire.)

1. How easy was it for your child/you to report the bullying? (circle one)

1

2

3

4

5

(1 = not easy)

(5 = very easy)

Comment if we could improve.

2. How satisfied are you with what we did to make your child feel safe? (circle one)

1

2

3

4

5

(1 = not satisfied)

(5 = very satisfied)

Comment if we could improve.

3. How satisfied are you with the support your child has had since the bullying incident from the school? (circle one)

1

2

3

4

5

(1 = not satisfied)

(5 = very satisfied)

Comment if we could improve.

4. Overall, how satisfied are you with the way in which this school deals with bullying incidents? (circle one)

1

2

3

4

5

(1 = not satisfied)

(5 = very satisfied)

Comment if we could improve.

Thank you for your assistance in completing this feedback form. We will use this information to think about what we do to address bullying and make the school one where students and parents/carers are confident that we are honest about problems which happen, confident that we do not tolerate bullying behaviour and that our school staff support children.

Yours sincerely
(Principal/Deputy Principal)

Anti-bullying Activities – Part A

Types of Bullying

Bullying can take many forms.

Type 1

This is when a person (or group of people) uses physical actions to bully, such as hitting, poking, tripping or pushing. Repeatedly and intentionally damaging someone's belongings is also physical bullying.

Type 2

Repeated or systematic name calling, insults, homophobic or racist remarks and verbal abuse.

Type 3

Such as lying about someone, spreading rumours, playing a nasty joke that makes the person feel humiliated or powerless, mimicking or deliberately excluding someone.

Type 4

For example, threatening, manipulating or stalking someone.

Type 5

Using technology, such as email, mobile phones, chat rooms, social networking sites to bully verbally, socially or psychologically.

The main forms of cyber bullying are:

- Flaming: online fights using electronic messages with angry or vulgar messages
- Harassment: repeatedly sending nasty, mean or insulting messages.
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- Outing: sharing someone's secrets or embarrassing information or images online.
- Exclusion: intentionally and cruelly excluding someone from an online group.
- Cyber stalking: repeated, intense harassment and denigration that include threats or creates significant fear.

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

Choose from the following list to match each type of bullying and circle any that apply to you:

Verbal Psychological Physical Cyber Covert

Type 1 =

Type 2 =

Type 3 =

Type 4 =

Type 5 =

Watch the following You tube clip:

https://www.youtube.com/watch?v=37_ncv79fLA

List at least 5 possible effects of bullying.

Describe how you think the bullied student is feeling right now.

Anti-bullying Activities - Part B

Open the following website:

<http://www.takeastandtogether.gov.au/index.html>

Open the link 'I've Been Called a Bully' then open the tab 'What Can I Do?'

For the first 4 suggestions list 3 dot points that apply to you.

Using the information you have just learned, make an anti-bullying poster.