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.
Our School Anti-Bullying Plan

This plan outlines the processes for preventing and responding to student bullying in our school and reflects the Policy of the New South Wales Department of Education *Bullying: Preventing and Responding to Student Bullying in Schools Policy* and Communities.

This plan was developed in consultation with the P&C and the SRC, student forums across a range of Year groups and staff. Outside organisations such as Eastlakes Youth Centre have been consulted to gain the opinions of the wider school community. This policy will be evaluated and reviewed yearly.

Statement of purpose

At Swansea High School bullying is taken seriously and is not acceptable in any form. We believe that students and teachers have the right to expect that they will spend the school day free from the fear of bullying, harassment and intimidation.

The Swansea High School Anti Bullying Plan:

- Is consistent with legislation and reflects Government and departmental policy.
- Incorporates the principles of procedural fairness.
- Was developed within a strong student welfare context.
- Reflects the identified needs of the community.
- Grew from existing policies and practices.
- Outlines expected standards of behavior.
- Defines the responsibilities of teachers, students and parents
- Includes components to meet local needs.

Protection

Bullying:

- Devalues, isolates and frightens.
- Affects an individual's ability to achieve.
- Has long-term effects on those engaging in bullying behaviour, those who are the subjects of bullying behaviour and the onlookers or bystanders.

Teachers, students, parents, caregivers and members of the wider community have a responsibility to work together to address bullying.

What is Bullying Behaviour?

- Bullying can be defined as intentional, repeated behaviour by an individual or group of individuals that causes distress, hurt or undue pressure.
- Bullying involves the abuse of power in relationships.
- Bullying can involve all forms of harassment (including sex, race, disability, homosexuality or transgender), humiliation, domination and intimidation of others.

Bullying behaviour can be:

- **Verbal** – For example name calling, teasing, abuse, putdowns, sarcasm, insults, threats
- **Physical** – For example hitting, punching, kicking, scratching, tripping, spitting
- **Social** – For example ignoring, excluding, ostracising, alienating, making inappropriate gestures
- **Psychological** – For example spreading rumours, dirty looks, hiding or damaging possessions, malicious SMS and email messages, inappropriate use of camera phones.
Rights and Responsibilities

Students, teachers, parents, caregivers and members of the wider school community have a responsibility to:

- Promote positive relationships that respect and accept individual differences and diversity within the whole school community.
- Contribute to the development of the Anti-bullying Plan and support it through words and actions.
- Actively work together to resolve incidents of bullying behaviour when they occur.

Each group within the school community has a specific role in preventing and dealing with bullying.

Students can expect to:

- Know that their concerns will be responded to by school staff.
- Be provided with appropriate support (for both the subjects of and those responsible for the behaviour).
- Take part in learning experiences that address key understandings and skills relating to positive relationships, safety, gender equity, discrimination, bullying and harassment. These experiences will be guided by the Personal Development, Health and Physical Education syllabuses and other Key Learning Areas.

Students have a responsibility to

- Behave appropriately, respecting individual differences and diversity.
- Follow the school Anti-bullying Plan.
- Respond to incidents of bullying according to their school Anti-bullying Plan.

Parents and caregivers have a responsibility to

- Support their children in all aspects of their learning.
- Be aware of the school Anti-bullying Plan and assist their children in understanding bullying behaviour.

Teachers have a responsibility to

- Respect and support students in all aspects of their learning.
- Model appropriate behaviour.
- Respond in an appropriate and timely manner to incidents of bullying according to the school Anti-bullying Plan.

- Support their children in developing positive responses to incidents of bullying consistent with the school Anti-bullying Plan.
- Support all students of the school to deal effectively with bullying through the strategies of Peer Mediation, Rage/Scream (Anger Management) Rock and Water, Drum Beat, Inspire, positive boys and girls programs, the school chaplaincy and connections with the Youth Centre, school counsellor and teacher intervention.

Schools have a responsibility to

- Develop an Anti-bullying Plan through consultation with parents, caregivers, students and the community, which clearly identifies both the behaviours that are unacceptable and the strategies for dealing with bullying in the classroom and playground.
- Inform students, parents, caregivers and the community about the School Discipline Code and Anti-bullying Plan.
- Provide students with strategies to respond positively to incidents of bullying behaviour, including responsibilities as bystanders or observers.
- Provide parents, caregivers and students with clear information on strategies that promote appropriate behaviour, and the consequences for inappropriate behaviour.
- Communicate to parents and caregivers that they have an important role to play in resolving incidents of bullying behaviour involving their children.
- Follow up complaints of bullying, harassment and intimidation.

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

**Strategies And Practices To Manage Bullying and Harrassment Behaviour**

Students will be taught the social skills and knowledge that will lead to eliminating bullying through focus lessons across all Key Learning Areas, Peer Mediation opportunities, ATLAS, Rock and Water and Healthy Schools Healthy Futures are some of the programs that will be put in place to assist students. New programs will be included on an ongoing basis.

**Reporting Bullying**

- Teachers will encourage all incidents of bullying to be reported.
- Incidents of bullying will be recorded on Purple Bullying forms and referred to the Year Advisor.
- The Year Advisor will decide whether to support the student themselves or in conjunction with individual teachers, Head Teachers or the Deputy Principal.

These programs will help:

- Empower the whole school community to recognise and respond appropriately to bullying and harassment.
- Contribute to the general health and wellbeing of all students.

The procedures for reporting and managing bullying behaviours will be communicated to student and staff. These strategies will be reinforced consistently through school practices that promote respectful relationships.

**These strategies will include:**

- Reporting (by students, parents, caregivers and teachers).
- Intervening (by students, parents, caregivers, teachers and other school staff).
- Accessing help and support (by students, parents and caregivers).
- Communicating Departmental appeal procedures (for students, parents and caregivers).
- Professional learning (for teachers and other school staff).
- School focus days.

**Early Intervention**

The Transition Program and the enrolment process identifies students who are at risk of developing long-term difficulties with social relationships and those students who are identified at or after enrolment as having previously experienced bullying or engaged in bullying behaviour.

These students will be referred to and monitored by the Year Advisor and the LST.

**Response**

A complaint or concern can be made by anyone in the school community. Complaints can be made verbally to any teacher or by using the Bullying notification form which is available from the Deputy Principals Office and Year Advisors. This form is forwarded to the Year Adviser or teacher. All staff members have a duty to investigate complaints and mediate or if needed pass it on to the Welfare or Learning Support Team for further investigation. Parents and other Community Members can contact the school on 4971144.

It will be the intention of staff to begin addressing incidents within the first 24 hours of receiving the complaint. A flow chart describing the procedure for handling complaints is found in Appendix 1.

It will also be the intention of staff to notify Parents of interventions within 24 hours of the event. All interventions will be recorded in SENTRAL.

The DEC Suspension and Expulsion of School Students – Procedures will be applied for bullying involving aggressive behavior or continued or
persistent disobedience. This includes procedures for reporting incidents involving assaults, threats, intimidation or harassment to the police and to School Security.

All forms of bullying and harassment are unacceptable. This includes Cyberbullying. Cyberbullying will be dealt with according to the Cyberbullying Policy. The police may be called for Cyberbullying that demonstrates possible criminal behavior.

If a child is suspected of being at risk of significant harm, staff will notify the Deputy Principal or the Principal who will access the Mandatory Reporting Guide found at www.keepingthemsafe.nsw.gov.au or call the Child Protection Helpline on 133627.

Teacher, Student and parent/community forums/surveys will be conducted a minimum of every three years to review the patterns of bullying behavior and to assess the effectiveness of the school Anti–bullying Plan. The welfare and Learning Support Team will develop strategies to address these patterns

The school will report annually to the school community through the school newsletter, P&C and the Annual School Report.

The school will promote the information in the Anti-Bullying Plan at Assemblies, at Year Meetings, via the internet, at P&C, via the School Newsletter and in the classroom

Attached is the School's anti-bullying flow chart that is used to match interventions or combinations of interventions to bullying incidents.

Communicating Departmental Appeal Procedures -

- Parents will be provided with copies of the NSW Department of Education and Training Suspension and Expulsion Policy outlining avenues for appeal.

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**Principal’s comment**

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

Robyn Leggatt
Guli Skamperle
Judy Loveday
Louise Thiessen
Jenny Fraser
Penny Buckney
Tania McLaren
Mark Pasco
Lauren Anderson
John Darnbrough
Rob Silkman
Julia Enks

Principal
Deputy Principal
Welfare Coordinator
Counsellor
LAST
LAST
Year Advisor
Year Advisor
Year Advisor
Year Advisor
Year Advisor

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**School contact information**

Swansea