



Anti-bullying Plan





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 Hastings Secondary College Anti-Bullying Plan has been written in consultation with representatives from across the school community, including staff, parents, caregivers and students. The plan has gathered input from staff parents, caregivers and community members, and students.

Statement of purpose

Hastings Secondary College embraces the philosophy of a safe and happy school for all students. All school members have a right to feel safe and secure within their learning and teaching environment. This plan aims to identify bullying behaviour and initiate a whole-school approach to address this issue.

Incidents of bullying are not isolated to schools; in fact they are increasing in society at large, sometimes in prominent contexts from high-profile people. Despite this, the Hastings Secondary College community will not tolerate any form of bullying or harassment and will work hard to model respectful behaviour. We expect all of our community - staff, students and parents - to share the responsibility for ensuring a safe, resilient and caring environment that promotes personal growth and positive self-esteem for all.

Protection

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.

Our school community considers bullying to be an ongoing misuse of power in relationships through repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm. It can involve an individual or a group misusing their power over one or more persons. Bullying can happen in person or online, and it can be obvious (overt) or hidden (covert). This behaviour is not acceptable in our school community. Our school has implemented many strategies to either prevent bullying or deal with bullying issues should they occur.

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 repeated and unwanted name calling, put downs, 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 school's Anti-Bullying Plan sets out **the processes for preventing and responding to student bullying and the roles of all school community members in these processes.**

Students have a responsibility to:

- Understand the definition of bullying as intentional, repeated behaviour by an individual or group of individuals that causes distress, hurt or undue pressure. It is not an isolated incident.
- Be assertive in saying "Stop it, I don't like it, go away" to anyone who demonstrates behaviours that are hurtful, offensive or insulting.
- Behave appropriately, respecting individual differences and diversity
- Behave as responsible digital citizens
- Follow the school Anti-Bullying plan
- Behave as responsible witness
- Report incidents of bullying to a teacher
- Know that their concerns will be responded to by school staff
- Know that they will be provided with appropriate counseling if they are either the target of the bullying behavior or responsible for the behavior.
- Participate in learning experiences that address key understandings and skills relating to positive relationships, safety, gender equity, discrimination, bullying and harassment.
- Be co-operative in the investigation of the bullying behavior or incident
- Understand that being a bystander makes you an accessory.

School staff have a responsibility to:

- Follow the school Anti-Bullying Plan
- Have knowledge of school and departmental policies relating to bullying behaviour
- Role model appropriate behaviour
- Respect and support students
- Consistently reinforce anti-bullying behavior through school practices that promote respectful relationships
- Listen to student concerns and follow through
- Be observant of signs of distress or suspected incidents of bullying
- Determine whether bullying has occurred
- Take steps to help the student who is being bullied
- Respond in a timely manner to incidents of bullying
- Remove sources of distress without placing the student who is being bullied at further risk
- Respond in a timely and appropriate manner
- Investigate and report incidents of bullying and where necessary inform your supervisor, where possible by close of business on the day you became aware of the bullying
- Document instances of bullying or suspected bullying on the school's wellbeing database
- Record all instances of bullying. Teachers will listen to the student then ask that the student writes down what has happened.

If the student does not want to write it down, the teacher will take down a verbal account of what happened and read it back to the student for clarification and signature.

- Report bullying incidents to Year Advisor and Head Teacher of Welfare.
- Assist in the provision and determination of appropriate support strategies for bullies and their targets.
- Teach students key understandings and skills relating to positive relationships, safety, gender equity, discrimination, bullying and harassment. These experiences will be guided by the Personal

Development, Health and Physical Education syllabuses and other Key Learning Areas.

Head Teachers have a responsibility to:

Assist classroom teachers in managing bullying incidents by:

- Processing documentation from classroom teachers and refer to Welfare Team where appropriate.
- Investigating incidents, interviewing and implementing strategies where necessary.
- Begin investigation and decide if it is bullying and its nature, wherever possible within the next school day.
- Providing ongoing support for all involved.

Year Advisers have a responsibility to:

- Assist the Deputy Principal, or Head Teacher where appropriate, in the effective liaison between the school and home, in the successful management of bullying cases.
- Provide feedback to staff on bullies and targets, in order to enable effective support strategies to be determined.
- Discuss and review with the school welfare team.
- Support, where appropriate, parents/caregiver in dealing with bullying issues of a general nature.

School Counsellor has a responsibility to:

- Liaise with Executive, Welfare staff members and Parents in regard to the Anti-Bullying Plan.
- Liaise with the relevant Deputy Principal regarding the case management of incidents of an extreme or critical nature.
- Assist the relevant Deputy Principal, where appropriate, in the effective liaison between the school and home in the successful management of bullying cases.
- Manage the mediation and resolution of an incident, where appropriate.
- Assist in the provision of training and development of all staff in anti-bullying and mediation strategies.
- Assist, where appropriate, in the provision of conflict resolution and anti-bullying programs for students at Hastings Secondary College.

- Assist, where appropriate, in the support of students who are at risk, e.g. inform staff and/or provide appropriate strategies to individuals where necessary.

Deputy Principals have a responsibility to:

- Manage bullying incidents referred by a member of the Hastings Secondary College community.

The Principal has a responsibility to:

- Intervene as necessary.

The school recommends that Parents and Caregivers:

- Take an active interest in their son/daughter/ward's social life and acquaintances
- Support their children to become responsible citizens and to develop responsible online behaviour
- Watch for signs of anxiety eg unwillingness to attend school, a pattern of headaches, missing equipment, requests for extra money, damaged clothes or bruising; switching the computer screen when an adult comes into the room
- 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
- Advise their son/daughter/ward to tell a staff member about any incidents that have occurred at school. The police may also be able to help you.
- Keep a written record (who, what, when, where, why, how)
- Work collaboratively with the school to resolve incidents of bullying when they occur.
- Not encourage retaliation
- Attend interviews at the school as requested
- Report cyber bullying to the police

Prevention

MOST PEOPLE DON'T BULLY BECAUSE THEY:

- Have learnt to co-operate with others
- Would feel ashamed of hurting anyone especially if that someone appeared more vulnerable than themselves
- Because they have empathy for others
- And other reasons

The College recognises the importance of a strength based approach in addressing issues associated with bullying and has a wide range of supports in place to reduce the occurrence of bullying in the school. The following programs and strategies support and help maintain a positive climate of respectful relationships in the provision of this Anti-Bullying Plan at Hastings Secondary College:

Some examples of how the College assists in - Developing the skills of students, staff and parents in identifying, preventing and dealing with bullying:

- Anger Management Programs
- Anti-Bullying Strategies such as Pre suspension meetings
- Assertiveness Training and Conflict Resolution
- Camps & Year Excursions – communication and team building activities
- Connect Anti-bullying programs
- Counselling
- Designated ARCO contact person
- Explicit teaching in class discussions
- Love Bites program addressing issues around relationships, domestic violence, harassment, discrimination and the law
- Mediation
- Mental Health first aid support
- Modelling of resolution and restoration as Class Room Teachers and Leaders, ie not modelling bullying
- Parent / Student/Teacher conference
- Parent phone calls
- Peer programs, e.g. Peer Tutoring Peer tutoring program for all Yr 7 students to support transition from primary to secondary school
- Positive Communicator Awards reinforcing student skill strengths
- Positive communication development through sporting team involvement and activities
- Proactive individual intensive Anti-Bullying program by Head Teacher Welfare and School Counsellor services
- Skills taught to students during PDHPE Respectful Relationship Programs

- Skills identified to parents through newsletter items about supporting your child around bullying
- Skills development of teachers, PLD supporting “at risk” students
- SRC Leadership
- Talking directly to students one to one about respecting others
- Targeted resilience training for student at risk, empathy training
- Teacher mentoring / informal discussions with students
- Transition Program information night for parents and students showcasing the Department’s online resources, including bullying and responsible digital citizenship for all parents and students. These messages are repeated in school newsletter.
- Visiting theatre performances targeting anti bullying
- Year advisers working with parents and students
- Year Meetings outlining expected behaviours, these may occur throughout the year or after specific incidents.

Some examples of how the College assists in - Strengthening the involvement of the whole community in developing positive communication skills, including recognising and preventing bullying.

- Clontarf Academy
- Harmony Day
- Friendship Day
- Lectures from police liaison officers
- NAIDOC celebrations are a successful part of the school calendar each year with whole school participation in cultural activities; a day where all students enjoy and share some of the benefits of our cultural heritage
- National Anti-bullying day
- Pastoral Care Program including programmed lessons on anti-bullying and resilience training and awareness, social skills training with a focus on expressing your feelings appropriately, stress management techniques, dealing with stuff that happens at school that makes you angry or afraid, time management and organisational skills, setting values at school and home
- Pig Tails for peace
- R U OK Day
- School Liaison Police Officer (SLP) delivering programs on bullying and cyber-bullying such as -Tagged cyber-safety program in class
- Silent disco, harmony day, SRC run events
- Utilising a range of interagency and regional personnel to run workshops and forums for students, teachers and parents that guide preventative behaviours
- White Ribbon Day
- Year 9 Girls Group

Some examples of how the College assists in - Creating supportive environments in the playground and classroom

- Art Classes / music classes at lunch, creating alternate spaces to be during breaks.
- Breakfast Club
- Chess Club in L12 & Library
- Chill Out / Sista Speak
- Classroom resolution strategies based on the PIKAS. Allowing resolution without blaming/ escalating issues
- Clontarf Foundation programs
- Developing and welcoming cohesive classroom environments – including appropriate student seating plans
- Library groups and activities during break periods
- Safe Zone lunch 2 T7
- SLSO Support
- Time Out / Chill Out Zone / Program

Some examples of how the College assists in - Building and Utilising Healthy Supportive Policies To Address And Reduce Bullying

- Anti-Discrimination Act
- Merit and Discipline systems
- Peer Mediation
- Resolution meetings
- Return from suspension meetings / mediation
- School values and PBL Teaching Matrix
- Student Responsibility System & Learning expectations
- Suspension and Exclusion of students policy

Early Intervention

The school has early intervention strategies for 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.

For students at risk, the school will intervene to:

- work with relevant parents to support students encountering difficulties in social relationships - the learning support team works with parents/caregivers to develop a negotiated personalised plan for students with disabilities who may encounter difficulties with social relationships
- use the expertise of the school's counsellor to develop intervention strategies and provide opportunities for counselling sessions

- mentor "at risk" students using key personnel, for example, the Year Adviser, PC / home room teacher, Head Teacher Welfare, Deputy Principal or a nominated person who can provide trust and support
- ensure students and parents know the school's Anti-Bullying Action Plan so that appropriate action can be taken by the school to support all parties via the school website and newsletters
- seek outside agency support to further encourage resilience and self esteem
- utilise the expertise of regional personnel to provide support and guidance

Response

Anti-bullying strategies and consequences need to match the behaviour. The foundational strategy in response to most instances of bullying is the PIKAS Method of Shared Concern. This is being taken up by an increasing number of school executive and teachers in an attempt to resolve bullying early.

All reported incidents of bullying will have investigations initiated within a reasonable timeframe (usually within two school days). Consideration must be given to the reactive nature of schools and the difficulty in establishing concrete timelines. Where significant bullying has been determined, parents/ caregivers of those concerned will be informed. In instances where appropriate, the Child Wellbeing Unit and/or Community Services will be informed.

For serious bullying behaviors, the DEC School Safety and Response Unit will be called and the School Education Director informed. Such instances are those in which physical injury necessitating medical treatment has been required or where student/staff safety may be compromised. In the most serious of cases, the school will call the police immediately. Parents can report suggestions, complaints and allegations to the Principal. These will be dealt with according to DEC Policy: Responding to suggestions, complaints and allegations PD/2002/0051/V001. Regular surveys of bullying will be undertaken to monitor and evaluate the effectiveness of this Anti-Bullying plan. Survey results will be reported in the Annual School Report. A full review of the Anti-Bullying Plan will be undertaken every three years.

Additional Information

Contact information

Police Liaison Officer - 02 65830120

Department of Community Services – 133627

Child Wellbeing Unit – 1300 480420

Kids Helpline – 1800 551800

Parent Line NSW - 1300 130052

Principal's comment

Hastings Secondary College's proactive anti-bullying approach has been developed over many years. The success of anti-bullying strategies will be gauged through annual surveys of students, parents/caregivers and staff. The content will be reviewed every three years as part of the school strategic planning. Bullying behavior has no place at Hastings Secondary College.

Key members of the plan development which was revised in 2017;

Willem Holvast (Executive Principal, Hastings Secondary College)

Lorraine Haddon (Principal, Port Macquarie Campus)

Geoff Duck (Deputy Principal, Port Macquarie Campus)

Jo Bourke (Deputy Principal, Port Macquarie Campus)

Jeff Appleby (HT Welfare, Port Macquarie Campus)

Sharon Combey (LAST, Port Macquarie Campus)
Ursula Schwarz (Counsellor, Port Macquarie Campus)
Nicole Chilcott (Counsellor, Port Macquarie Campus)

P&C

AECG

SRC

School contact information

Hastings Secondary College, Port Macquarie Campus

Owen Street

Port Macquarie NSW 2440

PH: 6583 1844