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.
Castle Hill 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.

Castle Hill High School's Anti-Bullying Plan has been collaboratively developed by staff, students, parents, care givers and the community. This process was conducted through the formation of an Anti-Bullying Team that met several times to coordinate this plan.

Statement of purpose

Castle Hill High School 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 prevalent increasingly in society at large, sometimes in prominent contexts from high-profile people. Despite this, the Castle Hill High School 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.

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 behavior 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 appropriate gestures
- **Psychological** eg spreading rumours, dirty looks, hiding or damaging possessions, malicious SMS and email messages, inappropriate use of camera phones.
Castle Hill High School
Anti-bullying Plan

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

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:
- behave appropriately, respecting individual differences and diversity
- behave as responsible digital citizens
- follow the school Anti-Bullying Plan
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- report incidents of bullying according to their school Anti-Bullying Plan.

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- behave appropriately, respecting individual differences and diversity
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Parents and caregivers have a responsibility to:
- support their children to become responsible citizens and to develop responsible online behaviour
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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

Early Intervention
The school will develop early intervention strategies and programs 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 develop a negotiated personalised plan for students encountering 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 Advisor or Head Teacher Welfare or Deputy Principals 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
- Seek outside agency support to further encourage resilience and self-esteem
- Utilise the expertise of regional personnel to provide support and guidance
Prevention
The school will engage in positive strategies that promote respect, tolerance, patience and dignity in relationships.

To that end, anti-bullying messages will be embedded regularly in the school’s routines, curriculum and communication where strong, ethical and affirming behaviours are modelled and expected.

The school will give priority to anti-bullying measures that are preventative, devoting considerable time and resourcing to such an approach.

The school will engage in prevention measures by:

- Assigning a team of teachers to implement and manage a range of proactive strategies that promote positive, respectful behaviours
- Assigning the title of ABCO (Anti-bullying Contact Officers) to members of the teacher team to follow through with positive suggestions from students – Wendy Prince and Susan McDonald
- Implementing a cyber safety and ethical behaviour program for Year 7 students, to take place in semester 2 for one period a fortnight and taught through the school’s Thinking Skills curriculum
- Incorporating conflict management discussions in an invigorated peer support program with Year 10 students leading Year 7 students in strategies to avoid, resolve and assist with conflict
- Implementing planned and structured anti-bullying sessions in PC where real-life scenarios are discussed and analysed
- Incorporating a school pledge committing the school to respectful, kind and tolerant behaviour, said at all school assemblies by all after Acknowledgment of Country
- Developing a school slogan which captures the school’s commitment to anti-bullying, displayed in all classrooms and offices
- Continuing with the work of the Diversity Group to promote tolerance and difference
- Designing and implementing workshops which focus on solutions to conflict, the role of bystanders and supporting those in need, which target Year 8 and 9 students
- Continuing with Harmony Day and Spirit Week to promote positive and inclusive behaviours
- Publishing the school’s pledge, slogan and policy in Drawbridge on a regular basis
- Utilising a range of inter-agency and regional personnel to run workshops and forums for students, teachers and parents that guide preventative behaviours
**Response**

**ACTION FLOW-CHART**

**BULLYING INCIDENT OCCURS**

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### SERIOUS PHYSICAL BULLYING

- Refer to Deputy Principal

- When dealing with these issues, the school will follow the procedures outlined in the Department of Education and Communities Policy of “Suspension and Expulsion of School Students”.

- Referrals made to appropriate outside agencies eg: Police, Child Well-being Unit and Department of Community Services

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### ALL INCIDENTS OF BULLYING THAT ARE REPORTED ARE RECORDED IN THE STUDENT MANAGEMENT SYSTEM (SIM)

<table>
<thead>
<tr>
<th>Bullying Incident reported by teacher student or parent</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Interview by Year Advisor</td>
</tr>
<tr>
<td>• Bullying reflection sheet completed by bully</td>
</tr>
<tr>
<td>• Bully target and witness reports to be completed</td>
</tr>
<tr>
<td>• Advise Head Teacher (Faculty) if bullying is a classroom issue</td>
</tr>
<tr>
<td>• Strategies for reconciliation decided and agreed upon for implementation</td>
</tr>
<tr>
<td>• Offer a teacher mentor if appropriate.</td>
</tr>
<tr>
<td>• SIM notification – Step 1 &amp; 2</td>
</tr>
<tr>
<td>• Contact with parents of the bully and the target (Phone call)</td>
</tr>
</tbody>
</table>

After 2 weeks, interview with Year Advisor – progress reviewed.

If a problem still exists or there is reoccurrence, refer to Head Teacher Welfare.

<table>
<thead>
<tr>
<th>Head Teacher Welfare</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Formal caution of bully (Letter)</td>
</tr>
<tr>
<td>• Bullying reflection sheet completed by bully</td>
</tr>
<tr>
<td>• Contact with parents of the target (Phone call)</td>
</tr>
<tr>
<td>• Further strategies implemented</td>
</tr>
<tr>
<td>• Counsellor intervention</td>
</tr>
<tr>
<td>• SIM notification – Step 3 &amp; 4</td>
</tr>
</tbody>
</table>

After 2 weeks, interview with Head Teacher Welfare – progress reviewed.

If a problem still exists or there is reoccurrence, refer to Deputy Principal

<table>
<thead>
<tr>
<th>Referral to Deputy Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Further intervention options considered</td>
</tr>
<tr>
<td>• Possible short term suspension</td>
</tr>
<tr>
<td>• Parent contact</td>
</tr>
<tr>
<td>• Referral to Principal</td>
</tr>
</tbody>
</table>

After suspension a resolution meeting with the Principal will occur. A range of support will be discussed eg negotiate a contract, support counselling and monitor card

At each stage in the Anti-bullying Plan the welfare of the target will be paramount.
Date: ___________________           Year Advisor: ______________________

Name – Bully _______________________________  PC ________  Year ______

Name – Target _______________________________  PC ________  Year ______

Name – Witness _______________________________  PC ________  Year ______

DESCRIPTION OF INCIDENT
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________

RECONCILIATION STRATEGIES SUGGESTED
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________

Additional Notes ___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________

Enter Step 1 into SIM – bully and attach Bullying Reflection Sheet to this form

Follow Up Meeting – Step 2

Date: _______________  Time: _______  Venue: ______________

Enter Step 2 into SIM for bully and indicate whether issue is referred to HT or resolved. If unresolved, forward this form to Head Teacher Welfare.
Date: ___________________     Head Teacher: ____________________________

Name – Bully ____________________________     PC _______ Year ______

Name – Target ____________________________     PC _______ Year ______

Name – Witness ____________________________     PC _______ Year ______

DESCRIPTION OF FURTHER INCIDENCES

___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________

RECONCILIATION STRATEGIES SUGGESTED

___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________

Additional Notes ___________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________

Checklist:
☐ Letter sent home to Bully’s parents
☐ Phone call to Target’s parents
☐ Referral to School Counsellor of bully and / or target (if required)
☐ SIM notification for bully – Step 3 and attach Bullying Reflection Sheet to this form

Follow Up Meeting – Step 4

Date: _______________     Time: _________     Venue: ___________

Enter Step 4 into SIM for bully and indicate whether issue is referred to DP or resolved. If unresolved, forward this form to Deputy Principal.
Date: _____________________________

Name: _____________________________ PC ______ Year _______

Signature of Student: ____________________________

WHAT DID I DO?

___________________________________________________________________

___________________________________________________________________

___________________________________________________________________

___________________________________________________________________

WHAT EFFECT DID MY BEHAVIOUR HAVE ON ANOTHER PERSON?

___________________________________________________________________

___________________________________________________________________

___________________________________________________________________

___________________________________________________________________

HOW COULD I MAKE BETTER CHOICES NEXT TIME?

___________________________________________________________________

___________________________________________________________________

___________________________________________________________________

___________________________________________________________________

I UNDERSTAND THAT MY CHOICE OF BEHAVIOUR IS BULLYING. CONTINUED ACTION OF THIS KIND MAY LEAD TO PARENTAL CONTACT AND ULTIMATELY SUSPENSION

I understand that I will have a review meeting in 2 weeks to discuss this issue

Date: ______________      Time: ________        Venue: ____________

Teacher: _____________________________
Response continued…

- **School Counsellor support**

  The school counsellor will support students who have been affected by, engaged in or witnessed bullying behaviour to get help by going with them to a place they can get help, providing them with information about where to go for help, e.g. Kids HelpLine; [www.reachout.com](http://www.reachout.com) and to be reporting it to someone in authority or someone who can be trusted.

  The school counsellor will also discuss ways of making these students feel stronger, more positive and in control together with strategies they can use to deal effectively with and avoid future episodes of bullying behaviour.

- **Reporting to School Community**

  Castle Hill High School will provide the school community with information about the management of bullying incidences through the Annual School Report.

- **Evaluation Processes**

  Castle Hill High School will continue to monitor and evaluate the effectiveness of the Anti-bullying Plan through the use of surveys of the school community via Moodle. These results will also be presented in the Annual School Report. This review will occur annually in Term 4.

  In 2016, the school will undertake to review its Anti-bullying Plan and report its findings and recommendations in the Annual School Report.

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**Additional Information**

- **Police Youth Liaison Officer (YLO)**
  Constable Rob Paterson
  Tel: 02 9680 5376

- **School Liaison Police officer (SLP) where appropriate.**
  Senior Constable Jason Roughly
  Tel: 02 9680 5399
  Mob: 0488 099 994
  Email: roug1jas@police.nsw.gov.au

**Principal’s comment**

It has been a pleasure to work collaboratively with staff, students and parents to develop this significant plan which aims to identify and address bullying behaviour in a positive pre-emptive manner.

**Team Members:**

- Vicki Brewer Principal
- Anna Garginis Deputy Principal
- Alex Kenworthy Teacher
- Jen Merryweather Teacher
- Reece Watson Teacher
- Anne Maree Kinley Parent

Student Representative Council 2012

**School contact information**

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