



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 whole school community has been represented in the school Anti-bullying Plan (2017) through a collaborative consultation and writing process.

This policy aims to bring together the various proactive programs operating in the school in Learning and Well-being (LAW), PDHPE and other well-being initiatives, in order to present a whole school systematic approach to the protection, prevention, intervention and response to bullying.

This plan is consistent with the school core values of: respect, responsibility, commitment and cooperation.

For this plan to be successful, we need a partnership between teachers, students and the wider community.

Statement of purpose

It is the purpose of this policy to achieve the following outcomes:

- That all students are safe at Francis Greenway High School, free from the fear of bullying, harassment and intimidation
- That all students are empowered by using a range of positive strategies in the situation where they may be the victim or an observer of bullying behavior
- That all students are provided with appropriate support in the incidence of bullying
- That in all circumstances, positive relationships among students, parents and teachers are promoted and valued

- That all students respect and accept individual differences and diversity within the whole school community
- That students, teachers and parents are involved in the development of the school's Anti-bullying Plan and that each group take responsibility to ensure the intended outcomes of this plan are achieved

Protection

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 a relationship. Bullying:

1. Is a repetitive attack, which causes distress not only at the time of the attack, but also by the threat of future attacks.
2. Is characterised by an imbalance of power.
3. In its nature may be but not limited to:
 - VERBAL – name calling, teasing, abuse, putdowns, sarcasm, insults, threats, inappropriate comments, sex-based harassment
 - PHYSICAL – hitting, punching, kicking, scratching, spitting, tripping, sexually explicit gestures
 - SOCIAL – ignoring, excluding, ostracising, alienating, making inappropriate gestures
 - CYBER – The use of digital communication technologies, for example social media platforms, to engage in, encourage, or be complicit with forms of harassment, intimidation and bullying.
 - PSYCHOLOGICAL – spreading rumours, stalking, dirty looks, hiding or damaging possessions, malicious comments via social media or other mediums.

4. Bullying can involve humiliation, domination, intimidation, victimisation and all forms of harassment including that based on sex, race, disability, homosexuality and transgenderism.

Teachers and parents of Francis Greenway High School are aware the school community works hard to continuously address and help ensure that positive student behaviour is fostered.

Students are much more likely to willingly behave in an appropriate manner, when they feel that school is a place where they are respected, are given opportunities to develop responsibility and are provided with skills to be ready to learn.

Students who do not feel respected, have and accept responsibilities or are equipped to learn effectively often feel alienated and are more likely to:

- disengage from learning, be absent from school or drop out
- seek any attention even if it is negative
- hurt others and look for acceptance in negative groups
- challenge staff and exert power over students

The school has a range of programs to develop respectful relationships, a sense of personal and public responsibility and the skills required to be ready to learn. The school often involves parents to assist in the promotion of positive student behaviour. Strategies used by Francis Greenway High School to foster positive behaviour are:

- Positive and engaging teaching and learning programs and practices.
- The provision of opportunities for student leadership, learning support and enrichment.

- Individual and targeted programs aimed at specific individual and group needs.
- Positive Behaviour for Learning Program.

These strategies are constantly changing to ensure their relevance, and that they reflect improvements in school programs and practices.

The Principal

- Accountable for ensuring a safe, secure and harmonious work environment for students and staff.
- Responsible for the development, implementation and monitoring of the school's welfare and discipline policy.
- Responsible for ensuring that the school's policy is evaluated and reviewed by the school community at least every three years.
- Ensure that students, staff and parent(s) carer(s) are provided with opportunities to contribute to the development of the policy and that staff are provided with training and development opportunities in behaviour management.
- Provide a copy of the Francis Greenway High School Anti-bullying Plan to the school education director when the policy is developed or whenever it is reviewed.
- Provide parents and students with a copy of the Francis Greenway High School Anti-bullying Plan and school rules when the policy is developed or reviewed.
- Promote positive discipline through the implementation of the Anti-bullying Plan.

The Deputy Principal

- Work collaboratively with Year Advisors and the Learning Support Team to support students.
- Liaise with parents.
- Monitor behaviour issues across faculties with support from Head Teachers and Year Advisors.
- Monitor and manage student behaviour including, Learning Support Meetings with parents and carers, Senior Class Alternative Placement (SCAP).
- Make referrals to the Learning Support Team, School Counsellor
- Refer serious issues of continued disobedience, persistent disobedience or serious misconduct to the Principal for further interventions.

The Head Teachers

- Provide leadership, positive support and actively reinforce school policies.
- Encourage the use of VIVO rewards for all students Years 7-12.
- Develop faculty student management practices in support of this policy.
- Provide guidance to staff through professional development on behaviour management.
- Provide support to staff with behaviour management and reporting incidents.
- Refer students who continually breach our school-wide expectations to the Deputy or Principal. .

Year Advisors

- Participate in the Learning Support Team to develop and implement proactive welfare programs.
- Support students in welfare issues and if required, monitor.
- Liaise with parents.
- Refer students to school support staff when required.
- Monitor PBL data extracts and provide welfare support for identified students in their respective year group.
- Assist students to resolve conflicts peacefully using Restorative Practices.
- Provide information to staff about students that may assist in providing a supportive environment.

Teachers

- Accept that student welfare and behaviour management are the responsibilities of all teachers.
- Follow and support Departmental and School policies and procedures.
- Follow the Positive Behaviour for Learning school-wide expectations.
- Practise sound classroom management and maintain a non-coercive environment.
- Act as a positive role model in speech and manner to show respect for all students.
- Be sensitive to the needs of students treating them courteously and consistently – in particular be aware of learning and medical needs.
- Develop teaching and learning programs and assessment tools that

- are relevant to student needs and abilities.
- Enable a student with a disability including those with learning difficulties, to access and participate in education on the same basis as students without disability. This may require adjustments to assessment requirements in order that the student can effectively demonstrate what they know and can do.
- Recognise students who display excellent attitude, effort, skill or behaviour with VIVO rewards (classroom) and GOTCHAS (playground) or other forms of encouragement.
- Refer students who continue to harass or misbehave after all reasonable discipline methods have been attempted, to the Head Teacher.
- Be alert for harassment of students and take appropriate action to prevent it continuing – document all cases and pass details to Head Teacher (Faculty), Head Teacher Well-being or Deputy Principal.

Students

- Maintain acceptable standards of behaviour in the classroom, playground and while travelling to and from school.
- Act safely, in and around the school and at all school activities.
- Maintain acceptable standards of behaviour while on excursions and participating in or attending sporting or other activities.
- Comply with requests from staff and others in positions of authority.

- Adhere to the school-wide Positive Behaviour for Learning (PBL) expectations.
- Show respect for teachers, fellow students, other staff and school visitors and are not to engage in any form of harassment or intimidation.
- Ask for assistance to resolve conflict peacefully.

Parents/Carers are asked to:

- Support Francis Greenway High School in the implementation of the Francis Greenway High School Anti-bullying Plan.
- Provide input into policy development through membership of the P&C.
- Communicate with the school when issues arise that cause any concern.

Prevention

Managing bullying behavior involves shared responsibility of students, teachers, parents and the community. Francis Greenway High School promotes respectful relationships within the whole community and will take reasonable steps to prevent bullying.

We will focus on whole school behaviour change through:

STAFF AWARENESS

- Raise awareness through whole staff meetings, ongoing evaluation and regular reporting
- Training and development of staff, information for permanent and casual staff on procedures to deal with bullying
- Implement programs to involve ALL school staff eg. PBL implementation, Mental Health and Well-being programs
- Adopt whole school procedures for dealing with bullying incidents eg. Restorative Practices

STUDENT AWARENESS

- Explicitly teach students to recognise what is bullying and ways of building resilience
- Raise awareness of R³ Anti-bullying Plan through LAW, on assemblies, class discussions, the Student Voice Team and through PBL lessons
- Displays and posters to promote an safe environment
- Year Advisors and Deputy Principal's to raise awareness and explain procedures at regular Year meetings
- Embedded in PDHPE curriculum, LAW lessons, PBL expectations, early intervention programs from external providers, presentation by the Police Youth Liaison Officer

PARENT/COMMUNITY AWARENESS

- Awareness through the School website, Facebook page
- Advice to parents in our Welcome Booklet
- P&C support of policy
- Published policy and procedures through website, Gazette, Facebook page

Early Intervention

Early intervention provides the opportunity to intercept possible occurrences of harassment or bullying. Francis Greenway High School uses the following strategies to identify at risk students who may engage in or experience bullying behaviour:

- Student profiling before transition in consultation with feeder primary school staff and FGHS Year Advisor, Head Teacher Well-being, LAST staff and Deputy Principal
- Learning and Well-being lessons
- PDHPE curriculum
- Jumpstart program for transition
- Behaviour management plans
- Regular Learning Support Team Meetings

- Initiatives support through the Well-being faculty eg. Samaritans, individual case management, Catholic Care
- Restorative Practices (conducted at all feeder schools)
- Year 6 Transition Program
- Mentoring
- Deputy Principal monitoring
- Parent meetings

Response

Students, parents, community and staff work together to establish whether or not, an incident of bullying has occurred. It is important to differentiate between a one off incident and ongoing behaviour that causes distress. Conflicts or fights between equals or single incidents are not defined as bullying.

Cyber-bullying is not investigated unless there is a clear and direct connection to the school. These issues are a breach of the law and should be dealt with in serious cases by the Police.

Parents and Caregivers

Parents who feel their child may be a victim of bullying may contact their child's Year Advisor or Deputy Principal in order that the school may support the child in a caring, protective manner.

After initial contact and a feeling of cooperation has been established, the procedures for managing a bullying incident should be implemented

Student

The staff member should investigate all reports made by students to teaching staff as the act may, in some cases, appear to be minor, but its effect on the victim may be more serious. Students are expected to report any incident that they feels constitutes bullying in the following ways:

- **In the classroom:** firstly to the classroom teacher
- **In the playground:** to the teacher on duty first and HT on duty or the DP if the HT is unavailable
- **Travelling to and from school:** to the YA, DP or parent
- **At sport:** to their supervising teacher at sport

Students should complete an incident report, which is available from the teacher. This form is essential, as it will give the teacher more information to help the student recognise whether or not the incident was bullying behaviour or conflict.

Teacher

1. **Reassure** the student that the school sees the problem as real and serious. **Be supportive** and discuss how the matter will be **resolved and restored**.
2. Request the student **complete an incident report**. This step is essential in order to follow through a resolution and then monitor the incident. The teacher should electronically report the incident. Discuss the incident to determine clarity around the **allegation of bullying or conflict**.
3. **Address as soon as practicable**. It is essential that staff members to whom a report has been made, deal with the report and attempt a resolution. If you cannot deal with the situation in a timely manner, use your HT or the HT on playground duty if incident occurred during a break to assist.
4. **Investigate** the incident. All students involved should complete an incident report form. Establish whether bullying or conflict has occurred.
5. **Mediate using Restorative Practices** where appropriate – utilize the HT, YA, HT Well-being or DP as required. Interview both parties. Remind the students of the definition of bullying and the school's policy regarding bullying. **Apply** consequences if required.
6. **Monitor behavior**. If it continues, the HT and/or DP may proceed with formal disciplinary procedures.
7. **Notify**. In cases of identified bullying, a notification may be made to parents and victims.
8. **File**. Ensure incident reports are stored on student's files and record actions on Millennium.
9. **Update**. Report at LST meetings, staff meetings and Executive Meetings or through school communication channels where necessary.

Restorative Practices

The rationale behind this approach is that when offenders reflect upon their harm to victims:

- They become remorseful and act restoratively.
- Practitioners can focus on the unacceptable behaviour of offenders rather than their moral character.
- This can lead to healthier interpersonal relations among members of the school community and more effective learning.

Meetings can take varied forms, including individuals or groups where staff monitor the conversation, which can be guided by script and prompts. The bully is asked to reflect on what harm has been done and the victim is asked to say how he or she has been affected and what needs to be done to put things right.

Additional Information

Police Youth Liaison – John Collins - 49340268

Lifeline – 131114

24 Hour Mental Health Emergency – 1800011511

Headspace – 1800650890

Kids Help Line - 1800551800

Principal's comment

The Francis Greenway High School Anti-Bullying Plan contributes to the achievement and embedding of the school's vision statement:

Successful Learners – Supportive Environment.

Consulted with:

Jo Edwards	Principal
Damien Brownsmith	Deputy Principal
Natalie Conway	Head Teacher Well-being
Lauren Tarleton	Year Advisor / Teacher
Lynn Young	CLO / Parent
Student Voice Team	

School contact information

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FRANCIS GREENWAY HIGH SCHOOL

R³ Anti-bullying Plan Procedures

Student to report incident to staff member and complete an incident report for discussion



Teacher to deal with the incident as soon as possible and reassure the student that they have done the right thing and they will help them

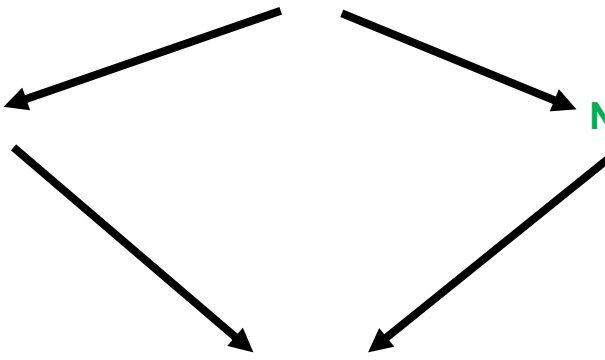
RECOGNISE



Investigate the incident – has an incident of bullying occurred or is it conflict?

YES – record details

NO – counsel student/s



RESPOND

Record the investigation and all actions.

Refer the matter to the DP and /or YA if needed – serious incidents involving violence will be referred directly to the DP, as per the School Discipline Policy. All incident reports to be sent to the office for student files. Attach a copy for each student.



RESTORE

Restorative practices, mediation and / or counseling



Bullies Are:

- NOT COOL
- NOT FRIENDLY
- NOT POPULAR
- NOT RESPECTED
- NOT WELCOME
- ALL OF THE ABOVE

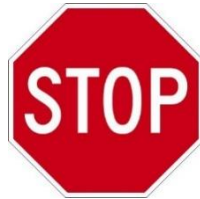
AS A STUDENT

IF I THINK I AM BEING BULLIED

I MUST:

Avoid retaliating and creating a conflict

Ask the person to

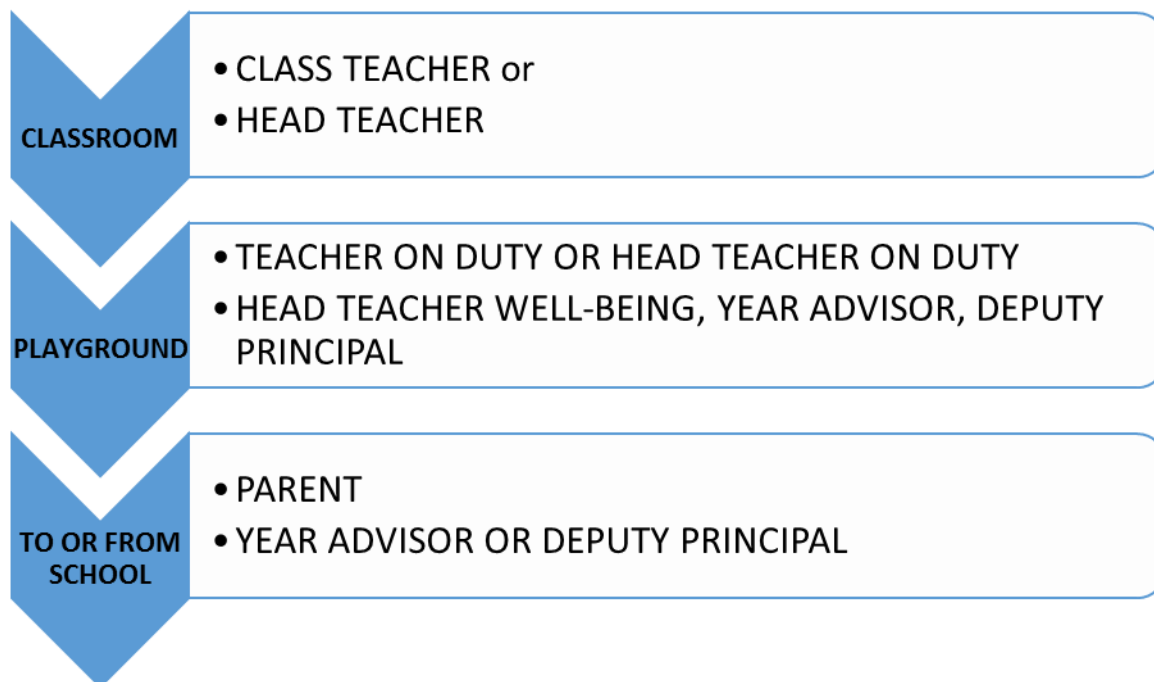


If they do GREAT!

If the person doesn't stop



these people:



Complete an incident report so a staff member can talk to you about the incident

If my problem is not resolved: tell my Year Advisor, Head Teacher Well-being or Deputy Principal



AS A TEACHER, IF I OBSERVE BULLYING OR AN INCIDENT IS REPORTED TO ME, I WILL TAKE THE FOLLOWING POSITIVE ACTIONS

I WILL:

Investigate the situation by determining the nature of the problem; comfort and reassure the student/s involved

Reinforce that Francis Greenway HS is opposed to bullying

Remind students of the process for them to follow if they observe bullying or think they are a victim of bullying, and ask students to complete an incident form

Individually counsel ALL students involved and determine whether the incident is CONFLICT or BULLYING.

Record the incident for all ALL students on the School Management System, take reports to office and place a copy in each students file.

Refer to the Year Advisor or the Deputy Principal if additional support or actions are required.



@FGHS



AS A STUDENT IF I OBSERVE BULLYING

TAKE A
STAND
AGAINST
CYBERBULLYING

*HELP OTHERS WHEN
THEY NEED IT

I MUST:

Ask the person to



Avoid engaging in conflict with the bully

Ask the person being bullied to **MOVE AWAY** with you to get help

TELL

someone who can help:

CLASSROOM

- CLASS TEACHER or
- HEAD TEACHER

PLAYGROUND

- TEACHER ON DUTY OR HEAD TEACHER ON DUTY
- HEAD TEACHER WELL-BEING, YEAR ADVISOR, DEPUTY PRINCIPAL

TO OR FROM SCHOOL

- PARENT
- YEAR ADVISOR OR DEPUTY PRINCIPAL

Complete an incident form for the staff member

Comfort the person being bullied



AS A PARENT

I will adopt the following actions

I WILL:

Understand what bullying is and **BE ALERT** to indicators of possible bullying

IDENTIFY the areas of concern and **COMFORT** and **REASSURE** my child

ENCOURAGE my child to use the strategies developed at school to support students who believe they have been bullied

MONITOR the problem.

REPORT to someone who can help:
Year Advisor, Head Teacher Well-being, Deputy Principal



is it

BULLYING?

When someone says or does something
unintentionally hurtful
and they do it once, that's
RUDE.

When someone says or does something
intentionally hurtful
and they do it once, that's
MEAN.

When someone says or does something
intentionally hurtful and they *keep doing it*—
even when you tell them to stop or show
them that you're upset—that's
BULLYING.