Anti-bullying Plan
Scone High School
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 hurtful 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.
Scone 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.

All members of the school community contribute to the prevention of bullying by modeling and promoting appropriate behavior and respectful relationships. Scone High School can unite against bullying through the:

- Collaboration of staff, students, parents and community when implementing and reviewing the anti-bullying policy.
- Involvement of an active Welfare Team that will be able to provide regular feedback on the effectiveness of the policy.

**Statement of purpose**

At Scone High School, we reject all forms of bullying. No student, employee, parent, caregiver or community member should experience bullying.

Students, teachers, parents, caregivers and members of the wider community have a shared responsibility to create a happy and safe environment, free from all forms of bullying. Consequently, there is an expectation that students will be safe at school, free from fear of bullying, harassment and intimidation. Should a bullying incident occur, the expectation is that all the students involved will be provided with appropriate support.

To promote these expectations, students, teachers, parents, caregivers and members of the wider community have a responsibility to:

- Promote positive relationships that respect and accept individual differences and diversity within the whole community.
- Support the Anti-Bullying plan, through words and actions.
- Actively work together to resolve incidents of bullying behaviour when they occur and act upon all incidents of bullying.
- Display “Bully No Way” posters in each classroom.

**Protection**

**Definition of Bullying**

Bullying can be defined in the following ways:

- 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 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.
- Cyberbullying is a particularly insidious, powerful, and devastating form of bullying. Although cyberbullying generally happens outside school, it affects what happens in school, contributing to poor school performance, depression, and even suicide.

Conflicts or fights between equals, or involving single incidents, are not defined as bullying.
**Responsibilities and delegations**

**School staff**
School staff members 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, in order to develop an understanding of bullying and its impact on individuals and the broader community.

**Students**
Students have a responsibility to:

- behave appropriately, respecting individual differences and diversity
- behave as responsible digital citizens
- follow the school’s Anti-Bullying Plan
- act as responsible bystanders
- report incidents of bullying according to their school Anti-Bullying Plan.

**Parents and caregivers**
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-Bullying Plan and assist their children in understanding bullying behaviour
- support their children in developing positive responses to incidents of bullying, which are consistent with the school Anti-Bullying Plan
- report incidents of school-related bullying to the school
- work collaboratively with the school to resolve incidents of bullying when they occur.

**The school community**
All members of the school community have the responsibility to:

- model and promote positive relationships and attitudes, which 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
- Not intimidate or bully students, parents, teachers or members of the school community.

**Prevention**
Scone High School has a school wide program designed to prevent or reduce bullying throughout the school setting. This involves individuals, classes, parents and communities, and the school in entirety, in order to successfully address bullying.

**What Scone High School will do**

- All incidents of bullying will be noted by the supervising teacher and recorded on Millennium (computer reading system).
- A set of consequences will be put in place for perpetrators. These include: apologies, counselling, participation in an anti-bullying program blue cards, short suspensions and long suspensions.
- The Welfare Team will be responsible for displaying appropriate posters around the school, as appropriate.
- Cyberbullying Awareness workshops will be conducted with every year group. The workshops are conducted with the entering Year 7 group.
Each student are asked to sign 'Megan’s Pledge', to honour their stance against cyber bullying.

Sexting workshops will be conducted with Year 9 and 10 students each year.

Programs that promote resilience, life skills and social skills are conducted regularly and/or included in PD/H lessons.

The Peer Support Anti-Bullying program is conducted in Term 1 of each year with Year 7.

Raise students' and parents' awareness of what cyberbullying is and why it is so harmful through school communication channels e.g. newsletter, website and workshops.

Equip students with the skills and resources to treat each other respectfully when using technologies.

Give students information about how to get help if they, or others they know, are being cyber bullied.

Early Intervention

To identify students that may benefit from early intervention, Scone High School will use a collection (to ensure confidentiality) of teacher observations, reported incidents on Millennium and recommendations as a basis for identifying 'at-risk' students and families. These may include students who:

- have engaged in bullying, harassment or aggression
- show early signs of anti-social behaviour and/or low empathy
- are socially isolated or rejected
- display signs of mental health issues (e.g. depression or anxiety)
- have been the subject of child protection concerns.
- have been referred to appropriate agencies where relevant (e.g. those dealing with child protection in line with legislative requirements or systemic policies).

Appropriate early intervention strategies that will be used by Scone High School include:

- identifying proactive strategies with students who engage in antisocial behaviour or whose wellbeing is at risk
- providing opportunities for additional skill development (e.g. in prosocial values, violence prevention, respectful relationships, literacy, English language or social and emotional skills)
- helping students to establish positive peer relationships
- the provision of parenting sessions and support
- offering support in the form of peer counselling from older students (and training for this purpose).
- Involvement of allied school staff (e.g. school counsellor, student welfare team etc).
- Partnering with other specialist agencies or professionals (e.g. speech therapists, occupational therapists, mental health providers) to ensure early intervention support is made available.

Response

Strategies for teachers to deal with bullying

- Listen to the allegations and act upon them; empathy for the target is vital.
- Avoid labelling students.
- Focus on what you want in the school. Move behaviour towards tolerance and acceptance and model this behaviour.
- Encourage students to be active bystanders and support the target as well as reporting the bullying instance.
- Hold open discussions about bullying in the classroom; teach assertive skills.
- Provide feedback to all students involved in bullying incidents, so that they are aware of the consequences that have been implemented.
Staff expectations

Staff are expected to model the preferred behaviours and to treat each other with respect and promote a culture which tolerates differences.

Strategies for parents to deal with bullying

- Disbelief is natural. Stay calm and accept that all of us have the capacity to be involved on either the giving or receiving end of bullying.
- Let the school know what is happening.
- If the target, let your child know that unprovoked bullying is not their fault.
- Do not model bullying behaviour at home.
- Find out the facts from the school. Do not ring other parents, as this causes unnecessary concern and often anger.

Strategies for students to deal with bullying

There is no one response to stop bullies, nor a clear answer about the best actions that students can take when they are being bullied. It can be very difficult for students to stop it on their own.

Here are some suggested responses to students when they ask for help:

- Try asking them calmly and politely to stop it and then increase this to telling them firmly and loudly to stop it.
- Consider putting on a 'protective shell' by acting unimpressed. You must then report what has happened to a teacher or another trustworthy adult.
- Think about making a light hearted joke and then reporting the event.
- Keep notes (what, who, where and when) and make sure they know about it.
- Talk to a friend and ask for support and ideas about what you could do to solve the problem.
- Don't ignore it! Tell someone. If they don't help you, tell someone else until it is dealt with. Bullying is too important not to report. This includes incidents which involve someone else as the victim, not just you.
- If the problem reoccurs, then tell someone again.
- Avoid joining in and encouraging bullying. Being part of a group that is bullying someone else is just as bad as bullying yourself.
- Try to remain in the sight of adults if you are being bullied.
- Don't share your passwords with anyone else.
- Leave expensive possessions and money at home. If you don't have them with you, they can't be stolen.
Monitoring and Evaluating the Anti-Bullying Plan

- Regularly revising incidents of bullying by the Welfare Team, and in particular, places where bullying is occurring.
- Maintaining open communication about bullying in the whole school community.
- Maintaining a consistent and positive response from all teachers towards anti-bullying behaviours.
- P & C, students and staff to consult and present Anti-Bullying policy updates. Circulate questionnaires to evaluate the program for its continued relevance and effect.

Principals are responsible for:

- implementing the policy within the school
- submitting a copy of the school’s Anti-Bullying Plan to the School Education Director whenever it is reviewed
- reporting annually to their school community on the effectiveness of the school’s Anti-Bullying Plan.

Additional Information - Families can access additional support and information through the following:
Senior Constable Kim Smith - Police Youth Liaison Officer (YLO)- (02) 49340200
Constable Sheree Gray - Muswellbrook Police Station- (02) 65426999

Call 24 hours a day, 7 days a week 1300 22 4636
Team members who assisted in the development of this plan:
Anne Carter HSIE Teacher

School contact information
Scone High School
PO Box 285
Scone NSW 2337
Ph: 02 65451455
Fax: 02 65453269
Email: scone-h.school@det.nsw.edu.au
Web: http://www.scone-h.schools.nsw.edu.au/