



## **Anti –Bullying Guidelines**

### **Rationale:**

The NSW Department of Education, along with staff at Hunter River Community School 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 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.

Conflict or fights between equals or single incidents are not defined as 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 by modelling and promoting appropriate behaviour and respectful relationships.

### **Aims:**

- To provide a safe, secure learning environment for all students
- To embed school values that promote tolerance and acceptance of others into school practice and culture
- To provide a school environment that encourages adults to demonstrate non—bullying behaviours
- To provide an annual Anti—bullying plan which reflects school commitment to implementation of anti –bullying strategies
- To provide all staff with Professional Learning on anti bullying and how to successfully identify that bullying behaviour has three key features. It involves the intentional misuse of power in a relationship. It is ongoing and repeated, and it involves behaviours that can cause harm.



## **Responsibilities**

### **Principal:**

The Principal of Hunter River Community School must ensure that the school implements an Anti- Bullying Plan that:

- Is developed in consultation with all key stakeholders and reflects the context of the school
- Includes strategies that will assist in the identification, management and resolution of all forms of bullying
- A positive climate is fostered that promotes the development of respectful relationships that will reduce the opportunity for bullying to occur
- Explicitly outlines the development and implementation of programs that target the prevention of bullying
- Embeds anti—bullying messages into curriculum delivery on a yearly cycle
- Outlines developing and implementing early intervention support for students who are identified by the school as being at risk of developing long-term difficulties with social relationships
- Focuses on developing and implementing early intervention support for those students who are identified at or after enrolment as having previously experienced bullying or engaged in bullying behaviour
- Empowering the whole school community to recognise and respond appropriately to bullying, harassment and victimisation and behave as responsible bystanders
- Developing and publicising clear procedures for reporting incidents of bullying to the school on responding to incidents of bullying that have been reported to the school quickly and effectively
- Matching a planned combination of interventions to the particular incident of bullying and providing support to any student who has been affected by, engaged in or witnessed bullying behaviour
- Provides regular updates, within the bounds of privacy legislation, to parents or caregivers about the management of the incidents
- Identifies patterns of bullying behaviour and responding to such patterns of monitoring and evaluating the effectiveness of the Plan
- Encompasses reporting annually to the school community on the effectiveness of the plan
- Includes explicit procedures relating to detailed reporting of all incidents to relevant Department of Education support agencies

### **School Staff:**

School staff at Hunter River Community School 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 at Hunter River Community School 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:**

At Hunter River Community School, students have a responsibility to:

- Engage with PBL expectations
- Develop an understanding of what constitutes a green and red choice
- Work alongside staff to develop strategies to manage self regulation issues
- Develop an understanding that incidents of bullying need to be reported to staff

### **Parents and Carers:**

At Hunter River Community School, parents and carers have the responsibility to:

- Report any incidents of school related bullying behaviour to the school
- Actively engage with the PBL expectations and 'red and green choices' language
- Work collaboratively with school staff to ensure that relevant strategies and interventions are accessed and implemented
- Support students to recognise and implement self regulation strategies across environments

### **School Community:**

At Hunter River Community School, all community members and key stakeholders 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

### **Turning Policy into Action**

At Hunter River Community School, the following teaching and learning interventions will be implemented to ensure that policy principles are aligned to delivery and implementation.

### **Strategies and Teaching and Learning Resources may include:**

- Development and implementation of PBL social stories that target specific anti—bullying messages
- Inclusion of anti-bullying content in curriculum delivery across the K-12 spectrum
- Explicit communication protocols between all key stakeholders

## **Strategies and Teaching and Learning Resources cont.**

- Professional Learning that will assist staff to differentiate between bullying behaviours and self regulation issues that can be aligned to mental health
- Implementation of sensory based programs that will assist students with self regulation
- Development and enhancement of a variety of play areas to cater for the diverse needs of students. Areas may be classified as 'active', 'passive', 'sensory' and 'mobility assisted'.
- Development of social stories which explicitly address the following:
  - "What to do if I am bullied?"
  - " Who can help me feel safe"
  - " How to make friends?"
  - " How do I tell my friends that they are hurting my feelings?"
- Working alongside student and key stakeholders to develop personalised Safety Plans which will enable students to identify safe people and safe places.

## **Evaluation**

The policy will be reviewed biannually.

Implementation strategies will be evaluated annually through the use of school collated data and student responses where possible.

School data will lead the school in reviewing specific practices and strategies.

Results will be discussed at school and community level via the P&C forum.