CECIL HILLS HIGH SCHOOL

ANTI-BULLYING PLAN

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 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.

Contents

1. Statement of purpose

The Cecil Hills 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 CHHS 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.

The CHHS school community believes that a safe and respectful school community, where all students have the opportunity to learn to their potential, is founded on positive relationships, where bullying is not accepted. This Anti-Bullying Plan is founded on the principle that all members of our school community have a responsibility to:

- be aware of what constitutes bullying behaviour
- prevent bullying by promoting positive relationships and anti-bullying messages
- report bullying when it occurs
- respond to bullying according to this plan

Cecil Hills High School will provide a positive culture where bullying is not accepted. In alignment with our Positive Behaviours for Learning framework (FOCUS), all members of the school community will have the right to have respect from others, the right to learn or teach, and the right to feel safe and secure in the school environment.

At CHHS we take a whole-school approach to anti-bullying, and are focused on developing a supportive school culture that includes effective behaviour management plans and programs, and a positive learning environment that encourages diversity and empowers students to be active in their pursuit of justice for themselves and others.

Aims of the CHHS Anti-Bullying Plan:

- To reduce incidents of bullying at CHHS by promoting a zero tolerance approach to bullying
- To identify bullying when it occurs, and respond to it effectively
- To ensure that all members of the school community are aware that bullying is unacceptable and to seek support and cooperation from all school community members to ensure that the Anti- Bullying Plan is implemented effectively
- To ensure that the school community is aware of what constitutes bullying behaviour, and the signs and evidence of bullying
- To ensure that the school community is aware of their responsibility to report bullying: by students, parents and staff
- To empower victims and bystanders to speak up and report bullying behaviour
- To outline the positive protections provided by the school to create a safe, respectful learning environment, and develop resilience in students
- To outline the educational and welfare programs that are in place to prevent bullying
- To outline the early intervention prevention programs to support students at risk of involvement in bullying incidents
- To outline the clear processes that are in place for responding to incidents of bullying – student welfare and discipline response

2. Protection

Bullying Behaviour

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.

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.

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. 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.

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 behaviour can be:

- **verbal** – eg name calling, teasing, abuse, put-downs, sarcasm, insults, threats

- **physical** – eg touching, hitting, punching, kicking, scratching, tripping, spitting
- **social** – eg ignoring, excluding, ostracising, alienating, making inappropriate gestures
- **psychological** – eg spreading rumours, dirty looks, hiding, interfering with or damaging possessions, threatening or extorting in relation to money, school work, possessions or safety
- **technological** – eg abuse on social media, malicious on line texting , email, or chat messages, taking and sharing photos of others without their permission
- **homophobic bullying**

    Homophobic bullying generally looks like other sorts of bullying, and can include verbal, physical and cyberbullying.

    CHHS will follow procedures as outlined in this policy in response to homophobic bullying. However, the fact that young people are particularly reluctant to report incidents is a distinctive aspect of this type of bullying, and highlights the importance of identifying the homophobic nature of it when it occurs.

    It is CHHS policy that students' rights and confidentiality around issues of sexuality are respected. We encourage students to disclose homophobic bullying to a staff member, and will ensure that bullying will be taken seriously. No assumptions will be made about the students' sexual preference, nor should the student feel the need to disclose their sexual preference. The following responses may be required when homophobic bullying is identified.

Responding to homophobic language:

The use of homophobic language to suggest that someone or something is inferior is unacceptable. This includes comments such as "That's so gay", or "Those shoes are so gay". It is this school's policy that:

- Students are aware that homophobic language will not be tolerated in the school

-When an incident occurs students will be informed that homophobic language is offensive and will not be tolerated

- If a student makes homophobic remarks, staff will explain the effects that

homophobic bullying has on people

- Persistent use of homophobic language will result in the implementation of the consequences within the school's Welfare and Discipline Policy

- Parents may be contacted by the school

- Serious incidents of homophobic bullying may require Police involvement.

Prevention:

- Teaching students so that they understand what constitutes homophobic language, and why it is offensive

- Assessing and monitoring the extent of homophobic bullying

- Using inclusive language throughout school curriculum

- Use of curriculum opportunities to promote respect for others

- Provide professional learning and support

-Working with bodies such as the Student Representative Council

The effect of bullying is such that it:

- Devalues, isolates and frightens

- Affects an individual's ability to achieve

- Has negative mental health and wellbeing impacts on individuals engaging in bullying behaviour, individuals who are the subjects of bullying behaviour, and onlookers or bystanders.

- Can lead to anxiety, depression, and suicide

Conflict or fights between equals or single incidents are not defined as bullying. These incidents will be dealt with according to the CHHS Welfare and Discipline Policy

Approach to bullying at CHHS

Bullying behaviour is not tolerated at Cecil Hills High School. Students need firm but caring support to learn positive behaviour change. An effective approach requires actions to address the environment including: social structures and outdoor areas for positive social interaction; visible and responsive supervision; clear and consistent expectations for positive behaviour; constructive and engaging activities for social learning; and engagement of student leadership and peer support for social connections.

Effective anti-bullying work should include efforts to influence bystander responses to bullying. Raising empathy for victimised peers is not enough; students need to be provided with constructive and safe strategies to support these peers.

The school will adopt a four-phase approach to bullying:

1. *Protection:*

CHHS 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. CHHS has a whole- school emphasis on developing a positive learning environment, characterised by respect, responsibility and success through the Positive Behaviour for Learning framework.(FOCUS) Students are further supported, through welfare and whole school programs, to develop resilience and positive mental health and wellbeing.

2. *Prevention:*

CHHS 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.

3. *Early intervention:*

CHHS 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.

4. *Response*

CHHS 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.

A shared approach to dealing with bullying

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.

All members of the school community contribute to the prevention of bullying

Student responsibilities:

- behave appropriately, respecting individual differences and diversity
- behave as responsible digital citizens – this means interacting with others online in a positive and respectful manner, and ensuring that comments, images, videos and other material shared online respects the privacy and reputation of all
- have a clear understanding of the different forms of bullying. i.e. psychological, cyber and physical
- follow the school Anti-bullying Plan. This includes being aware of the consequences associated with bullying
- behave as responsible bystanders and be upstanders. – Bystanders becoming upstanders are the most powerful participants in bullying incidents. It is imperative that bystanders make it clear to the bully that his/her behaviour is unacceptable, support the target of bullying, and
- report incidents of bullying according to the school Anti-Bullying Plan.

Staff responsibilities:

- respect and support students
- model and promote appropriate behaviour
- support students to become resilient
- have knowledge of school and departmental policies relating to bullying behaviour

5

- communicate the school policy and Anti-Bullying Plan to students, including definitions and repercussions of bullying
- respond in a timely manner to incidents of bullying according to the school's Anti-bullying Plan
- ensure open lines of communication between home and school to respond to bullying situations if they arise.

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, including digital safety.
- be aware of where anti-bullying messages are taught in the curriculum
- identify signs of bullying in all school environments

Parent and caregiver responsibilities:

- 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
- support their children to become resilient – confident to report
- bullying and overcome challenges they face
- report incidents of school-related bullying behaviour to the school
- work collaboratively with the school to resolve incidents of bullying when they occur

At CHHS we develop a safe and respectful learning environment

All members of the school community have the 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

Protection from bullying through a positive climate and respectful relationships

Positive Behaviours for Learning

Cecil Hills High School utilises a school-wide behavioural framework – Positive Behaviours for Learning (Focus) - to enhance the school welfare and discipline system. PBL reduces behavioural problems by explicitly teaching expectations and appropriate behaviours, and redirecting the focus to promote positive behaviour, and thus create and maintain a safe and harmonious, quality teaching and learning environment. The three core school principles based on Positive Behaviours for Learning Matrix are:

- Respectful
- Responsible
- Successful

All students at CHHS are expected to be respectful, responsible and successful, students at all times.

Students are expected to display positive relationship skills, social responsibility, problem solving and dispute resolution skills in their relationships with others.
by:

- building a positive school climate that fosters a sense of achievement and belonging for all students
- quality teaching, learning, and curriculum
- the use of effective and engaging pedagogy
- staff modelling of a consistent, caring and inclusive attitude towards students and other staff at all times
- communication of clear rules and procedures about behaviour guidelines, bullying, and harassment to staff, students and parents/caregivers
- ensuring that relevant school support services and personnel are available to students, including the Teachers, Head Teachers , Year Advisers, School Counsellors, Head Teacher Welfare, Senior Co-ordinators, Learning Support
- Team and Deputy Principals

- referral of bullying incidents, and prompt and effective response to incidents
- professional development for teachers, particularly teachers new to the school, in the Anti-Bullying Plan and processes
- developing positive and productive staff-student relationships
- rewarding positive student behaviour through PBL and other Sentral entries
- promoting PBL in the classroom, playground, assemblies, newsletters, the school website, and on social media
- encouraging staff and students to use positive PBL language – respectful , responsible and successful learners.

Building Resilience

Resilience is how individuals respond to threatening or stressful situations, and is about how we "bounce back" from challenges. In protecting against bullying, building resilience can substantially minimise the effects of bullying, and is crucial in helping students to develop the ability to cope in spite of adversity and achieve positive outcomes.

Resilience is changeable, and can be built upon. Resilience programs are provided for all students through the student welfare programs organised by the Welfare Team. Resilience includes having the confidence to speak up about situations, such as bullying, and building the strength to maintain positive mental health and wellbeing in challenging situations.

Parents and teachers have a responsibility to build resilience in CHHS students, by providing safe, supportive and nurturing relationships and environments, and encouraging increasingly higher levels of independence, autonomy and initiative. The key skills that young people need to be resilient are:

- Self-esteem
- Social skills
- Self-control
- Problem-solving skills
- Realistic expectations
- Optimistic thinking patterns

These skills are covered in Welfare programs at CHHS, but should also be encouraged and developed at home.

Resilience is a significant protective factor in bullying situations – it gives students the confidence to stand up for themselves and others in positive ways, report bullying, and recover from bullying incidents. Resilient young people are also less likely to be bullies.

3 Prevention

Strategies and programs for bullying prevention

The school will implement strategies to prevent bullying:

- promotion of the respectful, responsible and successful, learner (SRL) message in all aspects of school life: assemblies, year meetings, newsletters , school initiatives and in classrooms

- professional development for staff relating to bullying, harassment, and proven countermeasures

- community awareness and input relating to bullying, its characteristics, and the school's programs and response

- provision of programs that promote resilience, life and social skills, assertiveness, conflict resolution and problem solving

- classroom teachers clarify the school policy on bullying with students each year

- curriculum includes anti-bullying messages and strategies, embedded in KLAs, through welfare programs, and FOCUS Connect lessons

- Positive leadership from the Student Representative Council, House leaders, Peer mentors, students and staff to promote positive respectful , successful and responsible behaviour

- structured activities available to students at recess and lunch times eg library programs, House competitions

Anti-Bullying in the curriculum

Cecil Hills High School 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.

KLAs:

- Prevention strategies, embracing diversity and promoting positive relationships are addressed through units in the PDHPE programs,& English for Years 7-10, including:

  - Focus on the importance of connectedness, the impact of bullying and the benefits of seeking help in developing a healthy sense of self

  - Clarification of mental health with a focus on the importance of effective communication in establishing caring and respectful relationships

  - Showcasing harm minimisation and drug use, identifying the consequences of risk behaviours while fostering coping skills and reinforcing the positive effects of physical activity on health.

  - Exploration of issues and the role played by power in a range of relationships, with students developing skills for recognising harassment and abuse, and accessing relevant health and support services.

  - Investigation of the factors which influence health and self-esteem decisions while recognising the need for resiliency skills to meet social challenges.

  - Case studies and problem situations to prepare an advocacy strategy that affirms diversity, with students formulating protective strategies.

  - The PDHPE Life Ready program focuses on fostering understanding and recognition of relationships, resilience and being an individual within facets of personal, social and community identity

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- Social and emotional learning is covered in the English and Drama curriculum through study of texts and characters

- Recognition of cultural diversity and acceptance showcased in Visual Arts through multicultural studies of architecture and Aboriginal art and also embedded in other KLA's eg Geography and History
- The promotion of empathy and understanding towards the Multifaceted history of Australia, including Aboriginal Australia.

Welfare programs for anti-bullying and positive relationships:

A range of anti-bullying initiatives are embedded into the welfare programs..

All year groups:
- Harmony/Diversity Day develops intercultural understanding
- R U OK? Day emphasises the need for strong relationships and the importance of friendship in mental health and wellbeing
- White Ribbon Day to highlight the issue of violence against women
- Public recognition, awards and rewards for positive behavior.
- Regular year meetings where issues can be raised, special presentations given, guest speakers arranged etc to keep the message of zero tolerance on bullying in the forefront.
- Involvement in the links to learning program, headspace programs, counsellor run sessions.
- Anti-bullying programs delivered by the welfare team eg wellbeing lessons for Connect. These focus on strength of character, understanding the motivations behind bullying, and bullying prevention

- Stymie reporting system accessed by students and weekly positive messages

11

Year 7:

- Using outside agencies and organisations such as Brainstorm to deliver important welfare messages including anti bullying; police liason
- Team building days, Year 7 Camp

Year 8:

- Using outside agencies such as Brainstorm to deliver important welfare messages including anti bullying;police liason
- Opportunity to build relationships with junior students through buddy reading program
- Team building days, Year 8 camp

Year 9:

- Wellbeing and mental health sessions focus on building resilience
- Social group meetings with outside agencies and counsellors
- Outside organisations to deliver programmes to assist in socialisation, behaviour eg MENtor

Year 10:

- Creating Chances
- Opportunity to build relationships with junior students through Peer Leadership
- Team building days/Tomorrow Man

Year 11:

- Year meetings and learning activities focused on positive self-talk and resilience when faced with stress
- Involvement in Life Ready program
- Tomorrow Man and Woman
- Opportunities for seniors to be mentors for juniors

Year 12:

- Year meetings and learning activities focused on avoiding risk and peer pressure

4. Early Intervention

students with additional needs .

Early intervention is critical to responding effectively to bullying. At CHHS we will regularly communicate to staff, students and parents/caregivers the importance of reporting bullying incidents involving themselves and/or others.

In addition, students at-risk of developing difficulties with building relationships, students who have previously been bullied, and students who have engaged in bullying behaviours, will be supported to build positive relationships and resilience, and avoid bullying in the future.

These students will be referred to the Year Adviser and/or the School Counsellor for support, and may be referred to one or more of the following early intervention programs:

- **MENtor and Creating Chances program** – a program to develop resilience, self- belief, confidence and inner health. This program is valuable to teach students when to stand firm (that is, be a rock) and when to relax (become like water). It assists students to make considered decisions about their actions, manage anger, and build self- esteem.

- **Stars and Yarn roll calls** that concentrate on assisting students from an indigenous or refugee background
- **Working with counsellors** - students can be referred by deputies, class teachers, self-referrals or parents relating to issues such as return from suspension, school, home, medical or disability. Counsellors will offer support and guidance until necessary.
- **SSO lead programs**
- **Smaller classes** - providing extra support to students who have extra learning needs.
- **Learning Support** - SLSO's and LST to assist

13

- **Lessons on social skills** - Social skills are taught across KLAs in various lessons through teacher demonstration of socially accepted behaviour.and in counsellor sessions and year group activities.
- **Assistant Principal Learning and Support** - APLS offers regional support. APLS comes to CHHS once we have exhausted all possible strategies to assist with rectifying behavioural and or learning needs.
- **DET personnel** that can assist with students identified with behavioural concerns.

Other Early Intervention strategies are implemented at Cecil Hills High School, particularly for Year 7 students to ensure a seamless transition from primary school in to high school. These strategies are implemented by the Deputy Principal, Head Teacher Welfare and Year Advisers.

- **Year 6 to Year 7 Transition** - A team collects and collates the data and information provided by the primary schools. During the year prior to enrolment into yr 7, CHHS staff visit the primary school to meet students and talk to teachers. An extra orientation day called IMPACT day is provided at CHHS for students who require additional support.

5. Response

Teacher response

All staff must be committed to a common response to bullying when it does happen.

- Immediate intervention is crucial
- Clear procedures will be followed when a case of bullying is discovered. Follow **the CHHS System of Care Flow Chart (see page 24)**

The school will provide support for the individual teacher so that they are able to maintain a safe classroom environment. The discipline policy and structures are mechanisms to support and maintain safe supportive classrooms.

Teaching staff have a responsibility to address incidents of bullying, report and manage the situations within the guidelines of the Discipline policy and Focus guidelines. Classrooms must be a safe, supportive environments. At CHHS, teachers will:

- Watch for signs of distress, isolation and suspected incidents of bullying
- Look for reasons for this
- Not see bullying as "just" play-fighting, name-calling, a bit of fun, or just part of growing up
- Point out bullying behaviours
- Complete a notification on Sentral of bullying incidents and follow through with actions.

Student response

Anti-bullying prevention education for all students, and regular communication of our Anti-Bullying Plan, teaches students to identify bullying, harassment, and victimisation behaviours, and report these incidents – both students who have been bullied and students who witness bullying.

Additionally, students through learning activities, assemblies, content embedded in the curriculum are continually reminded on the importance of speaking up in support of students who they witness being bullied. Encourage Upstander behaviour and have posters displayed across the school.

Parent/Caregiver response

Ongoing consultation with the community regarding our response to bullying, harassment and victimisation, and the communication of our Anti-Bullying Plan, means that parents and caregivers are aware of what bullying is, and report if when it occurs.

Reporting bullying

Bullying may be reported:

- In person by a student to a staff member

- By a parent via phone, email, or interview

- Through Stymie

All incidents of bullying that have been reported will be recorded on Sentral by relevant personnel and all staff are responsible for managing the situation with referrals to Year Advisers, Head Teachers and   DP if the situation needs additional support. The Sentral report will include the type of

bullying, number of incidents and the action taken by the appropriate staff. This information will form the basis of data collection for the review of
The Head Teacher Welfare chairs a fortnightly meeting with the Welfare Team that includes: Principal, Year Advisers, Counsellors, SSO and SRC. At these meetings reports of each year group are tabled that include but are not exclusive to bullying. The minutes from these meetings are reported to the School Executive once a fortnight and a copy of the minutes is stored in the folders on Google drive. Weekly learning Support meetings are also held weekly and students at risk can also be identified and support put into place.

When the need arises the Head Teacher Welfare and/or Deputy responsible for Student Welfare, Principal, Deputies or Year Advisers will place a notification for staff regarding particular types of bullying or individuals who may need support in dealing with bullying on Sentral, or communicate with teacher in person or via email. At times it may also be necessary for the Principal, Deputy Principals or Head Teacher Welfare to raise awareness of bullying behaviours and the importance of reporting bullying by addressing student assemblies or placing an item in the school newsletter, website,facebook On occasion the school will seek support of the police and other outside agencies in addressing bullying issues.

The annual evaluation of welfare programs will also include data, review and recommendations for improvements to anti-bullying practices, which are reported in the Annual School Report under the achievements and future directions for Welfare.

Teacher response to bullying

When bullying occurs at CHHS, the following steps will be followed by teachers. (Steps need not necessarily occur in this order as the initial response may begin at step 2 or 3) and the following of the Bully reporting flowchart is advised.

bullying in the school by the Welfare Team.

Step 1: Teacher management of the situation

- The event or report of the event to be taken seriously
- Teacher to listen and speak to those involved in the reported incident and assess the situation.
- Record event on Sentral and advise students of this. Record the actions taken by you as a teacher.
- Advise students that they are engaging in bullying behaviour, and to cease this behaviour. Clearly state the FOCUS goals in your discussion with students.
- Collect written reports where necessary from bully(ies), bystander(s)/witness(es), and victim(s) to pass on to Head Teacher , year Advisers and/or DP'. Gather evidence of online incidents if possible.
- Keep monitoring the situation and notify the Year Advisers as this will help them assess the extent of the behaviour .
- Refer physical assault directly to Deputy Principal and offer counselling as further support.
- Consider mediation as an option (peer or teacher mediation) and continued monitoring.

Step 2: Teacher referral to Head Teacher Student Welfare / Year Adviser/SSO

- If bullying continues occurring, create a new notification on Sentral and notify Head Teacher Student Welfare and Year Advisers..
- Head Teacher Welfare and Year Advisers will work together to resolve the situation
- Discipline measures may be implemented and contact with parents if necessary
- Bullies work with Year Advisers and counsellors to identify how to change their behaviour

- Counsellor, Connect teacher Coordinator may be referred to for programs to teach communication, social and emotional

In the case of persistent or extreme bullying, the Head Teacher Student and Year advisers will refer to the Deputy Principal. Using the recorded history on Sentral, the Deputy Principal will then determine actions to be taken by the school.

These actions may include:

- Contacting parents of the bully(ies) and victim(s)
- Arranging for parent and/or student interviews
- Organising behaviour monitoring cards
- Referring students for counselling

Persistent long-term bullying is grounds for suspension/exclusion and the Senior Executive will make decisions regarding this.

Bullying interventions at CHHS

At Cecil Hills High School we strive to consistently deal with bullying incidents as outlined in the Teacher Responses to Bullying section of this document. The implementation of these procedures is supervised by the Deputy responsible for specific year groups, the Head Teacher Welfare, and Year Advisers, in conjunction with the Welfare and Discipline Policy.

- Once identified, each bully, victim and witness, will be spoken with, and all incidents or allegations of bullying will be fully investigated and documented

- Both bullies and victims will be offered counselling and support

- If student bullying persists, parents will be contacted and

learning, and empower both victim and student demonstrating bullying behaviour
consequences implemented, consistent with the school's Welfare and Discipline Policy

- Consequences for students will be individually-based, and may involve:

    o Exclusion from class
    o Exclusion from playground
    o School suspension
    o Withdrawal of privileges
    o Ongoing counselling from appropriate agency for both victim and bully

- Reinforcement of positive behaviours

- Class/Year meetings

- Support structures

- Ongoing monitoring of identified bullies

- Rewards for positive behaviour

Supporting students who have been affected by, witness to, or engaged in, bullying

All students affected by bullying are offered mentoring or counselling.

Counsellors are available at the school for students to self-refer, or Deputies, Year Advisers or teachers may refer students to the counsellor via Sentral.

Students are reminded of these provisions and are offered mentoring by the Deputy, Head Teacher Welfare or Year Advisers.

Suitable students may also be selected to provide peer mentoring.

Communication with parents and carers

The Principal, Deputy Principals, Head Teacher Student Welfare and/or Year Advisers will make contact with parents as required.

I Incidents involving assault, threats, intimidation, or harassment

Staff are to report these types of incidents to the Deputy Principal responsible for the year group. Deputies will assess the situation and refer to the Principal where a decision will be made of the appropriate action to be taken. In incidents involving assaults, threats, intimidation or harassment, the school follows the guidelines as per the Student Suspension and Expulsion policy of the Department of Education.
Reports are made to the Police Youth Liaison Officer, Local Area Command and School Safety and Security when required.

Reporting to the Child Wellbeing Unit or Community Services

Staff are to report concerns of child wellbeing to the Principal, Deputy Principal responsible for the year group, and/or counsellor. The Principal in consultation with the Deputy and/or Counsellor will assess the situation and a decision will be made on the appropriate action to be taken.

Complaints handling policy

Cecil Hills High School implements the Department of Education Complaints Handling Procedures. The Principal deals with formal complaints by following the procedures outlined in the policy at *www.dec.nsw.gov.au/about-us/how-we-operate/how-we-handle- complaints*.

Identifying patterns of bullying

The review of Sentral data and reports from the Welfare Team will identify the incidents of bullying and the year groups that they are taking place in. The teacher response section of this document outlines how these will be dealt with along with the annual review and future recommendations made by the Welfare Team.

Communicating the Anti-Bullying Plan

The Anti-Bullying Plan will be distributed to all staff members and the Community Support Group (Parents and Citizens). The plan will be placed on the school website and parents will be informed of its location by the Principal's report in the school newsletter. Students will be informed of the plan by the Deputy Principal responsible for their year group.

Monitoring and evaluating the Anti-Bullying Plan

This plan will be presented to the school community for consultation and review on an annual basis. Each year the Welfare Team will review the data collected on bullying and will make recommendations to the senior executive on future improvements. By reviewing the types and number of incidents of bullying in a calendar year for each school year group an analysis and conclusion will be made. If there has been a decrease in bullying the programs and practices that led to the decrease will be identifiable and provide valuable feedback for future practices.

Annual reporting on the Anti-Bullying Plan

Each year the Welfare Team and the FOCUS team will review the data collected on bullying and will make recommendations to the senior executive on future improvements. This will form part of the school evaluation process and will be communicated to the school community through the Annual School Report, as well as being integrated into the School Plan.

Review of the Anti-Bullying Plan

The Anti-Bullying data will be reviewed annually by the Welfare Team and their recommendations will be provided to the senior executive for inclusion in the school evaluation of the School Plan. The Anti-Bullying Plan is evaluated every three years. This process involves members from the school community inclusive of staff, parents and students.

Additional Information

Police Youth Liaison Officer: Robert Macfarland Green Valley Police Station

Beyond Blue: 1300 22 46 36

Kids Helpline: 1800 55 1800

Headspace: 8785 3200

Principal's comment

It is extremely important for all people who have an influence on our students' lives to be aware of the types of harassment and bullying that they can be confronted with. It is our aim to provide our school community with the necessary knowledge about harassment and bullying, and the strategies that can be used to assist in dealing with such behaviours.
Through a consistent approach at school and in the student's home environment, we can make a difference for all students. Everyone has a right to an education, and at Cecil Hills High School we aim to provide this in a safe, respectful and successful environment.

Anti-Bullying Team

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