Anti-bullying Plan
Glenmore 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.
GPHS 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

All members of the school community have the right to learn and work in a safe and happy environment. The Glenmore Park High School community is committed to the development of quality relationships and responsible behaviour. All expectations of the school are based on principles developed from the Positive Behaviour for Learning (PBL) model of Safe, Respectful Learners.

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 behavior 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, putdowns.
- **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 behavior at Glenmore Park High 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.

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

**Prevention**

Strategies and programs:
- School Code of Conduct – Safe, Respectful Learners.
- Year 6 to 7 Transition Program and Orientation.
- New enrolment buddy system which aims to orientate and introduce new students to GPHS.
- Peer Support Program.
- Positive Behaviour for Learning (PBL) program for whole school.
- PD/H/PE and English curriculum focus on bullying.
- Welfare Team raising awareness of the nature and consequences of bullying as year group development days and individual instances.
- Police School Liaison Officer annual workshops.
- Student diary.
- Mobile phone policy – Off and Out of Sight.
- GPHS computer and internet access contract.
- Risk assessment and management.

**Early Intervention**

Staff and students are encouraged/expected to report any bullying concerns as soon as possible to Deputy’s, Faculty HT, HT Welfare and Year Advisers.

Deputy Principal’s will notify the relevant Year Adviser and HT Welfare 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 behavior

All new enrolments are screened for potential issues through interview.

**Response**

Examples of school programs include:
- Monitoring cards – HT, Year Adviser, DP
- Counselling and staff mediation
- Staff development and information sessions
- Individual and group workshops
- Peer mediation
- RISC record
- Annual Police School Liaison workshops
- Year 6-7 Transition and Induction program

As explained in the GPHS Student Diary both victims and witnesses to bullying should report incidents to:
- class teacher
- teacher on playground duty
- head teacher
- year adviser
- girls adviser
- HT Welfare
- Deputy Principal
- Principal.

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 Welfare and Learning Support Teams with the support of classroom teachers and Head Teachers.
Managing Student Conflict

Conflict occurs in school just as it does in the communities that the schools serve. Glenmore Park High School utilises a range of procedures designed to prevent conflict from occurring and to manage or to resolve conflicts as they become apparent. Positive relationships are supported through various strategies including: Year Meetings, Anti-bullying programs, Peer Support and Positive Behaviour for Learning initiatives.

Conflict occurs

Parent contacts school and is referred to appropriate Year Adviser

Student, teachers or bystanders behave assertively and tell the person to stop

Teacher interviews the students and seeks to resolve the issue

Teacher records incident on RISC and informs Year Adviser and/or Girls Supervisor

Year Adviser may make informal contact with student/s

Year Adviser monitors students/s for continued patterns of conflict

Conflict continues

Conflict continues

Conflict continues

Conflict continues

If serious or repeated acts of aggressive behaviour, refer to Deputy Principal

Deputy Principal interviews student/s-Principal informed.

Suspension Caution

Further conflict

Suspension

Teacher interviews the students and seeks to resolve the issue

Teacher records incident on RISC and informs Year Adviser and/or Girls Supervisor

Year Adviser may make informal contact with student/s

Year Adviser monitors students/s for continued patterns of conflict

Student, teachers or bystanders behave assertively and tell the person to stop

Conflict continues

Year Adviser interviews student/s and attempts mediation and resolution

If necessary, refer to School Counsellor

Monitoring of resolution by Year Adviser and/or HT Welfare

Year Adviser contacts parents

Refer to HT Welfare

HT Welfare interviews victim and perpetrator/s and determines action.
Parents and caregivers for involved parties will be notified as regularly as required by telephone or in written form within the bounds of privacy legislation as part of the management of incidents.

Parents and students should be aware that any incidents involving serious violence, illegal drugs, weapons or major criminal activity will be reported to the School Safety and Response Hotline and to the local police.

In 2010, the NSW government introduced new legislation and procedures for child protection called “Keeping Them Safe”. Under this legislation, the government established a threshold of significant harm’ The Department of Community Services (DoCs) will act when the threshold is met. In serious and urgent matters, the school will contact the police.

**Complaint handling procedures**

Parents are encouraged to discuss classroom based concerns regarding their child with the teacher first. If they are not happy with the result, or they do not feel it is appropriate to talk to the teacher they can phone and/or make an appointment to talk with the Head Teachers, Year Adviser or Deputy Principal (in that order). At Glenmore Park High School we encourage parents to contact us immediately.

Staff concerns, RISC entries and Progress & Conduct reports can be used to help identify patterns and information about bullies, victims and witnesses.

This GPHS Anti-bullying Plan will be published on the school website and also kept in print form in the school office and by all faculties and distributed to each staff member. Extracts are included in the Student Diary.

As part of the scheduled review and creation of the School Management Plan (every three years) an ongoing review of the Anti-Bullying Plan will occur involving student, staff and parent surveys, analysis of RISC and suspension data.

**Additional Information**

- Bullying: Preventing and Responding to Student Bullying in Schools Policy
- Protecting and Supporting Children and Young People Policy

**Support services:**

- Police Youth Liaison Officer (YLO) Snr Const Tracey Gallen ☏ 47219363  gall2tra@police.nsw.gov.au
- School Liaison Police officer (SLP) Annette Cassidy ☏ 0437883304
- School Counsellors – Sandra Begg
- Kids Helpline ☏ 1800 55 1800
- School Chaplain – Simon Austin ☏ 0402364631 simon.austin@imaginенationschurch.com
- Ted Noffs Foundation Counsellors – Joseph Lien ☏ 88862804 lienj@noffs.org.au
- National Coalition Against Bullying [www.ncab.org.au](http://www.ncab.org.au)
- [www.amf.org.au/eSmart](http://www.amf.org.au/eSmart)
Principal's comment

I hope that parents and students will find this document useful. When students leave the school we expect them to be responsible citizens who demonstrate in their actions the capacity to treat others in ways that are fair, kind and accepting of diversity.

Bullying is not an acceptable behaviour in students, staff or parents in this school.

We help students develop skills in communication and conflict resolution that will assist them to manage relationships with their peers and with adults in the school community.

Where students engage in bullying at school, particularly in groups, the school will act and will expect parents to give strong support to the school’s actions.

School plan development team:
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Lisette Gorick – Deputy Principal
Stuart Harvie - Deputy Principal
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