



Education &
Communities

Anti-bullying Plan

Leumeah 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 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 *Bullying: Preventing and Responding to Student Bullying in Schools Policy* of the New South Wales Department of Education and Communities.

The Plan has been developed by an extensive team of teachers, including the Welfare team, the School Executive and a broad range of classroom teachers. It has been made available to the school's P&C and SRC for comment and feedback. This Plan will be implemented throughout 2012, with a formal review taking place in Term 4. Throughout 2012 there will be opportunities for extensive community involvement in its implementation through Parent workshops, student workshops and P&C meetings. The formal review in Term 4 will be undertaken by the Welfare team, with involvement from students and parents from the P&C and SRC. The report will be published on the school's website.

Statement of purpose

At Leumeah High School we believe that all students have the right to learn in a safe and supportive school environment that values diversity and is free from bullying and harassment. Any inappropriate behaviour such as bullying of any kind can interrupt the teaching and learning that takes place at Leumeah High School and interferes with the wellbeing of students. Leumeah High School is committed to creating an environment free from bullying, harassment, discrimination and violence, enabling students to achieve success, socially as well as academically. We all have the right to be treated with fairness and dignity. The community of Leumeah High School will not tolerate any form of bullying.

We recognise that bullying does occur and we work to promote a culture which rejects bullying and provides support to any members of the school

community who experience bullying behaviour. The school aims to work with students, teachers and the community to raise awareness, encourage reporting, prevent bullying and to promote the values of tolerance and respect as well as the valuing of difference and diversity.

Protection

Bullying, including cyber-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. Bullying can involve humiliation, domination, intimidation, victimisation and all forms of harassment including that based on gender, race, disability, sexuality, religion, physical appearance and age.

Bullying of any form or for any reason can have long-term effects on those involved, including bystanders. Leumeah High School has a zero tolerance approach to bullying behaviour.

Conflict or fights between equals or single incidents are not defined as bullying.

When the school is informed about an incident of bullying staff will respond by investigating the incident and will determine appropriate resolution procedures to resolve the incident. This will include procedures to support all stakeholders in the incident, including the victim/s, bystanders and the student engaging in bullying behaviour. The school will also record information about the incident and resolution to ensure that emerging patterns of bullying behaviour are identified and addressed appropriately. Students who are bullied will be offered support and assistance; bystanders will be encouraged to develop and utilise responsible bystander behaviours; and students who engage in bullying behaviour will be provided with opportunities to develop more appropriate social skills and to explore ways to repair the harm they have caused.

Students who repeatedly engage in bullying behaviour will also face disciplinary consequences in line with the school's discipline code.

The school has developed an understanding about the individual and shared responsibilities of students, parents, caregivers and teachers in preventing and responding to bullying behaviour, as follows:

School Responsibilities

- Provide access to the anti-bullying policy and school code of conduct to all members of the school community via school website, hard copies (available on request) and summary statement (via newsletter).
- Involve staff, parents and external support agencies in developing and revising consistent procedures across the school for responding to and documenting bullying.
- Clarify roles of student support staff including Year Advisers, Head Teachers and Head Teacher Welfare, School Counsellors and Anti-Racism Officer.
- Program specific activities in classes, across grades and for the whole school community which promote values associated with anti-bullying.
- Provide support and guidance to targets of bullying.
- Provide intervention with individuals who bully others.
- Respond to complaints or suggestions about procedures for specific handling of matters according to DET complaints procedures.

Teacher Responsibilities

- Model anti-bullying attitudes and behaviour.
- Encourage the teaching of tolerance, respect and valuing of difference and diversity through Key Learning Areas.
- Listen to and respond to reports of bullying. Provide support and refer as needed.
- Implement the school code of conduct and anti-bullying policy.

Parent Responsibilities

- Support the values of tolerance respect in the home.
- Encourage children to exercise these values in all contexts, including at school, and support their children to become responsible citizens and to develop responsible on-line behaviour.
- Report bullying and encourage their child to do so.

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- Provide support and encourage their child to seek help.
- Work with the school to resolve bullying issues.

Student Responsibilities

- Behave appropriately in accordance with Leumeah High School's PRAC Code of Conduct
- Show respect for all members of the school community.
- Seek help if you are bullied – speak to someone you trust to get help
- Report if you are bullied – tell a parent or teacher
- Speak out against bullying and report it when you see it. Report if you are bullied.
- Make bullies aware that their behaviour is unacceptable.
- Support students who are bullied.
- Step in when witnessing an act of bullying – don't encourage by standing aside watching and laughing.

Through the continued implementation of the school's PRAC code of behaviour, the school will maintain a positive climate of respectful relationships where bullying is less likely to occur. The PRAC matrix provides clear guidelines about the expected behaviours of students across all school settings and actively promotes the development of respectful relationships amongst students. The school will also continue to operate the Peer Support Program, the Student Leadership Program and a variety of pastoral care initiatives to assist students in developing positive peer relationships, developing a school climate where bullying is less likely to occur.

Prevention

The annual Pastoral Care program, delivered by the Welfare team, includes activities for each year group that focus on developing respectful relationships and encourage students to become resilient young people with well-developed interpersonal skills. These activities are outlined in the annual Leumeah High School Wellbeing Plan (Appendix A) and are reviewed annually. For Years 7-11 these include opportunities for all students to attend an annual workshop conducted by Brainstorm Productions which addresses age-appropriate Anti-bullying themes.

The school also operates the Peer Support Program, a Student Leadership program, peer mentoring programs such as Peer-Tutor reading and specific Boys and Girls Education programs. These programs all aim to develop positive peer relationships amongst students across all year levels and assist with promoting a positive school culture where bullying is less likely to occur.

The school has also embedded anti-bullying messages across the curriculum (Appendix B), whereby students are explicitly taught how to interact respectfully and are encouraged to behave responsibly towards others at all times. Students are also provided with daily opportunities to put these skills into practice through a variety of activities.

Early Intervention

Leumeah High School has a strong Student Welfare focus, with regular open communication across all staff concerning the wellbeing of all students. Regular monitoring of all students through RISC data, at Welfare meetings and through the Learning Support Team meetings provides a variety of avenues to identify students of concern. This enables staff to intervene quickly to support students who are identified as being 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.

The school has a large number of internal and external programs available to students in need of additional wellbeing support. These include Boys and Girls Education programs, Counsellor-led pre-leadership and social skills programs, the Student Leadership program (encompassing Peer Support, Peer Mentoring and Peer Mediation), LEAPS, Plan-It-Youth and Links to Learning programs. Students who become engaged in these programs are monitored before, during and after their involvement in the program by the Welfare and Learning Support Teams. In the event that a student requires further intervention following the completion of a program they are immediately referred for additional support. When students become engaged in these programs parent contact is established and maintained by the Welfare and/or Learning Support Teams to ensure that a collaborative support approach is offered to the student involved.

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The school also undertakes a range of transition activities to assist students in making a smooth transition from Year 6 – 7. Extensive consultation between the feeder Primary schools and the Welfare and Learning Support Teams ensures that all staff are well informed of student wellbeing and support needs. Students identified through transition processes as requiring additional transition support are also offered a specific transition program by the Learning Support Team. Extensive information is requested from the Primary School of each student enrolling at Leumeah High School during Year 6 to ensure that each student is offered transition support that is appropriate to their individual needs.

Students who enrol outside normal enrolment periods and interviewed by the Senior Executive and, where additional support needs have been identified, there is also involvement from the Welfare and/or Learning Support Teams in the enrolment process. This ensures a smooth transition for students and provides the opportunity for the Welfare staff to monitor the transition and provide support to the student as determined by the individual needs of the student. All students who enrol outside normal enrolment times are allocated a student buddy upon enrolment and are monitored closely by the Year Adviser. Any additional support that a new student may require is determined collaboratively between the student, staff and family throughout the transition process.

Response

Leumeah High School recognises the shared responsibility of the whole school community in recognising and responding appropriately to bullying, harassment and victimisation. The school community also recognises the crucial role of the bystander in responding to and reporting bullying behaviour and encourages responsible bystander behaviour. In all staff, student and parent workshops about our Anti-bullying policy and plan, all members of our community will be encouraged to recognise and respond appropriately to bullying, harassment and victimisation. Anti-bullying workshops for all members of the community will include activities which acknowledge and promote positive bystander behaviour.

At Leumeah High School incidents of bullying should be reported directly to staff. Students and parents can report incidents of bullying to any

teacher at any time, verbally or in writing (including email). All staff have a responsibility to respond to incidents of bullying that they witness or that are reported to them by conducting initial investigations into an incident and then referring the matter to a member of the Executive or the Welfare team if the matter requires further management. The recording of all reports about bullying incidents on RISC is a crucial step in the process; for incidents requiring further case management beyond the initial teacher, the Bullying Incident Report form is to be used to detail the case management procedures. Upon resolution of the incident the case management practices recorded on the Bullying Incident Report will be transferred to RISC and copies will be filed in the relevant student files. These procedures are published here in the school's Anti-Bullying Plan (published on the school's website) as well as in the school's Anti-bullying Brochure (Appendix C). These procedures will also be publicized during staff, student and parent Anti-bullying workshops.

When an incident of bullying is reported to the school, investigations into the matter will commence within 24 hours of the notification. For incidents requiring referral to the Welfare or Executive Team, it is expected that case management strategies will commence within 48 hours of referral.

Upon receiving a Bullying Incident Report, the case manager (Executive team member or Welfare team member) will consider the available case management strategies – Peer Mediation, Restorative Practices, Staff-led Mediation, Method of Shared concern, Counsellor Referral, Welfare/Learning Support referral, disciplinary action – and will select a one or more strategies to assist with the resolution of that particular incident, making reference to all available data about the students involved in the case. Case management will include support for all students who have been affected by, engaged in or witnessed bullying behaviour and will be determined by a wide range of factors, each student's individual circumstances and history.

The Bullying Incident Report form will also record details of all parent/caregiver contact and updates with regard to the management of bullying incidents that have been reported to the school, within the bounds of privacy legislation.

Incidents involving assaults, threats, intimidation or harassment will be reported directly to the Senior Executive to be managed consistent with

DN10/00225 – *Reporting incidents involving assaults, threats, intimidation or harassment* and the DET *Incident Reporting Policy*.

All staff undergo initial training and an annual update in child protection and have knowledge of the DET *Protecting and Supporting Children and Young People Policy*. Case managers will refer bullying incidents to the Senior Executive for further referral to the Child Wellbeing Unit or Community Services, where appropriate. Responsibility for contacting the Child Wellbeing Unit or Community Services remains with the Principal.

The DET has developed procedures for appeal and for making complaints. In the event that anyone involved in an incident of bullying is dissatisfied with the process or outcome of a bullying incident they should contact either the case manager or a member of the Senior Executive at the school. Staff at Leumeah High School will follow the DET *Complaints Handling Policy Guidelines* to address the issues raised. For further information about making a complaint, community members can access the *Complaints Handling Policy* on the DET website.

The Welfare and Executive teams will identify patterns of bullying behaviour from RISC data and Student Monitoring data. This data is accessed fortnightly by the Welfare team and weekly by the Senior Executive, ensuring that patterns of bullying behaviour can be quickly identified and appropriate interventions can be implemented. Where a pattern of bullying behaviour is identified the student/s involved will be referred to the Welfare Team and/or Learning Support Team so that the pattern can be investigated and interventions can be selected, implemented and monitored with a view to prompt resolution.

Leumeah High School will promote this Anti-bullying Plan through staff, student and parent workshops each year. The Plan will be made available to the school community through the school's website and will be publicized through the monthly LINK newsletter, P&C meetings and workshops.

The Anti-bullying Plan will undergo an annual formal review in Term 4. Each year the Welfare team will invite involvement from the staff, students and parents to participate in the review. The review will involve the collection and collation of data from student/staff/parent surveys, RISC and Merit data and will evaluate the effectiveness of the Anti-bullying Plan

on addressing bullying in our school community. The review team will then make recommendations in the form of a report to the school community on their evaluation and findings. This report will be published on the school's website annually and will be publicized through the LINK newsletter and the P&C.

Additional Information

School Liaison Police: Senior Constable Deryck RIVERS,
Campbelltown Police Station, 65 Queen Street, Campbelltown, 2560
Ph: 02 4620 1199 (en 76113) Mob: 0437 885 587
Email: rive1der@police.nsw.gov.au

Additional Support Services:

Kids Helpline: 1800 55 1800 www.kidshelp.com.au

Bullying No Way: www.bullyingnoway.com.au

Resilience Foundation: www.resilience.org.au

National Centre Against Bullying: www.ncab.org.au

Australian Communications and Media Authority - Cybersafety Contact
Centre 1800 226 667 www.cybersmart.gov.au

Reach Out Australia: <http://au.reachout.com/>

Principal's comment

I would like to commend the team who have worked so diligently to produce this quality anti-bullying plan for our school. In preparing this plan, the team gathered information and evaluations over the past six months and carefully assessed the issues and needs of our students. I am convinced this plan will have a significant and positive impact on the welfare and safety for all our students.

Paul Zienlinski	Principal
Sandra Young	Deputy Principal
Ken Bates	Deputy Principal
Tania Irons	Head Teacher Welfare
Paul Roger	Head Teacher PDHPE
Gail Kennedy-Webb	Head Teacher Mentor
Rani Ritchie	School Counsellor
James Allsopp	Year Adviser
Luke Brennan	Year Adviser
Stephanie Haskett	Year Adviser
Julia Morales	Year Adviser
Ben Roskell	Year Adviser
Adam Tsoupis	Year Adviser
Michelle Woolley	Year Adviser
Claudia Alvarez	English Teacher
Thomas Bleyerveen	HSIE Teacher
Emma Coleman	Science Teacher
Rachelle Erskine	PDHPE Teacher
Matt Fryer	PDHPE Teacher
Kristy Jeremiejczyk	PDHPE Teacher
Sharon Houghton	English Teacher
Catherine Modica	English Teacher
Vijay Pawar	English Teacher
Renee Stojakovic	HSIE Teacher

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