



Education &
Communities



Anti-bullying Plan

Lambton High School 2017



Lambton High 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.

Statement of purpose

Lambton High School does not tolerate bullying or harassment in any form. The school is committed to providing a safe and caring environment for all its members. Bullying can occur in all schools, but it can be reduced with a whole school approach including an active anti-bullying policy. Peaceful resolution of conflict is expected.

The aim of this policy is to ensure that staff, parents and students at Lambton High School work together to create a safe, happy, caring learning community that supports the rights of all students to learn and all teachers to teach.

This policy aims to:

- reinforce that **bullying is unacceptable**
- promote an understanding of bullying in all its forms
- recognise signs of bullying in the school community
- ensure all incidents of bullying are reported
- follow up all reported incidents in an appropriate way which effectively educates and reduces bullying incidents
- create socially aware and tolerant citizens

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. Bullying may consist of physical, verbal, covert, social and relational bullying, psychological and cyber bullying.

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.

Behaviours which are not considered bullying include:

- mutual arguments and disagreements (where there is no power imbalance)
- not liking someone or a single act of social rejection
- one-off acts of meanness or spite
- isolated incidents of aggression, intimidation or violence.

Rights and Responsibilities

All members of the Lambton High community, i.e. students, teachers, parents/caregivers have a right to positive experiences at our school and should support the school's Anti-Bullying Policy through their words and actions.

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.
- 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's Anti-Bullying Plan.
- behave as responsible bystanders.
- participate in programs designed to raise awareness of bullying and promote resilience e.g. School Wellbeing days
- participate actively in identifying, reporting and reducing the incidents of bullying.

Parents and caregivers have a responsibility to:

- support their children become responsible citizens.
- develop and ensure responsible online behaviour of their children.
- be aware of their child's online behaviour.
- 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 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.
- support the school's anti-bullying initiatives and programs.

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.

Lambton High School will respond to bullying behaviour that is related directly to the school. Bullying behaviour that occurs 'after hours' not involving the school will need to be addressed by the parents/carers. Staff from our school may be in a position to provide advice to help remedy the situation.

EARLY INTERVENTION

Refers to providing support before an issue emerges or escalates such as:

- developing and implementing early intervention support for students who are identified by the school as being at risk of developing long-term difficulties with social relationships.
- developing and implementing early intervention support for those students who are identified at or after enrolments as having experienced bullying or engaged in bullying behaviour.

Early intervention strategies at Lambton High School:

Strong primary feeder school relationships will enable LHS staff to identify students who have experienced bullying or who have engaged in bullying behaviour. If necessary, these students will undergo an individualised transition program to address their specific needs.

Parents and carers are specifically asked to communicate students' specific needs and identify any peer issues on Transition Information days.

Cyberbullying

Implementing a sustained curriculum approach to the appropriate use of technology and addressing bullying and cyber bullying is very important.

It is important that the school executive, learning support teams and student wellbeing teams match the appropriate intervention or combination of interventions to the individual incident of bullying or cyber bullying.

- Be aware that cyber bullying is unique in that it may take place away from the school's premises, outside school hours, often using private equipment and may also involve students who don't attend the same school.
- Acknowledge that technology plays a positive role in young people's lives, embracing online social networking and mostly using it to stay in touch with their friends. The same technology also plays an important role in teaching and learning however, this technology is also open to abuse with devastating effects.
- Be aware that a student can experience cyber bullying at any time, at any place, so there is no safe place, no refuge from the bullying. Published abuse can be seen by a wide audience and can be read over and over again, with the written word seeming more real than verbal abuse.
- Be aware that cyber bullying can range in severity from occasional to frequent messaging and those of a nature that should be reported to the police and school safety response unit such as, threats to a person's life.
- Recognise symptoms of students who are bullied such as:
 - impaired social and emotional adjustment.
 - decline in academic performance and interest in school work.
 - increased loneliness and poor self-esteem.
 - higher absenteeism, poor physical health.
 - anxiety or depression
 - self-harm.
- Implement the school's policy and procedures consistently and diligently.

Prevention:

Strategies to prevent bullying:

Strategies for prevention:

- a clear message concerning behaviour expectations is communicated on a regular basis to all members of the school community.
- role modelling by students, staff and parents e.g. 'no put downs.'
- Peer Support Program that includes an anti-bullying session.
- induction process for new students that provides support from teachers and 'buddy' students.
- guest speakers at assembly and focus wellbeing days.
- school curriculum to include teaching experiences which focus on positive relationships for students and staff.
- Wellbeing Team and Student Leadership Team investigate ways of maintaining a positive school climate e.g. review of playground supervision and procedures.

Reporting Bullying Incidents

Parent Reporting

Parents who feel their child may be a victim of bullying should contact their child's Year Adviser, Head Teacher Wellbeing or Deputy Principal in order that the school may support the child in a caring, protective manner. After initial contact and a feeling of cooperation have been established, the procedures for managing a bullying incident should be implemented.

Student Reporting

The staff member MUST investigate all reports made by students to teaching staff as the bullying act may, in some cases, appear to be minor, but its effect on the victim may be more serious. Students are encouraged to report any incident that they feel constitutes bullying in the following ways:

- in the classroom; to the classroom teacher or Head Teacher.
- in the playground; to the teacher on duty or the Head Teacher on Duty.
- travelling to and from school; to the Year Advisors, Head Teacher Wellbeing, Deputy Principal, Parent, Bus Driver.
- at Sport; to the supervising teacher or Teacher in Charge of Sport.

In all cases students must complete an Incident Report, which is available from the Deputy Principal, Year Advisers and the Head Teacher Wellbeing.

Staff Reporting

When incidents of bullying are reported to staff AT ANY TIME, staff will implement intervention strategies and report this process through the Sentral database and an Incident Report. This information must be forwarded to the Head Teacher Wellbeing or Deputy Principal.

Strategies to Support Bullied Students

Bullying is not confined to schools. It is important that students learn strategies to help them deal with such instances so that they do not become perpetual victims. LHS can help to develop life-long strategies by:

- Listening and acknowledging the hurt
- Teaching anger management skills
- Teaching assertiveness skills
- Demonstrating and practising assertive body language
- Brainstorming appropriate silent self-talk
- Practising conflict resolution skills
- Developing a shared concern
- Empowering students in the classroom
- Placing students in the classroom where they experience success
- Sharing stories about bullying
- Provide safe havens
- Consistently attempting to build self esteem

Strategies to Support Students Who Bully

Students who are having specific issues with their social skills will be supported through discussions with their teacher and/or a member of the school executive. They can be supported in the following ways:

- No blame approach – never bully the bully
- Look for warning signs
- Encourage students to recognise and admit that they have used bullying tactics
- Implement consequences for bullying behaviour
- Provide students with counselling
- Teach self-monitoring skills
- Teaching problem solving skills
- Cooperative learning strategies
- Teachers as mentors
- Empower the students in the classroom
- Encourage apology and restitution

In these ways students will build their self-esteem and begin to feel confident about handling situations in an appropriate manner.

Response

Framework for Action Following Report of Incident

- Assure the student that the problem will be addressed and provide immediate and ongoing support.
- Investigate the problem raised.
- Take action that is appropriate to the particular circumstances.

This may be:

- Teacher/student interviews.
 - Mediation between students.
 - Verbal warnings.
 - Detentions
- Staff to ensure **full documentation of incident** has been recorded on **Sentral** to allow for ongoing monitoring.

If the situation cannot be resolved immediately or is on-going, it must be referred to the Faculty HT or HT PGD.

Action for serious incidents that involve bullying behaviour will include:

- An incident report from all parties involved.
- Investigation of the incident.
- Mediation
- If racially motivated, involve the school Anti-Racism Contact Officer
- Parent involvement (within the bounds of privacy legislation)
- Implementation of school wellbeing policy

Consequences for **repeated bullying** may include:

- Interview with parents/caregiver.
- Placement on the Level System
- Withdrawn from playground for specified number of days.
- Formal suspension as per school behavioural policies.

***** If the bullying is of a violent nature, the Principal will be involved immediately. This may result in the students being placed on suspension, police involvement or Child Protection Helpline or the Child Wellbeing Unit. ****

Support for the Victims of Bullying:

- Assure students they have the right to report – it's OK to tell.
- Understanding behaviours that may attract bullying, are they vulnerable or at risk?
- Strategies that help them deal with bullying such as assertive behaviour and come-back lines.
- Familiarity with safe areas at school such as Library and A2.
- Strategies to help them confront and overcome bullying.
- Resilience training via Counsellor.
- Their right to be free of bullying at school.

ADDITIONAL INFORMATION

- *School Police Liaison Officer: Snr Constable Darren Fleming 492665255*
- *Bullying. No Way!: an online resource providing information for parents/carers, students and educators.*
<http://bullyingnoway.gov.au/>
- *Kids Helpline: a free, private and confidential, 24-hour telephone and online counselling service for young people aged between 5-25 years.*
<http://www.kidshelp.com.au/>
- *National Centre Against Bullying: works to advise and inform the Australian community on the issue of childhood bullying and the creation of safe school and communities, including the issue of cyber-safety.*
<http://www.ncab.org.au/>
- *Alannah and Madeline Foundation: a national charity protecting children from violence and bullying and its devastating effects.*
<http://www.amf.org.au/>
- *Reach Out: an online resource that assists young people by providing information to improve understanding of the issues that relate to mental health and wellbeing. You can visit the Reach out website*
<http://au.reachout.com/>
- *Take a Stand Together: provides advice to students who are victims of bullying.* <http://www.takeastandtogether.gov.au/>
- *esafety: Federal Government website for students and parents.*
<https://esafety.gov.au/?from=cybersmart>

Support and behaviour modification strategies for the Bully will target:

- their behaviour
- the needs that they were trying to meet with the bullying behaviour
- the effect that this behaviour has been having on others
- positive and alternative strategies to try to meet those needs
- restitution

Staff to ensure **full documentation of incident** has been recorded on **Sentral** to allow for ongoing monitoring.

Monitoring and feedback.

- *Year Advisors and DP* to monitor and support all parties after initial incident to assist students' self-esteem and to aid targeted behaviour attainment.
- *Staff communication* will be via Wellbeing Meetings, Staff Meetings, Executive Meetings, Sentral and direct communication where relevant.
- *Sentral database* will be employed to track bullying behaviours so intervention strategies can be appropriately and efficiently targeted.
- *Parent Communication* regarding this policy will occur via LHS Website, Parent Information Evenings, P&C Meetings, LHS Short Takes and Newsletter, Annual School Report.
- *Student Communication* will occur via Year Assemblies, SRC, Whole School Assemblies.

Principal's Comment:

The Student Wellbeing Policy identifies Lambton High School's S.M.A.R.T rules of Safety, Management, Attendance, Respect and Teamwork as being fundamental to creating a school environment that meets the social, emotional and academic needs of students and as being key factors in creating a positive attitude to learning. This plan actions that belief through providing a process for preventing and responding to bullying. It has been developed through consensus from different stakeholders in the school community and is informed by evidence. The school is committed to implementing and evaluating the Anti-Bullying Plan to ensure that it makes a positive difference to student's well-being.

CONFLICT MANAGEMENT PROCESS

Stage 1 First Incident

- Student, parent, caregiver or friend report incident to any member of staff.
- Staff member interview both parties and record on Sentral. Staff refer incident to Year Adviser and HT Wellbeing.
- Staff provide support to students.

Stage 2 Second Incident or incident is of moderate seriousness.

- Year Adviser or Head Teacher Wellbeing interviews all named parties.
- Incident is recorded on Sentral and referred to Deputy Principal.
- Peer mediation is offered.
- If Peer mediation accepted, a Peer Mediation Agreement will be signed.
- If Peer mediation not accepted a behaviour agreement will be signed.
- Parents are contacted.
- Year Adviser monitors to see if Conflict is still occurring.

Stage 3 Third Incident or incident involves violence

- The conflict has continued.
- The Peer Mediation agreement or Behaviour agreement has been broken.
- Incident will be referred to Deputy Principal in charge of the Year.
- Incident managed through the [Student Discipline in Government Schools Policy](#).
- Incident recorded on Sentral.
- Year Adviser notified.

BULLYING, HARASSMENT & VILIFICATION MANAGEMENT PROCESS

Stage 1 First Incident

- Student, parent, caregiver or friend report bullying/harassment/vilification incident to any member of staff.
- Staff member interview both parties and record on Sentral. Staff refer incident to Year Adviser and HT Wellbeing.
- Staff provide support to students.

Stage 2 Second Incident or incident is of moderate seriousness.

- Year Adviser or Head Teacher Wellbeing interviews all named parties.
- Incident is recorded on Sentral and referred to Deputy Principal.
- Student who bully will be Counselling and provided with opportunities to reflect upon their actions.
- An Anti-Bullying and Harassment Agreement will be signed.
- Parents are contacted and letters are issued to parents/carers of student who bully.
- Year Adviser monitors to see if bullying/harassment/vilification is still occurring.

Stage 3 Third Incident or incident involves violence

- The bullying/harassment/vilification have continued. The Bullying and Harassment Agreement has been broken.
- Incident will be referred to Deputy Principal in charge of the Year.
- Incident managed through the [Student Discipline in Government Schools Policy](#).
- Incident recorded on Sentral.
- Year Adviser notified.
- Student who has been bullied will be offered support from counsellor and information about resilience.

