



# 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.



## The Jannali High School Anti-Bullying Plan 2017

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 Jannali High School is a comprehensive and inclusive public high school. Our experienced staff provide a high quality education for all our students. Our dedicated and caring community works proactively and collegially to support all the welfare needs of all of our students.

This Anti-Bullying Plan will be ratified via our school P&C, Staff and SRC to ensure that all stakeholders roles and responsibilities are made clear.

### Statement of purpose

The Jannali High School's Discipline Code clearly states that "everyone must be able to be safe and secure at school" and that "everyone must respect all other members of the school community of The Jannali High School". As such, the staff, students and school community of The Jannali High School work collegially to support all students to resolve situations of conflict, bullying or harassment at The Jannali High School.

### Protection

The Jannali High School understands the detrimental impact of bullying behaviours on the learning outcomes and wellbeing of our students.

We aim to work proactively and collegially to address all forms of bullying and harassment, including:

- verbal – name calling, teasing, abuse, putdowns, insults, threats etc. It should be noted that this could be done either directly to the victim via notes, or indirectly through others;

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

- non-verbal – giving people "the look", exclusion and alienating behaviours, intimidatory behaviours, inappropriate gestures, physical interactions;
- cyber bullying/harassment - inappropriate and/or threatening use of email, sms, instagram, facebook, snapchat or other social media sites or indirectly, through others.

Bullying is when individuals or groups, on more than one occasion, behave in ways which cause another person to feel hurt, intimidated or threatened physically or non-physically. TJHS recognises that if a student feels intimidated by any behaviours, even if this was not the original intention of the perpetrator, any reports of conflict will always be taken seriously and followed up.

The Jannali High acknowledges the individual and shared responsibility of students, parents/caregivers and teachers in preventing and responding to bullying behaviour. Our school community responds to, mediates and resolves situation of conflict in a timely manner, supporting both individuals involved.

The Jannali High School aims to work collegially to:

- raise awareness among staff, students and parents about bullying;
- promote positive mental health and student well-being;
- create a climate where it is possible to talk about bullying and ask for help;
- create an environment where all students, staff and parents feel safe and welcome;
- actively counter bullying at school;
- provide support for students who are bullied and/or bully others;
- provide strategies to resolve conflict and respect differences eg. Peer Mediation Program

## Prevention

The Jannali High School works proactively and collegially, delivering a scheduled annual series of activities and programs to build resilience within the whole school community.

Year group	Proactive program / Activity
All Year groups	Mentor program Peer Mediation Program SRC White Ribbon Day activities
Year 7	Peer Support Digital Citizenship (via Year 7 21 <sup>st</sup> Century learning lessons) Year adviser lessons Anti Bullying activities Outdoor Education Camp
Year 8	Cyber Bullying program delivered through: incursions with PYLO Youth Frontiers opportunities – making a difference in our school community
Year 9	Resilience Building activities Gender specific Resilience building workshops White Ribbon Day activities
Year 10	'Love Bites' Peer Support training
Year 11	Peer Support leadership program Crossroads Senior Review
Year 12	Senior Mentoring Program Senior Review

Through the building of inclusive classroom environments, across all KLA's and stages, anti-bullying messages are embedded into student learning experiences. Additionally, anti-bullying messages are explicitly taught through specific units of work in PDHPE and other curriculum areas.

## Early Intervention

The Jannali High School recognises that the best outcomes are achieved by school communities that respond in a timely and appropriately manner to early signs of bullying/harassing/intimidatory behaviours.

Weekly Welfare meetings, chaired by our Welfare Coordinator, provide opportunities for staff to voice concerns about any students who are identified as being at risk of developing long term difficulties with social relationships and those students identified at, or after enrolment, as having previously experienced bullying or engaged in bullying behaviour.

### Some of these strategies include:

- awareness raising discussions of Anti-Harassment Orders as a system that successfully addresses bullying behaviours;
- Mentor program that targets the development of specific social skills;
- AM program – (Awareness and Motivation) Roll call Program aims to build the capacity, resilience and connection to school;
- gender specific capacity building programs targeting groups of students at risk eg. PCYC/Project Youth (Footy Fever, Girls Group);
- Peer Mediation Program - selected students are trained to respond to bullying behaviours and facilitate the mediation process. This program aims to stop further escalation of ongoing conflict.
- referrals to school counsellor;
- referrals to PYLO – to discuss bullying/harassment and the law;
- referrals to the Family Referral Service – working in our school 2017/2018

- Student Profiles/ Behaviour Management Plans created in conjunction with students that describe triggers and successful strategies to support positive social interactions/relationships;
- AMP's program – Anger Management Program that is provided to individual students in need via the LaST.
- Risk Management plans prior to enrolment for students flagged as previously experiencing social difficulties.

## Response

The Jannali High School implements an awareness building program, via the SRC, the school senior executive, Year Advisers and the PYLO, to empower the whole school community to recognise and respond appropriately to bullying, harassment and victimisation and behave as responsible bystanders.

Bullying and harassment incidents are reported by:

- students to any teacher or Year Adviser or Deputy Principal;
- supportive and proactive bystanders/peers to teaching staff;
- staff (teaching or support staff) report incident to relevant Year Advisers and/or Deputy Principal; Year Adviser interviews student and get a student incident report; this is referred to Deputy Principal if necessary;
- parents/caregivers/community to the school either verbally or in writing. Community members are able to contact either the relevant Year Adviser or Deputy Principal directly.

These procedures are publicised to our school community through our newsletter, information evenings and website.

If an incident is reported, during the next 2 school days, the Deputy Principal will:

- begins investigations (collecting student statements) of the bullying/harassment;
- investigates through interview of students, staff and bystanders;
- implement the School Discipline Policy if required – including Anti-Harassment Orders (AHO) or further action.

The Deputy Principal/ Principal will discuss the situation and respond with an appropriate intervention, following the School Discipline Policy, with consideration of the welfare and wellbeing of the individuals involved.

Deputy Principal/Year Adviser will discuss at the next Welfare meeting the interventions that have been put in place.

The strategies and programs our school may implement to support any student who has been affected by, engaged in or witnessed bullying behaviour include:

- referral of individuals to appropriate support programs and support staff eg. counsellor, Year Adviser, mentor, Family Referral Service or regional contacts (eg. PCYC, EDYS, Project Youth, CAMHS, Headspace);
- mediation between students after each student is able to reflect, in a calm manner;
- AHO put in place to continue to provide the incentive to stop further harassment;
- referral to the PYLO for students to clarify and discuss issues of bullying/ harassment and the law;
- Principal or Deputy Principal making a referral to Community Services/Child Wellbeing unit if appropriate.

The Jannali High School provides updates within the bounds of privacy legislation, to parents and caregivers of students involved about the management of bullying incidents that have been reported to the school.

The Jannali High School follows due process when dealing with reports of incidents involving assaults, threats, intimidation or harassment.

If an incident of this nature involving assaults, threats, etc is reported the Deputy/Principal will:

- begin investigations (collecting student statements) of the bullying/harassment/assault/threat;
- investigate through interview of students, staff and bystanders;
- contact School Safety and Response Unit (SSRU) Hotline to inform them of the situation and receive advice on how to proceed;

- refer details to the Police if advised by the SSRU;
- Facilitate Police presence at school to interview students involved if appropriate.

The procedures the school will use with regard to contacting the Child Wellbeing Unit or Community Services where appropriate are:

- The Deputy Principal/Principal will complete a Mandatory Reporters Guide (MRG) online to assess when a report should be made to Community Services or Child Wellbeing Unit;
- Advice will then be issued immediately as to how to proceed and the School Executive will act upon this;
- Copies of the report of this query are then printed and stored in files/ noted on Sentral Welfare; when Community Services are contacted, a follow up response is sent via Fax or email to the person who referred the concern.

All members of the school community have the right to appeal. Queries or concerns about situations should be referred to the Deputy Principal or the Principal of The Jannali High School.

All matters will be investigated and resolved using the “Complaints Handling Policy” and procedures.

The Jannali High School will use reports gathered to identify patterns of bullying behaviour. Teachers will also identify students at risk who exhibit some of the following behaviours:

- be withdrawn, anxious and unresponsive, particularly in group settings like the classroom;
- be agitated as break times approach because that is when most school bullying occurs. Before and after school are also danger times for bullied students;
- have symptoms like bruises, cuts, torn clothing, damaged books and equipment. They may not be able or prepared to explain what happened;
- be isolated in class and mocked or laughed at by other members of the class.

Socially impaired children are more vulnerable than others to the popular bully surrounded by a group of admirers and supporters.

Bullied students often take refuge in places like the library during breaks.

Children with conditions like Autism or Specific Language Impairments are more often targets of bullying than other children. Early intervention is essential because they are at higher risk of repeated bullying.

School work and grades may show a gradual or rapid deterioration. Students who are being bullied may often “lose” their homework or assignments.

Attendance may start to be irregular with constant stomach aches, headaches or other non-specific illnesses.

The Jannali High School staff proactively approaches students in need, to ensure all students feel safe and supported in our school. If such patterns or behaviours are identified by any member of the whole school community, the welfare team and the executive may enact the Anti-Bullying Plan.

The Jannali High School will use the school newsletter, website, P&C Meetings and Parent Information afternoons and evenings to promote and widely publicise our Anti-bullying Policy. The Anti-Bullying Plan will be made available to the whole school community via the school website.

To monitor and evaluate the effectiveness of our Anti-Bullying Plan the Senior Executive may conduct a statistical analysis of Student Welfare data relating to anti-social behaviour and attendance. The results may be discussed with the Welfare Team who will respond accordingly.

The Welfare Team will annually review our Anti-Bullying Plan with consideration of relevant data and reports and will communicate any significant changes to the wider school community through the newsletter, website, P&C and parent information evenings.

An Anti-Bullying Review team comprising of relevant stakeholders will formally review the Anti-Bullying Plan every three years and adjust as necessary. Significant changes will be reported to the wider school

community through the newsletter, website, P&C and parent information evenings.

## Additional Information

### Police Youth Liaison Officer (YLO)

Sutherland Police – S/C Mary Portelli/ Cath Dodds ph: 9542 0899

Sutherland PCYC – S/C Michelle Druery ph: 9545 2345

Enter here contact information for appropriate support services such as

- Kids Helpline - [www.kidshelp.com.au/](http://www.kidshelp.com.au/) ph: 1800 551800
- Bullying No Way! - [www.bullyingnoway.com.au](http://www.bullyingnoway.com.au)
- Engadine District Youth Services (EDYS) ph: 9548 2734
- Project Youth ph: 9525 7919
- Headspace ph: 9575 1500
- Mindset ph: 9522 1000

## Principal's comment

Enter a comment from the principal as the leader of the school team that developed the plan.

**This plan was adjusted and ratified in 2017 by to align with the Wellbeing Framework:**

Ms Mardi Benson (Relieving Principal)

Mrs Jane Gordon ( Relieving Deputy Principal)

Mr David Stewart (Deputy Principal)

Mrs Violet Van Luyt (LaST)

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

Mrs Christine Fisher (Year 12 YA 2017 /Peer Mediation Coordinator)

The Jannali High School Welfare Team

This plan was originally developed in 2011 by:

Ms Mardi Benson (Deputy Principal)

Ms Susannah Smith (Member of the Welfare Team, Year 11 YA 2012)

This original plan was ratified by:

Mr Peter Spies (Principal)

The Jannali High School Welfare Team 2011

## School contact information

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