



Education &
Communities

Anti-bullying Plan

Kellyville High School



Kellyville 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.

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Statement of purpose

Bullying behaviour at Kellyville High School is unacceptable and regarded as a serious issue because it can adversely affect the wellbeing of the victim both now and into their future. All reports of bullying are taken seriously and handled in a sensitive and timely manner. Preventing and responding to all forms of bullying is the shared responsibility of all staff, students, parents, caregivers and members of the wider school community.

All members of the school community have the right to learn and work in a safe and happy environment. The Kellyville High School community is committed to the development of quality relationships and responsible behaviour. All expectations of the school are based on principles developed from the Positive Behaviour for Learning (PBL) model of Safe, Respectful, Responsible, Engaged Active Learners.

Protection

Conflict in relationships is normal because individuals want different things. Learning to manage conflict positively with parents, friends, peers, teachers, community members and employers is a major task for adolescents.

Bullying is repeated verbal, physical, social or psychological behavior that is harmful and involves the misuse of power by an individual or group towards one or more persons.

This includes, but is not limited to:

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

Cyber-bullying is an intentional, repeated behaviour by an individual or group to cause distress or undue pressure to others using technology. It can be carried out by:

- Email,
- Chat room discussion group,
- instant messaging
- social networking sites, Instagram, snapchat,
- Text and picture messaging

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

Bullying and Cyber-bullying are not the same as conflict. Bullying is a deliberate behaviour where one or more students set out to be unkind, hurtful, cruel or mean to another student or group.

Bullying can also include “bystander” behaviour where students support the bully rather than help the victim.

Harassment, discrimination and homophobia are all forms of bullying. Students are expected to accept that others are different from them and that discrimination or harassment based on race, gender, sexuality, socio economic status, disability or religion is behaviour that is not acceptable. Students should advise their teachers, year advisers, counsellors and the deputy principals if they experience or witness harassment and discrimination.

Prevention

Strategies and programs at Kellyville High School include but not limited to:

Positive Behaviour for Learning – Safe, Respectful, Responsible Active Learners

The School Wellbeing program

Year 6 to 7 Transition Program and Orientation.

Years 4 and 5 Orientation Program

Peer Mediation Program

International Students Wellbeing Program

PDHPE and English curriculum focus on bullying

Year group theatrical performances with a focus on bullying, cyberbullying

Police Youth Liaison Talks to Individual Year groups

Police Youth Liaison Talks to Parents, caregivers and community members

KHS Internet contract

Risk assessment and management

Peer Tutoring and Peer Numeracy

Flip Bullying Activities

The Anti-Bullying Plan – NSW Department of Education and Communities- May 2018

Counsellor access

The First Steps

1. Have an ongoing awareness of the Anti Bullying policy
2. Encourage the **reporting** of bullying or harassment incidents
3. Listen and acknowledge the importance of the report no matter how trivial it may first appear.
4. Discuss the issues with the student.
5. Gather details systematically.
6. What is the problem?
7. Report serious incidents of physical violence to a Head Teacher or the relevant Deputy Principal immediately for consideration of serious action.
 - Matter referred to relevant personnel, e.g. Peer Mediation, racism should be referred to school Anti-racism Contact Officer (ARCO)
 - Discuss the issues in groups
 - Incident placed on the school’s Sentral database
 - Teacher Mediation
 - Students are encouraged to use strategies discussed in wellbeing Program.

If the Bullying is repeated

- Both parties are interviewed separately by teacher.
- Peer mediation, if appropriate.
- Follow-up interview and/or optional meeting between parties.
- Welfare Team notified – contact with Year Advisor, the Head Teacher Welfare and School Counsellor if not already involved.

If bullying is repeated or intervention has been unsuccessful, student will be referred as per normal processes (i.e. Sentral).

- Action may include:
 - Parent Interviews
 - A Monitoring book
 - Detention
 - Playground isolation
 - In school suspension (isolation)
 - Suspension
- Assist bullies to modify their behaviour: discuss how and monitor progress.
- Parents Contacted

Action Plan for Students – What to do if you are harassed or bullied?

S- Students

N- Now

I- Initiating

T- The

C- Correct

H- Help

Step 1: If you are bullied you should:

- Seek support from your Year Adviser
- Use the strategies suggested from Wellbeing programs and seek help from others in your wellbeing group
- Seek the help from your SEC / House Council leaders
- Talk to your friends and family about what is happening.

If Bullying stops no further action needed

Step 2: If you find these methods don't work and the bullying continues you should:

- Tell someone at school – this may be:
 - Family and friends
 - SEC representative
 - Class or playground teacher
 - Anti-racism Contact Officer
 - School Counsellor
 - Welfare Head Teacher
 - Deputy Principals
 - Principal
 - Wellbeing teacher
 - Put a message in the box at the student counter
- Students – victims and bullies - will be interviewed to examine the incidence of bullying / harassment
- Use a “safe place” in the school – somewhere to go where you feel safe.

- Peer Mediation

If bullying continues, disciplinary action will be implemented

Step 3. Steps for Parents/Caregivers

Parents should encourage their students to report all incidents. This is most important in breaking the bullying cycle and disempowering bullies. Students must feel assured that they will be supported. We must eliminate the “fear of snitching” mindset.

- Have an on-going awareness of Anti-Bullying policy.
- Encourage the **reporting** of bullying or harassment incidents
- Listen and acknowledge the importance of the report no matter how trivial it may first appear.
- Discuss the issues with your child.
- Gather details systematically.
- What is the problem?
- Report serious incidents of physical violence to the relevant Deputy Principal immediately for consideration of serious action.
- Encourage your child to report the bullying.
- Contact the school, if your child's efforts to deal with the bullying do not appear to be working. Consultation with your child over this matter is also recommended.
- When the school's attempt to deal with reported bullying and victimisation do not appear to be working, your assistance may well be sought. In cases of serious physical bullying you will be automatically involved.

Year Group Focuses

Year 7:

- Wellbeing focus of anti-bullying and building positive relationships
- Drama performances by external organisations
- Anti-bullying programs delivered by the welfare team focus on strength of character, understanding the motivations behind bullying, and bullying prevention
- Digital citizenship, cybersafety and team building sessions delivered by PYLO and Year Advisors throughout the year
- Peer Mediation
- SOS program
- Curriculum based units
- Year Assemblies

Year 8:

- Digital citizenship, anti-bullying, cybersafety and team-building sessions delivered by Police Liaison Officer and Year Advisors throughout the year
- Peer Mediation
- Drama performances by external organisations
- Wellbeing focus of anti-bullying and building positive relationships
- SOS program
- Curriculum based units
- Anti-bullying programs delivered by the welfare team focus on strength of character, understanding the motivations behind bullying, and bullying prevention

Year 9:

- Digital citizenship and cybersafety sessions embedded in the curriculum focus on responsible and respectful behaviour online
- Premier's Volunteering Award encourages students to build positive relationships and personal strength through volunteering
- Wellbeing and mental health sessions focus on building resilience

- SOS program
- Duke of Edinburgh
- Year Assemblies
- Peer Mediation

Year 10:

- Opportunity to build relationships with junior students through Peer Mediation training
- Duke of Edinburgh
- Digital citizenship, cybersafety and team building sessions delivered by PYLO and Year Advisors throughout the year
- SOS Program
- Year Assemblies
- Peer Mediation

Year 11:

- Year meetings and learning activities focused on positive self-talk and resilience when faced with stress
- Duke of Edinburgh
- Digital citizenship, cybersafety and team building sessions delivered by PYLO and Year Advisors throughout the year
- Drama performances by external organisations
- Year Assemblies
- Peer Mediation

Year 12:

- Year meetings and learning activities focused on avoiding risk and peer pressure
- Digital citizenship, cybersafety and team building sessions delivered by PYLO and Year Advisors throughout the year
- Drama performances by external organisations
- Year Assemblies
- Peer Mediation

Identifying Patterns

The school has a number of strategies for identifying patterns of bullying behaviour:

- The Executive Team conducts sweeps of bullying related incidents using data analysis that is conducted monthly term.
- The Welfare Team analyses SENTRAL data weekly and identifies any trends in relation to bullying over any set time period.
- Anecdotal information from LST meetings with Year Advisors.
- Where necessary bullying surveys are conducted to verify anecdotal information (Tell Them From Me Survey). The school will respond to changes in patterns of bullying indicated by the data, after consultation with the various staff groups working in this area.

Child Protection

Child Protection & Keeping Them Safe In 2010, the NSW government introduced new legislation and procedures for child protection called “Keeping Them Safe”. Under this legislation the government established a “threshold of significant harm”. The Department of Community Services (DoCS) will act when the threshold is met. The school has mandatory procedures (a decision making tree) through which senior staff have to work before they contact DoCS. In serious and urgent matters the school will, and community members should, contact the police.

At the school level, the staff and the school community has a stated value about “safety” for every student and all staff have training in responding to child protection concerns. Schools are among the safest places where adolescents spend time. Teachers, student friends, parents and the administrative staff often notice when students are unsafe physically (including neglect and homelessness), emotionally, psychologically or sexually. When students are in unsafe situations, the school will act to notify and will provide support to the student through counselling, student assistance and, where needed, contact with the police. More specialist services will be negotiated with community

agencies and other government departments including Health, Juvenile Justice and the police.

Kellyville High School staff have all received Child Protection Training and are aware of the requirements of mandatory reporting.

Complaints

For Information about the Departmental Appeal Procedures and information about the Complaints Handling Procedures please visit:

<https://education.nsw.gov.au/epac/media/documents/complaint-handling/School-consumer-complaints-process-chart-FINAL-4-october-2017.pdf>

Promotion

The Anti-Bullying Plan will be promoted and publicised through internal school systems with all stakeholders, such as staff meetings, P&C meetings, year meetings and school assemblies, newsletters, websites.

The plan will be available on our school website.

All available data previously mentioned will be analysed to monitor and evaluate the effectiveness of the Anti-Bullying Plan. Data on bullying leading to suspensions, entries on Sentral referrals to Deputy Principals and Counsellors, phone calls from parents will all provide rich information to monitor and evaluate this Anti-Bullying Plan.

The Annual School Report will be used to communicate the effectiveness of the Anti-Bullying Plan every three years in consultation with staff, students, parents and community.

Additional Information

Hills Police Youth Liaison Officer Senior Constable Rob Paterson

Kids Helpline 1800 55 1800

Child Wellbeing Unit 133 627

Headspace Castle Hill 8820 9995

Principal's comment

We work hard to prevent bullying in our school and we recognise that the best outcomes are achieved by school communities, parents, students and teachers, working together to help prevent and to respond to bullying.

Our Anti-bullying Plan includes protection, prevention, early intervention and response strategies for student bullying. Any student who experiences bullying and any person who witnesses bullying should report it to a teacher or the school principal.

The Plan updated by:

Justina Barnier, Principal

Damian Wanstall, Deputy Principal

Joanne Roberti, Deputy Principal

Denise Maloney, HT Welfare

Rosalind Ong, Year 12 Advisor

Allison Yurkowski, Year 11 Advisor

Beau Bavaro, Year 10 Advisor

Bradley Joyce, Year 9 Advisor

Georgina Shakas, Year 8 Advisor

Jessica Pinto, Year 7 Advisor

Student Executive Council

House Council

Staff, Students and Parents of Kellyville High School

School contact information

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