

Anti-bullying Plan

GRAFTON HIGH SCHOOL 2019





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.

Grafton High School Anti-Bullying Plan

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

Statement of Purpose

Grafton High School (GHS) seeks to provide quality education for all students, taking account of their age, background, ability and interests. We aim to assist students to become self directed, life-long learners who can create a positive future for themselves and the wider community.

For this to occur, Grafton High needs to be a place where every student can learn and grow with confidence. Students develop best in schools where teaching and learning occur in a context of student wellbeing. Schools need to be safe and happy places for students and their teachers.

Therefore, we do not tolerate bullying in any form. All members of our community are committed to ensuring a safe and supportive environment which promotes personal growth and positive self esteem for all. We aim to maintain a setting in which everyone feels valued and respected and where individual differences are appreciated, understood and accepted.

Principal's Comment

Grafton High School's ethos is: "Quality Teaching, Quality Learning in a Caring Environment". A "Caring Environment" is one which encourages positive relationships where students, staff and parents are conscious of bullying behaviours and work together. Clearly this environment underpins not just the wellbeing of the child, but also the nature of the teaching and learning environment and hence its effectiveness.



Mr. Peter South - Principal

Other Student Behaviour

Many distressing behaviours are not examples of bullying, even though they are unpleasant and often require teacher intervention and management. There are three socially unpleasant situations that are often confused with bullying:

Mutual conflict:

In mutual conflict situations, there is an argument or disagreement between students but not an imbalance of power. Both parties are upset and usually both want a resolution to the problem. However, unresolved mutual conflict sometimes develops into a bullying situation with one person becoming targeted repeatedly in a one-sided way.

Social rejection or dislike:

Unless the social rejection is directed towards someone specific and involves deliberate and repeated attempts to cause distress, exclude or create dislike by others, it is not bullying.

Single-episode acts:

Single episodes of nastiness or physical aggression are not the same as bullying. If a student is verbally abused or pushed on one occasion they are not being bullied. Such incidents are reported and managed through school processes for discipline procedures as outlined in the welfare and discipline policy.

Aims of Grafton High School Anti-Bullying Plan

- To reduce incidents of bullying at GHS by promoting a zero tolerance approach to bullying
- To identify bullying when it occurs, and respond to it effectively
- To ensure that the school community is aware of what constitutes bullying behaviour, and the signs and evidence of bullying
- To ensure that the school community is aware of their responsibility to report bullying: by students, parents and staff
- To empower victims and bystanders to speak up and report bullying behavior
- To outline the positive protections provided by the school to create a safe, respectful learning environment, and develop resilience in students
- To outline the early intervention prevention programs to support students at risk of involvement in bullying incidents
- To outline the clear processes that are in place for responding to incidents of bullying – student welfare and discipline response

Early Intervention

Bullying awareness and anti-bullying practice is taught explicitly as part of the school OnTRAC pastoral care program and the PDHPE curriculum. The introduction of Positive Behaviour for Learning (PBL) has drawn focus on teaching positive behaviours, including those relating to appropriate relationships that help discourage bullying. The Rock and Water Program is conducted as a targeted preventative measure in the development of social skills offered to students as identified by the school community.

Reporting Bullying

Bullying should be reported:

- in person by a student to any teacher, Year Advisor, Head Teacher or Deputy Principal
- via STYMIE's anonymous on-line system which is monitored by the Head Teacher Welfare and Student Support Officer
- by a parent via phone, email or interview.

All incidents of bullying that are reported will be recorded on Sentral.

School Response

Teacher Response

Step 1: Personally handle the situation

1. The event or report of the event is taken seriously.
2. Clearly advise students that they are engaging in bullying behaviour, and to cease this behaviour.
3. Talk to students individually about the incident.
4. Consider mediation as an option.

5. In serious or repeated incidents collect written reports from bully(ies), bystander(s)/witness(es), and victim(s) to pass on to Year Advisor/Head Teacher.
6. Record event on Sentral and advise students of this.

Step 2: Refer to Year Advisor/Head Teacher

1. The Head Teacher and Year Advisor will work together to resolve the situation, unless it needs to go to Deputy Principal.
2. Bullies will work with Year Advisors, Student Support Officer, Chaplain or Counsellor to identify how to change their behaviour.
3. Students may be referred for programs to teach communication and social and emotional learning to empower both the victim and possibly the student demonstrating bullying behaviour.
4. If both parties agree, mediation can occur.
5. The Head Teacher will organise Monitoring Books or Levels and contact parents if necessary.
6. Create a new notification on Sentral.

Step 3: Refer to Deputy Principal

In the case of persistent or extreme bullying, the Head Teacher will refer to the Deputy Principal. Using the recorded history on Sentral and their own investigations, the Deputy Principal will then determine actions to be taken by the school.

These actions will be consistent with Grafton High School's Discipline Policy as well as the Department of Education's policies and procedures around bullying and discipline.

As per the DEC Suspension Policy, any incident of a serious violent nature must be reported immediately to the senior executive of the school and Police or other agencies involved as required.

Grafton High School will conduct an annual review of this plan. The findings of this review will be reported to the school community for update or suggestion for implementation of change.

Additional Information

The Complaints Handling Policy establishes a standard approach to resolving complaints and will be used in conjunction with this school policy and plan as required.

Grafton High School will promote and publicise this Anti-bullying Plan by making it available to the school community through the school website.

Grafton High School will engage the school community in developing, implementing, evaluating and reviewing this plan annually.

Team Members responsible for development of this plan:

Grafton High School

Ms. Nikki Davies, Student Support Officer, Grafton High School

Mrs. Vivienne Nichols, Head Teacher Wellbeing, Grafton High School

Mr. Gervase Bertus, Deputy Principal, Grafton High School

Mr. Daniel Moar, Deputy Principal, Grafton High School

Mr. Peter South, Principal, Grafton High School

School Contact Information

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