

Anti-bullying Plan

School Name: Cambridge Park High School





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.

Development and implementation of this plan

The development and implementation of this plan has been formed in collaboration with the following school community members: the school's Anti Bullying Team, School Executive, staff, School Parent Group representative and Student Council Representatives.

The process of developing this plan has ensured that all stakeholders contribute to the implementation of anti-bullying strategies practiced across our school learning community. The SRC will be and has been a pivotal body in the dissemination of the anti bullying message, development and implementation of anti- bullying activities and strategies across our learning community.

Parents and community members are invited to review this plan during it's development, offering their perspective and guidance towards it's development and implementation. This will occur through the P& C association at its monthly meetings.

Statement of purpose

- Everyone at our school is entitled to feel happy and safe. Bullying in its many forms is never acceptable.
- Educational achievement is enhanced when people work and learn in a secure and positive environment. Thus the life opportunities of our students can be improved through positive social interaction.
- This plan reflects the care that Cambridge Park High School has for its students, teachers and community.
- The responsibility for reducing bullying at our school is shared across all school stakeholders, parents, staff and students.
- It is recognised through the previous collection of data that this is an issue that affects a significant number of students during their school lives.

Protection

Definition of bullying

One definition of bullying is:

"Bullying involves a power imbalance between people that is used to hurt or injure someone emotionally, socially or physically through repeated incidents, particularly where the victim is less able to defend themselves. Bullying can occur on an individual or group level."

More simply put, if someone is left uncomfortable from another persons behaviour on a repeated basis then it may (will) be considered bullying.

TYPES OF BULLYING

Our school recognises that bullying can take many forms or types, which may include:

Verbal bullying through name-calling, threats, abuse, rumours, laughter and embarrassing comments.

Physical bullying through hitting, tripping, pushing, kicking and punching.

Social bullying through ignoring, isolating, rejecting or excluding.

Emotional bullying through mimicry, teasing, interfering with others property and threatening stares

Cyberbullying via the inappropriate use of email, phones and social networking sites.

As a school we will respond to bullying in the following ways.

What The School Will Do

- All incidents of bullying will be noted by the supervising teacher and recorded on First Class
- A set of consequences will be put in place for perpetrators according to circumstances. These consequences will be graded according to the severity, repetition, impact on the victim as well as the perpetrator's history of bullying behaviour.
- Material on bullying, tolerance and positive social behaviour will be designed and included in the 7-12 curriculum.
- The school anti-bullying team and PBL team will liaise with the school SRC and the school parent group at various points during the introduction of anti bullying initiatives to gain input and have the SRC assist with the implementation of any initiatives. The anti-bullying team will investigate the possibility of introducing the DEC's "Taking action – Keeping them safe" programs with the SRC taking a leading role in the implementation of these programs
- Emphasis will be placed on encouraging and focusing on children who are playing and interacting appropriately, through playground merit awards.

- Programs that promote resilience, life skills and social skills will be provided regularly and/or included in curriculum lessons e.g RAP, Mind Matters and the school's **Beyond the Gates** program.
- All staff, while implementing the Whole School Management Program, will incorporate the Anti-bullying Plan.
- Ongoing collegial support will be provided, and professional development arranged as appropriate, by the Professional Learning Team.
- The Anti Bullying Team and Welfare team will be responsible for educating the wider community through the P&C and articles placed in "Cambridge Times" newsletter.
- Raise students' and parents' awareness of what cyber-bullying is and why it is so harmful.
- Equip students with the skills and resources to treat each other respectfully when using cyber technologies.
- Give students information about how to get help if they, or others they know, are being cyber bullied.
- Teach students how to use cyber technologies in positive ways.
- Deal with homophobic bullying in the same way as any bullying situation, including racist or sexist behaviour.

Shared responsibilities of students, parents, caregivers and teachers in preventing and responding to bullying behaviour.

Students have a responsibility to behave appropriately in accordance with Cambridge Park High School's rules. In responding to incidents of bullying the expectation is that students will act in accordance with this Anti-bullying Plan. Through the Olweus "**Bullying Circle**" it is recognized and promoted that all students present in a bullying situation have a responsibility to display positive, prosocial behaviour. This bystander behaviour program seeks to educate all students in their responsibilities in bullying situations.

Parents and caregivers have a responsibility to support their children in all aspects of their learning, to support their children in developing positive responses to incidents of bullying consistent with the Anti-bullying Plan and to

support all students of the school to deal effectively with bullying through the strategies of the Anti-bullying Plan.

Teachers have the responsibility to respect and support students in all aspects of their learning, model appropriate behaviour and to respond in an appropriate and timely manner to incidents of bullying according to the school's Anti-bullying Plan.

Maintaining a positive climate

Cambridge Park High School places a strong emphasis on the *“Positive Behaviour for Learning” (PBL)* program. The four key expectations of the PBL program are:

- Respect
- Responsibility
- Ready to Learn
- Achievement

It is through these four expectations that CPHS creates a positive climate of respectful relationships. Students are actively taught positive relationship skills through *universal PBL lessons each term* that highlight the need to make positive choices about relationships and learning. Within the PBL program 2012 will be the year of **“Respect”** and there will a strong and repeated focus on how to build positive and respectful relationships.

Prevention

The school supports incoming Year 7 groups through:

- Peer Support
- Lunchtime activities
- Separate playground area for Year 7 during Term 1.

School Anti-bullying Plan – NSW Department of Education and Communities

Whole school strategies will focus on implementation of:

- The PBL message of respect in 2012. This will include social skill and anti bullying lessons each term.
- The continued implementation and reinforcement of the **“Bullying Circle”** concept so all students are taught responsibility around bullying situations.
- Training of staff in the PIKAS method based on the “no blame” approach.
- Communication with the school community regarding anti bullying initiatives and school expectations related to bullying behaviour.
- The *School Liaison Police Officer* talking to all year groups regarding bullying, cyberbullying and appropriate social conduct.

How anti-bullying messages are embedded into each curriculum area and in every year level.

In 2012 the school will develop a curriculum matrix related to anti bullying that ensures all year groups are exposed to the antibullying message across all curriculum areas. Anti bullying will be approached through syllabus requirements in relevant KLA's studying specified textx/mixed media which reflect a focus on anti-bullying. This matrix will be published as part of the school's anti bullying plan and processes for 2012. The monitoring of this programming will form part of the Faculty Assessment Review process which is assessed annually.

Early Intervention

CPHS works with its partner primary schools to identify students at risk of either being bullied or displaying bullying behaviour. Identified students are then invited to attend the *“Partners and Learners” (PALS) program*. This program involves students attending CPHS for three days while they are still in Year 6 to experience high school life and to help them settle in to what is expected at high

school. This program aims to educate students about the expectations of the school as well as building resilience and confidence in the students involved.

Students who enrol at the school during the year will be referred to the counselor and where necessary the Year Adviser and staff will be informed of the students particular social needs. Some students identified as at risk in this area may also be referred to the “*Junior Activity Group*” (JAG). This a daily lunchtime social skills group that aims to skill and support students with clearly identified social skill needs.

Response

Late in 2011 the whole school underwent training in the “**Bullying Circle**” by Olweus. This model demonstrates that everybody, including bystanders have a responsibility to make prosocial decisions in a bullying situation. This training involved a full school assembly, followed by a classroom lesson. Posters related to the “**Bullying Circle**” have been put up in all classrooms as a visual prompt and reminder of student responsibility in bullying situations. A diagram and explanation of the “**Bullying Circle**” was also published in the school’s community newsletter, “*The Bridge*” to reinforce the concept as a community expectation. Having been introduced late in 2011 the “**Bullying Circle**” will form the basis of developing anti bullying culture within the school in 2012.

Reporting Procedures

Formal **bullying notification sheets** will be developed to ensure the timely and accurate capture of information related to bullying issues. These notification sheets will be available in each staffroom, with each Year Adviser and in the Front Office. The format of these notification sheets will allow a response pathway to be developed according to the nature of the bullying incident. The process for reporting bullying issues will be published monthly in the school newsletter, “*Cambridge Times*” and promoted through whole school and year group assemblies.

Where a bullying incident is formally reported in writing it will be given to the appropriate staff member (Year Adviser, Deputy Principal, Principal) within one school day. The staff member will then begin to resolve the bullying issue within

one school day according to an agreed pathway negotiated with the student who has reported as the victim of the bullying.

Bullying issues that have been resolved must be recorded on the “First Class” discipline database with a clear indication of the schools responses to the situation as well as the effectiveness of the schools intervention.

The Bullying notification sheets will list a range of strategies available to staff for the resolution as well as any previous history of bullying related to the parties involved. This information will provide staff with the necessary framework on which to tailor responses to the particular circumstances of a bullying issue.

Strategies to support students involved in bullying

Offers of immediate access to the school counsellor will be made to all students involved in bullying situations. This will ensure that appropriate support can be provided via internal school resources and external agencies where necessary.

The staff at Cambridge Park High School has also been trained in the **PIKAS method**. This is a process of “*shared concern*” and is also characterized as a “*no blame*” approach. Staff have undergone training in this method so they are able to effectively resolve bullying issues as they arise and before the issue can grow in size. To ensure that all staff are trained in this method the staff will undergo training again in 2012.

Within the boundaries of privacy legislation the school will ensure feedback to every family involved in identified bullying issues. This includes feedback to the family regarding strategies, consequences and other responses put in place by the school. An important part of resolving bullying issues is follow up with all student parties at a later date and this follow up should also be communicated to parents and caregivers.

Where an assault, threat or harassment takes place the school will notify the School Safety and Response hotline (1300 363 778) in addition to contacting St Marys Police on 9677 7499. In cases of serious assault, intimidation and harassment the School Education Director for Penrith Valley will be notified as will the DEC Media Unit (9561 8501).

In cases where students are at risk of harm due to bullying behaviour the school will apply the Child Wellbeing Unit Decision Tree to determine the appropriate course of action.

Where parents express any concerns related to the schools handling of a bullying issue they will be provided with the phone number to Penrith District Office so they can access appropriate DEC resources to appeal the school's actions. Where a student is suspended related to a bullying matter the suspension letter and departmental pamphlet on suspensions provide the parent with the capacity to access DEC resources for an appeal.

Where a matter cannot be resolved in an informal manner parents and caregivers are to be informed of the Complaints Handling Policy and provided with access to information regarding this policy.

Data will be gathered from the Bullying Referral Forms and sorted according to year group, gender, type of bullying and the individuals involved. This data will inform the school about areas of need related to bullying so that tailored programs can be applied as necessary. This data will also form the basis of discussion at welfare meetings so that qualitative information provided by Year Advisers can be considered alongside the quantitative data.

This Anti-bullying Plan will be publicised through the school newsletter, "*The Bridge*" and will be posted on the school website in conjunction with the school's current Anti Bullying policy which already appears on the website.

Evaluation of Anti-bullying plan

The schools anti bullying team will monitor and review the effectiveness of this Anti-bullying Plan on an ongoing basis and through formal evaluation during Term Four of each year which will allow for modification and adjustment as necessary.

The school will report on the effectiveness of this school anti bullying plan through its *Annual School Report* in addition to communicating the effectiveness of the plan through the school newsletter, *The Bridge*.

The school will convene an Anti-bullying review team based around the Anti-bullying team, parent representatives and students from the schools SRC. This group will review bullying data to evaluate the effectiveness of the Anti-bullying plan and make any additions, deletions or adjustments to the plan as necessary.

Additional Information

School Anti-bullying Plan – NSW Department of Education and Communities

Contact information for the School Liaison Police Officer, Monique Fitzgerald is: (02) 9675 0699

The Youth Liaison Officer for St Marys Police is Kristy Williams and she can be contacted on (02) 96777499.

Kids Helpline is also available as a support to young people facing bullying situations. The number to the Kids Helpline is 1800 55 1800

Principal's comment

A positive social setting that is free from bullying is a vital foundation to the outstanding teaching and learning that takes place here at Cambridge Park High School. It is through the explicit teaching of appropriate social behaviour combined with high expectations of student performance that we see a strong focus on eliminating bullying behaviour at our school. The staff at Cambridge Park High School are specifically trained to deal with bullying issues and the school is extremely responsive to bullying situations. This plan is a comprehensive guide to the school's responses to bullying and through the ongoing monitoring and evaluation of this plan our school will continue to work towards making a safer, happier place for all students to learn.

Team:

Kay Rigas, Principal, Cambridge Park High School.
Tony Diaczok, Team Leader, Anti Bullying Team
Sandra Gomes, Team Member, Anti Bullying Team
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