

Ivanhoe Central School Anti-Bullying Policy - 2014

Ivanhoe Central School has amongst its aims the provision of an environment in which each student is personally involved, in which each can develop as a person of integrity, social conscience and courage. To this end, we aim to establish a community in which everybody feels valued and safe, and where individual differences are appreciated, understood and accepted. Every student has a right to enjoy his or her time at school.

Rationale:-

A safe and supportive school can be described in the following way; *In a safe and supportive school, the risk from all types of harm is minimised, diversity is valued and all members of the school community feel respected and included and can be confident that they will receive support in the face of any threats to their safety or wellbeing.*

This community does not tolerate bullying or harassment. Respect for others is expected.

National Safe Schools Framework:-

The following guiding principles stated below represent fundamental beliefs, described in the National Safe Schools Framework, about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a pre-requisite for effective learning in all school settings.

Australian schools:

- affirm the rights of all members of the school community to feel *safe* and *be safe* at school
- acknowledge that being safe and supported at school is essential for student wellbeing and effective learning
- accept responsibility for developing and sustaining safe and supportive learning and teaching communities that also fulfill the school's child protection responsibilities
- encourage the active participation of all school community members in developing and maintaining a safe school community where diversity is valued
- actively support young people to develop understanding and skills to keep themselves and others safe
- commit to developing a safe school community through a whole-school and evidence-based approach.

The nine elements of the National Safe Schools Framework:-

Leadership commitment to a safe school

A supportive and connected school culture

Policies and procedures

Professional learning

Positive behaviour management

Engagement, skill development and safe school curriculum

A focus on student wellbeing and student ownership

Early intervention and targeted support

Partnerships with families and community

At Ivanhoe Central School we value the following principles:-

RIGHTS AND RESPONSIBILITIES

Each member of the Ivanhoe Central School community shares in the following rights and responsibilities:

To feel safe

To respect one-self

To learn and grow

To respect others

To be respected

To use common-sense

To be valued

To support others

DECLARATION OF THE RIGHTS OF ALL INDIVIDUALS AND GROUPS TO BE FREE FROM BULLYING

- Everyone has the right to feel safe and be safe at school.
- Everyone has the right to be accepted and respected as they are.
- Everyone has the right to be happy about coming to school.
- Everyone has the right to have his or her concerns taken seriously and appropriate action taken.
- Everyone has the right to have his or her concerns dealt with in private.
- Everyone has the right to a quality educational program devoid of disruption.



Education &
Communities

Anti-bullying Plan

School Name: Ivanhoe Central School – 2014 Anti-Bullying Plan & Anti Bullying Policy





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.

Ivanhoe Central 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 Ivanhoe Central School 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 (staff meetings), parent, caregivers and community members (P&C meeting), and students. This plan is underpinned by the school's Welfare and Discipline policy. A draft of this plan will be tabled at a meeting of the school P & C Association to inform the school community of the requirements of the plan as well as to seek input into the process of its development and implementation. The beliefs of this plan are continually reinforced through the school newsletter and teacher dialogue with students

Statement of purpose

All members of the school community have the right to learn and work in a safe and happy environment. The Ivanhoe Central School community is committed to the development of quality relationships and responsible behavior. All expectations of the school are based on principles developed from the Positive Behaviour for Learning (PBL) model of *Safe, Respectful Learners*. 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. Any person who bullies another is denying them this right. In our school, we support the notion that individuals being bullied do not own the problem alone. Bullying damages everyone in our school community in one way or another.

Protection

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

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. This includes, but is not limited to:

- *Verbal* - name calling, teasing, sarcasm, insults, threats, abuse, put-downs.
- *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 network messages, inappropriate use of camera phones.

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

Bullying behaviour at Ivanhoe Central School is unacceptable and regarded as a serious issue because it can adversely affect the well-being 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.

The school's Anti-Bullying Plan sets out **the processes for preventing and responding to student bullying**.

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 a responsible witness
- report incidents of bullying to a teacher

School staff have a responsibility to:

- follow the school Anti-Bullying Plan
- respect and support students
- model and promote appropriate behaviour
- behave appropriately, respecting individual differences and diversity
- have knowledge of school and departmental policies relating to bullying behaviour
- determine whether bullying has occurred
- respond in a timely manner to incidents of bullying
- investigate and report incidents of bullying and where necessary inform your supervisor, as soon as possible
- be vigilant and intervene where necessary.
- 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.

Supervisors (HT/AP) have a responsibility to:

Assist classroom teachers in the managing bullying incidents by:

- processing documentation from classroom teacher in accordance with the Welfare and Discipline Policy
- investigating incident, interviewing and implementing strategies where necessary.
- investigation and deciding if it is bullying and its nature, wherever possible within the next school day.
- providing ongoing support for all involved.

The Principal has a responsibility to:

- intervene as necessary.

Parents and caregivers have a responsibility to:

- support their children to become responsible citizens and to develop responsible online 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

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
- text and picture messaging

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 behavior that is not acceptable. Students should advise their teachers, year advisers, counselors and the deputy principals if they experience or witness harassment and discrimination.

Prevention

The school will engage in positive strategies that promote respect, tolerance, patience and dignity in relationships.

Strategies and programs:

- Implementing planned and structured anti bullying sessions in class where real- life scenarios are discussed and analysed
- School Code of Conduct – Safe, Respectful Learners.
- Year 6 to 7 Transition Program and Orientation.
- Peer support
- New enrolment buddy system which aims to orientate and introduce new students to ICS.
- Positive Behaviour for Learning (PBL) program for whole school.
- PD/H/PE and English curriculum focus on bullying.
- Teachers raising awareness of the nature and consequences of bullying.
- Police School Liaison Officer talks on bullying and cyber bullying.
- Mobile phone policy/ Risk assessment and management.
- ICS computer and internet access contract.
- senior students have leadership responsibilities ensuring safety in the school community.

Early Intervention

Staff and students are encouraged/expected to report any bullying concerns as soon as possible to teachers, AP/HT and Principal.

AP/HT will notify teachers regarding any new enrolments that are identified as:

- having previously experienced bullying
- being at risk of developing long-term difficulties with social relationships
- identified as engaging in bullying behaviour All new enrolments are screened for potential issues through interview.

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.

Response

For students at risk, the school will intervene to:

- work with relevant parents to develop a negotiated personalised plan for students encountering difficulties with social relationships
- Issue monitoring sheets
- use the expertise of the regional counsellor to develop intervention strategies and provide opportunities for counselling sessions
- staff mediation
- staff development and information sessions
- Individual and group workshops
- peer mediation
- Police School Liaison workshops
- Year 6-7 Transition and Induction program
- 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
- seek outside agency support to further encourage resilience and self esteem
- utilise the expertise of regional personnel to provide support and guidance

Both victims and witnesses to bullying should report incidents to:

- class teacher
- teacher on playground duty
- Head Teacher, Assistant Principal, Principal.
- Supervisor of Female Students

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

-

Reported incidents will be addressed as soon as is practicable once reported by the relevant staff member.

Planned interventions will be organised and managed in consultation with the members of the Executive with the support of classroom teachers.

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.

Additional Information

Contact information for relevant personnel:

- o Leadership & Engagement Officer – Annette Ewing 08 80825734
- o Home School Liaison Officer (HLSO) – David Deacon 08 80825722
- o Aboriginal Community Liaison Officer (ACLO) – Sissy Cearns 08 80825729
- o Aboriginal Student Liaison Officer (ASLO)– Julie Philp 0880825730
- o Relieving District Guidance Officer – Helen Walton 08 80825721

Contact information for relevant support services

- o Kids Helpline: 1800551800
- o Child Wellbeing Unit:1300480420
- o Department of Community Services: 63514688

Principal's Comment

Ivanhoe Central School's proactive anti-bullying strategies have been developed over many years based upon best practice data and feedback. The current policy has been developed through extensive consultation with relevant teams and stakeholders including parents, students, staff and community representatives.

Staff leading the development of this plan:

- Mark Densmore Relieving Principal
- Vishnu Maharaj Head Teacher Secondary Studies

School contact information:-Ivanhoe Central School Columbus Street, Ivanhoe, NSW, 2878 **Ph: 02 69951108; Fax: 02 69951290; Email: Ivanhoe-@det.nsw.edu.au**; Web: <http://www.ivanhoe-c.schools.nsw.edu.au/>

