



Education &
Communities

Anti-bullying Plan

CANLEY VALE HIGH SCHOOL - 2020



Bullying:

Preventing and Responding to Student Bullying in Schools Policy (2020)



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.
- **Cyberbullying** the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature

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

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.

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. In creating this Anti-Bullying Plan, all members of the school community were consulted. Student feedback was collected through representative focus groups and class discussions, parents and community members' input was sought and provided, and staff feedback was also collected. This plan will be reviewed by representatives from the school community: staff, parents/community, and students, every three years.

In creating this Anti-Bullying Plan, all stakeholders in the school community were consulted. Student feedback was collected through Canley Vale's large Student Representative Council, based on discussion in focus groups and targeted classes. Input was also sought from the parent body and staff were also surveyed for their contribution. This plan will be reviewed by various representatives every three years.

Statement of purpose

Canley Vale High School actively seeks to provide students with a stimulating learning environment that is safe. It is a fundamental right of everyone in our school community to feel safe and to be able to come to school each day without fear of being intimidated, humiliated or threatened verbally or physically with harm. Bullying denies this right to members of our school community.

The Canley Vale High School Anti-Bullying Plan provides clear definitions for understanding bullying behaviour and the processes for preventing and responding to bullying. The purpose of this plan is to outline the provision of a safe and respectful learning environment for CVHS students, where bullying is not accepted, and clearly explain the schools response if bullying does occur. We recognise that bullying may occur based on sexuality, religion, race, or other factors, and we will respond accordingly.

Canley Vale High School aims to provide a positive culture and holds the following expectations of all members of our school community:

- *We behave, speak and treat one another **respectfully**.*
- *We understand that everyone is different. As such, we have a shared **responsibility** to respect those differences and display purpose and integrity.*
- *We look out for one another and offer our support when others need our help to ensure everyone is kept **safe**.*
- *We understand that each group has a role to play in **preventing bullying** and managing incidents through effective identification and resolution if they do occur. Students can expect to know that their concerns will be responded to prudently in a supportive manner.*
- *We are aware of what constitutes bullying behavior and prevent bullying by promoting positive relationships and anti-bullying messages*
- *We **report bullying and respond to bullying** when it occurs according to this action plan*

Protection

A person is bullied when one or more other people expose them regularly and over time to negative or harmful actions. Bullies are people who deliberately set out to intimidate, exclude, threaten, and/or hurt others repeatedly.

At Canley Vale High School, bullying is considered to be a repetitive occurrence, causing distress not only at the time of the incident, but also by the threat of future attacks. Sometimes the bully repeats the form of attack with a variety of people, rather than repeating the attack on a single person. Bullying always involves an imbalance of power.

Bullying is a clear form of harassment. Harassment is behaviour that is intended to disturb or upset, and it is characteristically repetitive. We define repetitive behaviour as behaviour that occurs more than once.

Canley Vale High School's Anti-Bullying Plan promotes a 'Hands Off' and 'No Put Downs' approach, which aims to enhance awareness of unacceptable behaviour and empower students to report incidents for efficient management.

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.

Cyberbullying refers to bullying through information and communication technologies, using, but not limited to, SMS, pictures, sounds, video, emails, instant messaging, chat, and other forms of social media, such as Facebook, Snapchat, Twitter and Instagram.

Bullying and harassment take many forms including:

- **Verbal** – name calling, teasing, put downs (racist remarks, homophobic or gender-based put-downs), abuse, sarcasm, insults, threats
- **Physical** – hitting, tipping, poking, punching, scratching, spitting

- **Social** – ignoring, hiding, ostracising, excluding, alienating, making inappropriate gestures
- **Psychological** – stalking, dirty looks, spreading rumours, hiding and/or damaging possessions
- **Cyberbullying**- the sending of abusive texts and emails, taking and sharing unflattering or private images, including naked or sexual images, posting unkind messages or inappropriate images on social networking sites, excluding individuals from online chats or other communication, assuming the identity of the victim online and representing them in a negative manner or manner that may damage their relationship with others.

Bullying devalues, isolates and/or frightens, thereby negatively affecting an individual's ability to achieve and has long-term effects on those engaging in bullying behaviour and the onlookers or bystanders.

This Anti-Bullying Plan is based on the principle that all members of the school community:-

- are aware of what constitutes bullying behaviour
- focus on the prevention of bullying by encouraging inclusive and tolerant behaviour, as well as promoting positive relationships and anti-bullying messages
- identify and report bullying incidents as soon as practicable
- respond in a timely manner and act according to this plan

Shared Responsibilities

Students, teachers, parents, caregivers and members of the wider school community have a shared responsibility to create a safe and happy environment to reduce all forms of bullying and have a role in preventing and dealing with bullying:

All staff have a responsibility to:

- be aware that bullying can occur in any class
- be proactive and vigilant
- record incidents of bullying on SENTRAL (notify year Adviser, HT Welfare and relevant Deputy Principal)
- to promote appropriate behaviour through modelling positive relationships in their day to day dealings with members of the school and demonstrating pro-social ways of resolving disputes
- positively reinforce students for behaving in a pro-social manner
- be knowledgeable about and educate students about the nature, causes and consequences of bullying and the procedures that have been set in place to address bullying episodes in the school
- be familiar with the school's behaviour code and Level system
- intervene immediately when witness to bullying and harassment
- respond in a timely fashion, decisively and consistently to cases of bullying brought to attention by students, parents and/or colleagues
- respond in a timely manner to early signs of distress in students. These early signs can include an unusual lack of concentration or inappropriate behaviours, such as aggressive behaviour outbursts and poor class or school attendance
- seek advice and support from colleagues when unsure as to how to respond to and address specific bullying incidents
- encourage students to report situations of bullying by: listening carefully and avoiding judgements when reports are made, as well as remaining calm and showing empathy towards the student's/ parent's/ colleague's concern
- ensure effective communication between home and school in response to bullying situations if they arise

All Students are expected to:

- have a clear understanding of what constitutes bullying and the different forms that occur
- contribute to a safe learning environment by being respectful of others, being responsible and behave in a safe manner
- positively interact with members of the school community in their day to day dealings and resolve disputes in a socially responsible manner

- respect individual differences and embrace diversity
- be aware of strategies and address the bullying by showing disapproval of bullying, offering to help the victim of the bully, and reporting bullying incidents to teachers
- support students who are being bullied
- report all bullying incidents to a trusted adult so that all incidents of bullying can be addressed
- ensure that incidents of bullying are not ignored or tolerated (especially by bystanders)

All parents and caregivers have the responsibility to:

- model and promote positive relationships using empathy and assertive behaviour that demonstrates respect and acceptance of individual differences and diversity within the school and greater 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
- encourage their child to report bullying
- report incidents of school-related bullying to the school

Approach to bullying at Canley Vale High School

Bullying behaviour is not tolerated at Caney Vale High School. The school will adopt a four-phase approach to bullying:

1. Protection:

CVHS has a clear Anti-Bullying Plan, developed in consultation with staff, students, and parents. All stakeholders have a shared responsibility in protecting students from bullying.

Students are further supported, through welfare and whole school programs, to develop resilience and positive mental health and wellbeing.

2. Prevention:

CVHS provides programs to recognise the value of diversity, the importance of positive and respectful relationships, the negative impacts of violence and aggression, and the harmful impacts of bullying behaviour. Prevention programs are delivered as part of the curriculum across KLAS and to students through student welfare programs.

- All teachers will be vigilant while moving around the school and in class for indicators of bullying
- Teachers will be on time for classes to maximise effectiveness of student supervision
- Teachers on playground duty will be observant across their entire area during rostered supervision
- Head Teachers to oversee the supervision of students within their areas of responsibility.
- Teachers should recognise themselves as role models.

3. Early intervention:

CVHS implements 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.

Strategies include:

- A strong Year 6-7 Transition Program, including a thorough orientation process and meetings with Year 6 teachers from feeder Primary Schools
- The distribution of anti-bullying information to all new students
- A peer support program which links students entering in Year 7 with a Year 10 student trained in peer support.
- Input from our Police School Liaison Officer, both in year meetings and individual student interviews

- Professional learning for teachers around bullying and particularly dealing with cyberbullying.
- Professional learning of teachers in utilising the *Be You* framework and school-developed resources.
- Training of staff in Child Protection policy and procedures.
- Training of staff in the actions expected of them as part of this plan.
- Increased knowledge and understanding through subject specific information and skill development (PDHPE, Mind Matters).

Furthermore, these programs focus on developing positive relations and effective communication, building resilience, improving coping skills, being aware of power in relationships, embracing diversity and recognising abuse and harassment. This is reinforced in the Year 11 Crossroads program.

For students identified as being at risk of developing long-term difficulties with social relationships and/or a history of being bullied or engaging in bullying behaviour the school implements a range of programs. These include:

- Behaviour support for students identified by their Primary School as 'at risk'.
- Access to guidance/support by their Year Adviser, the Head Teacher Welfare Team or the school counsellor/s.
- Support through the Learning Support Team.

4. Response:

CVHS has a clear plan to respond to incidents of bullying. The Anti-Bullying Plan empowers the whole school community to recognise and respond appropriately to bullying, harassment and victimisation and behave as responsible bystanders. Welfare and discipline strategies will be implemented as part of this plan.

Stakeholders should refer to the flowchart that relates to them (student, teacher, Year Adviser, Head Teacher Welfare/Deputy Principal)

Intervention will be initiated as soon as is reasonably practical . All bullying incidents are recorded on SENTRAL to notify appropriate channels and clearly demonstrate the actions taken in response. All written incident reports or parent contacts are investigated *in a timely manner*. This will include an analysis of previous data to identify possible patterns of bullying behaviour. Interventions can include:

- mediation or peer mediation
- referral to the counsellor for inclusion in a social skills program
- support sessions/warnings with the Police Youth Liaison Officer
- parent/carer interviews
- referral to outside agencies
- Year meetings with the Year Adviser to address widespread problem behaviour
- referral to the Child Well-Being Unit or Community Services if appropriate
- specific anti-bullying programs
- disciplinary consequences

Remedial Strategies

If bullying occurs, the response will be guided by the following principles:

1. In all cases a mutually agreeable resolution will be sought.
2. Each party is to have ample opportunity to explain their perspective
3. Each party is encouraged to empathise with the other party
4. Where possible, a verbal mutual agreement will be made by all involved.
5. If there is no lasting agreement all those involved will be called to sign individual mutual agreements indicating their future behaviour.
6. If the issue is persistent, a monitoring process will be introduced.
7. Counselling, where appropriate, is to be conducted by either the Year Adviser, Head Teacher Welfare or the school counsellor.
8. If physical violence has occurred or if the incident is not able to be resolved by mutually agreeable terms, the Deputy Principal may consider the use of suspension or other school-based penalties to assist in remediation. Interviews with parents may also be sought.

What happens when a teacher identifies an incident of bullying?

1. The teacher or the Year Adviser, in a timely manner, interviews the students involved. Details of the incident are to be recorded on **SENTRAL**, with the action taken (see Responses). A phone call to the target's parent to inform them of the resolution should be made to inform them of the incident and measures taken to resolve the issue.
2. If the teacher considers that an incident constitutes bullying behaviour, further action should be taken. The teacher should report details of the behaviour to the appropriate Year Adviser. The Year Adviser is to investigate further and try to facilitate a resolution. If the matter still remains **unresolved**, then it is to be reported to the Head Teacher Welfare. Teachers should be informed regarding the progress of the resolution. Measures implemented should be recorded on SENTRAL.
3. The Head Teacher Welfare will be immediately consulted in all major incidents (as decided by the Head Teacher Welfare, in consultation with the Senior Executive).
4. An interview will be arranged by the HT Welfare/ Deputy Principal with all the students concerned. From the results of this interview, it may be appropriate for all the students present to enter into a mutual verbal agreement. The agreement should be read out to those involved – they must be aware of the nature of the agreement they may be entering into.
5. A record of the verbal agreement is made on SENTRAL.
6. Any further complaints made by the students involved must be promptly made to the Year Adviser or Head Teacher Welfare and should be dealt with as soon as conveniently possible.
7. Further interviews will most likely take place. The following consequences could result:

- Parents of both parties are informed
 - Involvement of the Police Youth Liaison Officer and the Community Liaison Officer
 - Parent meeting organised
8. In extreme cases the Head Teacher Welfare will already be involved from the outset, but if a pattern is established or there are repeated incidences by the same group of students the Deputy Principal will become involved. The Police Liaison Officer will also be informed of the situation (if deemed necessary).
 10. Parents of the target should be informed that the school has dealt with the matter, including the resolution. The parents of the bully should also be informed of the matter and the consequences.
 11. The school Principal will be kept informed throughout these procedures (where deemed necessary).
 12. The referring teacher or Year Adviser is to be given feedback by the Head Teacher Welfare or the Deputy of the outcome in regards to both parties.

Identifying and responding to patterns of bullying behaviour

Data collected through SENTRAL and reports from the Welfare Team will be used to identify bullying incidents. This data will include the number of reported incidents, the types of incidents occurring, the year group and students repeatedly engaging in bullying behaviour (as well as those targeted repeatedly). The response section of this plan clearly outlines the measures taken once an incident is reported and how patterns of bullying are managed.

Access and publicity of the Anti-Bullying Plan

Canley Vale High School's approach to anti-bullying is promoted through various avenues. This includes the school website (details below), the Skoolbag App, student diaries and flowcharts demonstrating the procedures required to be followed by all stakeholders. Furthermore, hard copies are available at the administration office of the school.

Annual reporting on the Anti-Bullying Plan

Each year the Welfare Team will review the data collected on bullying through a variety of survey results and SENTRAL records. Consequently, recommendations will be made to the Senior Executive for potential modifications to enhance the plan. This will provide a vital component in the school evaluation process and will be communicated to the school community through the Annual School Report and will help shape the psychosocial health element of Canley Vale High School's School Plan.

Review of the Anti-Bullying Plan

As previously mentioned, each year the Welfare Team will review the data collected on bullying, which will be utilised to determine future direction. Hence, the Canley Vale High School Anti-Bullying Plan is a fluid document that will be reviewed on an annual basis, with modifications as required. A complete evaluation of the plan will be conducted every three years. The process will involve all stakeholders in the school community, including staff, students and parents.

Additional Information

The Police Liaison Officer: Constable Glenn Clark
 Cabramatta Police Station
 243-249 Cabramatta Rd Cabramatta NSW 2166
 Telephone: 9725 8963
 Fax: 9275 8911
 Email: clar3gle@police.nsw.gov.au

Useful Websites

Bullying No Way!

www.bullyingnoway.com.au

This website has been developed in collaboration with other government and non-government authorities from the Commonwealth, States and Territories. It showcases strategies that have proven to be successful in increasing safety and reducing bullying and harassment in schools throughout Australia.

BeYou

<https://beyou.edu.au/>

BeYou is a program to support Australian secondary schools in promoting and protecting the social and emotional wellbeing of members of school communities

National Coalition Against Bullying

www.ncab.org.au

National Coalition Against Bullying (NCAB) brings together a group of individuals from key organisations to draw national attention to the issue of bullying and to bring about a social change in our community. NCAB wants to empower individuals to realise that the issue of bullying is everyone's problem and each individual can make a difference.

Kids Help Line

www.kidshelp.com.au

Kids Help Line is Australia's only free, confidential and anonymous, 24 hour telephone and online counselling service specifically for young people aged between 5 and 18. The 24 hour, toll free telephone number is 1800 55 1800

Reach Out!

www.reachout.com.au

Reach Out! Is a web-based service that assists young people to help themselves through tough times. The aim of the service is to create opportunities for young people to help themselves and to help others.

Principal's comment

An integral component of education is equipping students to be responsible citizens who clearly demonstrate the capacity to treat others with tolerance, kindness and accepting of diversity. Bullying is not an acceptable behaviour in students, staff or parents in this school. Consequently, it is imperative for all people who have an impact on our students' lives to be aware of the types of harassment and bullying that they may encounter. Students, staff and parents are encouraged to report such incidents so they can be resolved effectively and measures can be undertaken to prevent further occurrence. Canley Vale High School aims to provide our school community with essential knowledge about bullying and harassment, as well as numerous strategies that can be utilised to assist in dealing with such behaviour. Through a multi-faceted approach at school and in the student's home environment, we can create a positive atmosphere for *all* students. Everyone has a right to an education, and at Canley Vale High School we strive to provide this in a safe and respectful setting.

Anti-Bullying Team

Mrs Deborah Santucci: Relieving Principal
Ms Bamato Dohnal: Deputy Principal (Years 7 & 11)
Mr Aaron Trumble: Deputy Principal (Year 8 & 10)
Ms Jeanene Sulfaro: Relieving Deputy Principal (Years 9 & 12)
Ms Katherine O'Malley: Head Teacher Welfare (Students and Staff)
Ms Rachael Roseberg: Head Teacher Welfare (7,11)
Mrs Edina Keranovic: Head Teacher Welfare (8,10)
Ms Elana Vallak: Head Teacher Welfare (9,12)
Mr Tevita Siaki and Miss Cathy Le: SRC Coordinator
Mr Seamus Carroll: Peer Support Coordinator
Student Wellbeing Team
Student Representative Council

School contact information

Canley Vale High School

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