



Education

Anti-bullying Policy and Plan

Chifley College Shalvey Campus 2017/18





Bullying:

Preventing and Responding to Student Bullying in Schools Policy (2011)

The NSW Department of Education 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.

Chifley College Shalvey Campus and the local community have a strong ethos around 'Creating a Safer School' for all students, staff and visitors. This has seen the formation of a 'Creating a Safer Shalvey' (CASS) Committee that has responsibility for the development, implementation and evaluation of the school's Anti-bullying Plan.

The CASS Committee meets fortnightly as a component of the school's Wellbeing Team inclusive of representatives of the Vivo team, the ARCO and cultural Support Staff. The role of this committee is to work together to ensure Chifley College Shalvey Campus has a dynamic and relevant Anti-bullying Plan, to educate all members of the school's staff and students on the implementation of strategies within the plan and communicate with the community on policies and processes as they are developed.

Parent and community members will be invited to help in the review of the anti-bullying plan, with an invitation to interested parties to be provided through the school's P & C. In an ongoing process, staff, students and the community will evaluate various strategies as they are implemented through a variety of planned primary research methodologies.

Statement of purpose

Chifley College Shalvey Campus is committed to creating a safe, **respectful learning** environment where all students **maximize their opportunity for personal success, both in civics and citizenship** as well as academically. **We strive for:**

- A secure and inspiring learning environment for students and staff;
- Excellence in teaching and learning;
- The recognition and celebration of achievement and personal success;
- Fair and respectful treatment and equal opportunity for students and staff;
- A productive partnership between students, parents, staff and the community.

As well as having a strong foundation in the DoE Anti-bullying policy, the 'Creating a Safer Shalvey' Committee has applied the principles and practices of Marvin Marshall - Scale of Social Responsibility, Anatol Pikas - Method of Shared Concern, the principles of PBL and the Australian curricula's personal and social capabilities.

Bullying & Bullying Behaviour

Chifley College Shalvey Campus understands bullying to be 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. Cyberbullying 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.

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

For the first time, in the new 2015 legislation, there is a legal definition of “cyberbullying” or, more detailed, “cyberbullying material targeted at an Australian child”. To count as cyberbullying, online material must be such that an ordinary reasonable person would conclude:

- it is likely that the material was intended to have an effect on a particular Australian child; and
- the material would be likely to have the effect on the Australian child of seriously threatening, seriously intimidating, seriously harassing or seriously humiliating the Australian child.

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.

All members of the school community contribute to the prevention of bullying by modelling and promoting appropriate behaviour and respectful relationships. Bullying behaviour includes:

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

Bullying can often be based in bias. This may include bias about socioeconomic status, cultural diversity, religion, gender, sexuality, disability, personal characteristics or complex medical conditions/anaphylaxis. When bias based bullying does occur, it should be dealt with according to the school’s Anti-bullying plan.

The school’s executive, Learning Support Team or Student Wellbeing Team will decide on the appropriate combination of interventions for the individual circumstances of bias based bullying behaviour. Through this, it is important that the bias be recognized, named and challenged.

Responsibilities in Preventing and Responding to Bullying

Students, teachers, parents, caregivers and members of the wider school community have a shared responsibility to create and maintain a safe and happy environment, free from all forms of bullying.

Students have a responsibility to:

- behave appropriately, respecting individual differences and diversity in accordance with Chifley College Shalvey Campus behaviour goals;
- positively participate in all strategies that are part of the Chifley College Shalvey Campus Anti-bullying Plan;
- respond to incidents of bullying according to the Chifley College Shalvey Campus Anti-bullying Plan.

Parents and caregivers have a responsibility to:

- support their children in all aspects of their learning;
- be aware of the school’s 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 Chifley College Shalvey Campus Anti-bullying Plan;
- support all students of the school to deal effectively with bullying through the strategies of the Anti-bullying Plan.

Teachers have a responsibility to:

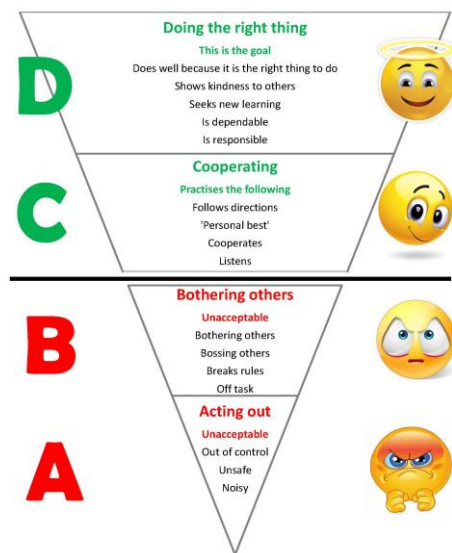
- respect and support students in all aspects of their learning;
- model behaviour that promotes respectful relationships;
- respond in an appropriate and timely manner to incidents of bullying according to the Chifley College Shalvey Campus Anti-bullying Plan.

Prevention

Chifley College Shalvey Campus implements a range of strategies to prevent bullying and promote positive student relationships, including:

- The 'Creating a Safer Shalvey' Committee which oversees the anti-bullying program. They do this by creating high impact events each term, such as Harmony Day and RU OK Day, along with day-to-day structures to support positive social behaviour choices within the school community. The CASS committee meet each fortnight as part of the school's Wellbeing team to discuss new ways of monitoring and reducing bullying within the school and evaluate current practice.
- Anti-bullying lessons occur every fortnight through Term 1 and as required throughout the remainder of the year. These are designed by the school's CASS Committee, SRC and representatives Committee. A major focus of the lessons is an emphasis on 'Creating a Safer Shalvey' for all students through the minimising of bullying type behaviours and appropriate responses in instances where bullying occurs.
- Personal and Social Capabilities, as a domain of the General Capabilities, are being taught explicitly across all KLA's and are supported by ongoing Teacher Professional Learning. This involves students developing skills including recognising and regulating emotions, developing empathy and understanding relationships, establishing and building positive relationships, making responsible decisions, working effectively in teams, handling challenging situations constructively and developing leadership skills.
- The Rock and Water program is implemented through the school for all students in Stage 4. It offers new ways to interact and engage with others through physical/social teaching, aiming to develop self-confidence, ability for self-reflection and respect for oneself and others. Rock & Water reduces bullying, increases self-control and enhances social and communication skills.
- The Vivo committee meet every fortnight as part of the Wellbeing team to develop, implement and manage school wide programs to maximise the positive behaviour of students. Every 5 weeks a specific focus around positive behaviour choice within the elements of Safe-Respectful-Learners is targeted, promoted and rewarded through the Vivo program.
- Whole school and year assemblies occur on alternating weeks and the welfare of students is consistently a focus within these meetings. Students are encouraged to participate in the monthly Positive Behaviour for Learning focus, which aims to lift the positive behaviours within the school through a rewards system, the Vivo program. Deputy Principals, Head Teachers, Year Advisers, CASS team members and students frequently present anti-bullying messages in each of these forums.
- Chifley College Shalvey Campus and local primary schools work together to ease students through the transition period to high school. A key element of this is the training and participation in Peer Support for Year 9 to 10 students to support the Year 6 to 7 students' transition to a secondary school setting.
- School Liaison Police work with Chifley College Shalvey Campus to reduce anti-social behaviour through a range of school intervention strategies, educational programs and local relationships which model respect and responsibility. These officers develop and present programs in conjunction with teaching staff and act as a central point of contact on police, community and school issues.

- Parents and Community members are kept informed of the school's CASS programs, leadership programs and wellbeing programs through articles published in the parent newsletter, the school's website and social media sites such as the school's Facebook page.
- The adapted Marvin Marshall – Scale of Social Responsibility follows a three-phase model: teaching, asking and eliciting. With this model the adult is always in charge. However, instead of just using punishment as a means to deal with discipline problems, the system promotes responsible behaviour choice. The student acknowledges inappropriate behaviour, self-evaluates, takes ownership, and develops a plan for improvement. This adapted model is explicitly taught across classes at Chifley College Shalvey Campus. Links are being made with ACARA's Personal and Social Capabilities and the language of the Rock and Water program.



What's your level?

Does the right thing, even when no one is watching.

Cooperates to look good, be rewarded, avoid trouble.

Breaks rules, bothers others, must be bossed to behave.

Out of control, does not care about others.

Early Intervention

Early intervention strategies and programs that currently exist at Chifley College Shalvey Campus ensure support for students who are identified as being at risk of developing difficulties with social relationships and those students who are identified as having previously experienced bullying or engaged in bullying behaviour include:

- Staff trained in Anatol Pikas - Method of Shared Concern as a non-punitive method of dealing with bully/victim incidents. This method aims at empowering students who have contributed to the bullying or become aware of the bullying to act so as to resolve the problem. It involves a multi-stage process, beginning with individual interviews leading on to group meetings.
- CASS lessons occur every fortnight through Term 1 with all classes engaging in anti-bullying lessons designed by the school's CASS Committee to provide a focus on the best way to support students who may find themselves the victims of bullying. As well as providing different coping strategies for managing a situation where students might feel they are being bullied, these lessons will be a reminder to students of the staff they can approach within the school should they have an issue.
- CASS Committee administers ongoing surveys to monitor bullying behaviour in the school and to evaluate the effectiveness of strategies implemented to promote positive social behaviour choice.
- Year Advisers supports students through the transition into high school and remain with that year group until they complete Year 10. The Year Adviser's role is one of support and guidance, communicating directly with parents, teachers and students to assist a student's schooling including the management of social concerns.
- The school counsellor, who works with staff and students to maximise the welfare of students, assists in making the school a safer, happier place. In terms of bullying, the counsellor works with students who have been victims of bullying to ensure they have strategies to best cope. The counsellor works with students who exhibit bullying behaviour to assist in changing this.

Strategies to deal with bullying

The school welfare and discipline policy applies in all cases of inappropriate behaviour, including bullying. Failure by a student to modify their bullying behaviour ultimately leads to suspension and expulsion in accordance with DoE policy. In all cases of suspension and expulsion, parents are advised of their appeal rights.

The school has a range of strategies to deal with different types of conflict and bullying when they arise.

Reporting and Intervention:

Fundamental to our policy is that students and parents will report all incidents of bullying. Specifically:

- Incidents of bullying may be reported to any member of staff and/or trusted student friend or senior student.
- Parents should contact the student's Year Adviser, Head Teacher or Deputy Principal.

Procedures for Students

Students who perceive they are being bullied or are witness to someone being bullied will utilise the skills and language of Rock and Water to:

- Stop – explicitly state in an assertive manner;
- Walk – take a couple of steps away then turn and walk to the nearest staff member;
- Talk – report the incident to a staff member for action.

In the circumstances that a person being bullied feels unable to do this, then a witness should implement these steps with them or on their behalf taking the person being bullied with them during the 'walk' step.

Procedures for Teachers

Teachers will respond to all episodes of bullying in order to send a clear message that it is unacceptable. Different responses may be appropriate depending on the nature and degree of bullying. The bullying test will be used initially to determine if the incident is primarily bullying and, if so, the broad nature of the response.

Step 1: The Bullying Test - teacher asks 'Does the incident involve. . .'

- Repeated teasing or aggressive words or actions?
- Which are unprovoked?
- And intended to hurt, harm or frighten?

If the answer is yes to all three questions, then it is bullying. If it's not a bullying incident, it could be:

- **Conflict** – may require conflict resolution
- **Discipline** – may require disciplinary action
- **Learning** – may require learning support
- **Welfare** – may require investigation or personal support or referral.

If the answer is no, then the incident must be documented in Sentral as harassment behaviour.

Step 2: The Level Test – At what level is the bullying incident?

Teachers will decide if the incident is a low or high-level incident using the following guidelines:

Low level

- The victim is not typically teased or harassed (See pages 1 & 3);
- and / or bully is not a repeat offender;
- and / or bullying behaviour appears less harmful.

High Level

- The victim is often harassed;
- and / or bully often engages in such behaviour;
- and / or bullying behaviour is causing significant distress or harm.

Step 3: The Response (SSS or RRR Strategy)

If the incident is Low level, the teacher will use the SSS strategy.

- Spell it Out - what the behaviour is (bullying) and what's wrong with it;
- Signal - what will happen next time (ie: indicate consequences);
- Support - the bullied student.

The teacher will also determine other strategies such as:

- Speak to the whole class;
- Talk to bully / bullies after class;
- Warn and / or reprimand bullies;
- Present lesson related to the issue in consultation with CASS committee;
- Gather information from other teachers at a team meeting;
- Discuss with the student advisers or other welfare staff.

If the incident is high level the teacher will use the RRR strategy.

- Respond - reprimand the behaviour and what's wrong with it;
- Report - complete incident report in Sentral;
- Refer - bully and / or victim to CASS Committee, Head Teacher and school counsellor.

The teacher will also:

- Discuss the issue with Head Teacher, student Year Adviser or other wellbeing staff to refine anti-bullying strategy in that class;
- Refer to the Deputy Principal or Year Adviser for a counsellor referral if there appears to be psychological issues for the bully;
- Report immediately to the Deputy Principal if violence is involved (in accordance with the School Discipline Policy).

Incident Reports

Written reports of low-level incidents of bullying will be made to Head Teachers, Year Advisers, CASS Committee, etc.

Written incident reports and Sentral entries will be made for all high level bullying incidents.

Accessing help and support

The Anti-bullying Policy recognises the right of all students to access help and support.

Support can be gained from:

- Procedures outlined in the Chifley College Shalvey Campus Student Welfare and Discipline Policy
- Year Advisers
- School Counsellor
- A mentor from either students, staff or the community
- Printed resources available from the library
- The Bullying No Way website - www.bullyingnoway.org.au
- NSW DoE Wellbeing For Schools framework (concept area 'Connect') www.det.nsw.edu.au/wellbeing/connect/antibullying
- Departmental procedures (for students, parents and caregivers) [Home](#) > [Supporting Students](#) > [Behaviour](#) > Anti-bullying.

Evaluation

This plan is evaluated every two years in accordance with the *Well Being for Schools Framework*. Data will be gathered including statistics regarding incidents of bullying, student evaluations of bullying prevention strategies and surveys such as the 'Tell Them From Me' Questionnaire annually to enable monitoring and evaluation of the effectiveness of the plan and its implementation.

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