



## Everybody Matters No Matter What Plan



CREATING A QUALITY LEARNING COMMUNITY THROUGH OPPORTUNITY, INNOVATION AND PARTICIPATION



# 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.

# #EverybodyMattersNoMatterWhat

## Our School Anti-Bullying Plan

### - A focus on fairness -

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.

Our plan was reviewed and updated in 2016. This included:

- creating and Anti-Bullying action team
- communication to the school community through Newsletters, P&C and assemblies
- feedback as part of school self evaluation processes, including Student voice ambassadors and parents
- analysis of data, including from Tell Them From Me and Core Values Team
- seminars involving the whole Student Wellbeing team.

### Statement of purpose

Our school is committed to working actively to build a culture based around a belief that everybody matters.

Bullying must be taken seriously and is not acceptable in any form. Students have the right to expect that they will spend the school day free from the fear of bullying, harassment and intimidation. We believe this needs a proactive approach from adults and young people working together.

This plan supports:

- actively working together to resolve incidents of bullying behaviour when they occur
- raising awareness, including the role of the bystander, and promoting positive relationships that respect and accept individual differences within the whole school community
- building a positive environment which fosters optimism and community.

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## Protection

Collaboration with the whole school community has resulted in a shared and mutual understanding of bullying behaviour. Staff, students and families have been involved in defining bullying and working towards the development of proactive prevention and responding strategies. It is understood that bullying is intentional repeated behaviour with a power imbalance. It can be in both individual and group forms. Bullying does not stop at school. With the introduction of social media students can be bullied in their own home. There are long term effects of bullying that can change both self-esteem and self-concept. Bullying is not conflict, but sustained emotional, physical and verbal harassment.

At Wadalba Community School we are providing education opportunities to enable staff, students and the wider community to prevent, identify and respond to bullying concerns in order to promote and maintain a positive school culture of respectful relationships.

This is in the forms of

- School Plan
- Core Values
- Wellbeing programs
- Positive Year Assemblies
- Communication via newsletters, website and social media.

## Prevention

The concept of Everybody matters frames our approach to anti-bullying prevention.

Anti-bullying messages are embedded across the curriculum and as part of individual cohort wellbeing programs:

Preventative measures are also provided through a number of whole school programs including:

**The Anti-Bullying Plan – NSW Department of Education and Communities**

### Initiate

- Whole School Everyone Matters Days
- Curriculum review

### Implement

- Mentoring programs run with staff, peers and community
- Communication and opportunities for parent involvement

### Embed

- Social skills / positive relationship programs
- Cyber programs
- Wotz Up Wadalba (showcased and resources); promoted throughout the year
- Opportunities for students to build connection with the school community through groups such as TSP, CAPA GATS and Agriculture

## Early Intervention

Strategies for early intervention have been developed to work towards resolving issues before they escalate. Early intervention strategies have been developed to support students who have been identified as being at risk of developing long term difficulties with social relationships and students who identify at or after enrolment as having experienced bullying or engaged with bullying behaviour.

Current strategies implemented include but not limited to

### Initiate

- Professional learning opportunities for staff in responding to referrals (LST/ Wellbeing referral)

### Implement

- Wotz Up Wadalba
- Mentoring - including SLSO / Executive check ins and parent-teacher communication book

### Embed

- Student support programs targeting building resilience, raising awareness of the difference between conflict and bullying
- Strategic class structures to support vulnerable students.
- Playground support strategies (eg. Welfare room staffed by Welfare team during breaks with structured and targeted activities)
- Extra transition program targeting Year 6 into 7 providing opportunities to build positive relationships with key staff and peer mentoring
- Learning Choices curriculum classes for identified students, in partnership with families.

## Response

Our school is committed to building a strong partnership with the whole school community that empowers a culture of trust. All stakeholders are encouraged to act as responsible bystanders in responding to any incidents of bullying, harassment or victimisation.

Staff, parents and students are encouraged to report any incidents of bullying directly to the school. Incidents are generally reported to and managed by Executive Staff, Year Advisors, Head Teacher Welfare, Deputy Principals or the Principal. Students are also encouraged to seek assistance from any trusted adult in the school who can act as an advocate for them.

Staff, parents and students can report concerns via a range of methods including:

### Embed

- Online using the Wotz Up Wadalba website. Reports go directly to Senior Executive and Head Teacher Welfare.
- Staff have the facility to report via SENTRAL
- Office staff generally report verbally to relevant staff.
- Parents and students can utilise the website or report directly to the Year Advisor or Executive.
- Bystanders are encouraged to seek adult support

## The Anti-Bullying Plan – NSW Department of Education and Communities

Procedures for reporting incidents are communicated to the school community via:

### Staff

Professional learning opportunities, Internal school process and procedures including handbook, regular updates through Sentral notifications, emails and communication meetings.

### Students

Transition program, peer mentoring program, targeted curriculum lessons and communication at assemblies (whole school and year)

### Families

Inclusion in “Kitchen Table” events, information sharing at P&C meetings, newsletter inclusions, outlines during all new enrolments.

All bullying incidents reported to the school will be followed up quickly and consistently.

Generally initial contact with targeted student and family will take place within 24 hours followed by:

**Initial support** - Depending on situation but could include check ins/mentoring, providing safe spaces, connection with outside agencies; Counsellor and other specialist staff.

**Initial investigation** - Gathering information and statements; communication with targeted student and family; establishing a timeline for action based on individual circumstances.

**Resolution** - Appropriate strategies utilised Shared Method of Concern, Mediation, Restorative Practice, Strengthening the victim, Support Group Method and Discipline where necessary and relevant.

**Follow up** - check in with all involved to assess resolution processes and determine further actions necessary. Information is provided in line with privacy legislation.

A similar process and timeframes are followed for other students involved, included witnesses.

Development of a plan for responding would generally involve the Wellbeing Team including the Deputy Principal, Head Teacher Welfare and Year Advisor, plus specialist staff as appropriate.

Responses may draw on various methods including:

#### **Initiate**

- Shared Method of Concern
- Mediation
- Restorative Practice
- Strengthening the victim
- Support Group Method

#### **Embed**

- Implementation of the school Discipline Policy where relevant.

Strong partnerships and connections have been forged with our wider community to support students social and emotional wellbeing. Inter-agencies such as Oasis, PCYC, Samaritans and Links to Learning provide ongoing resources and support to enhance students skills in dealing with conflict, establishing and maintaining positive relationships and building resilience.

#### **Embed**

- Programs include but not limited to Managing the Bull, Conflict Resolution, Regen, Mentoring, Free to be me and Rock and Water.
- Availability to support such as Counsellor, mentor, check ins and referrals to initiate interagency support.
- Working in partnership with parents, including accessing school and external expertise.

Where appropriate, the school also:

- works directly with the police (School Liaison Police officer and Local Area Command) or provides advice to parents
- contacts DoE Directorates including Safety and Security (senior executive)
- contacts Child Wellbeing Unit or Community Services (senior executive, HT Welfare, Counsellor) using Mandatory Reporting Guide
- refers parents to DoE Complaints procedures.

The school reviews data regarding patterns of bullying behaviour as part of ongoing data analysis and annual self evaluation processes, including:

- Wellbeing meetings
- Core Value Team,
- Tell Them From Me survey of students (x2 per year), families and staff
- other surveys and feedback from stakeholders.

Data collection also assists ongoing monitoring and evaluation of the effectiveness of the Plan by the Wellbeing Team and School Self Evaluation processes. The Plan is reviewed and republished annually to the whole school community, including communication with about current effectiveness and changes in school newsletter and Annual Report.

The school will promote and publicise the Everybody Matters Plan to the school community through our school communication strategies including:

- School Website (available for accessing the Plan)
- Wotz Up Wadalba
- Facebook, newsletters and Parent Information Sessions
- Student Handbook
- Staff Handbook and induction.

## Additional Information

School Liaison Police Youth Command

Senior Constable Kim Smith - [smit1kim@police.nsw.gov.au](mailto:smit1kim@police.nsw.gov.au)

## Principal's comment

I was pleased to be able to report back to students that we achieved the commitment we made at the 2016 term one assembly to review and update our anti-bullying plan. I would like to thank the many stakeholders who provided input either directly about the plan or indirectly through the Tell Them From Me survey. Our new plan, based on some work researched by our Wellbeing team, is called our Everybody Matters No Matter What plan. We hope this message will become something we are proud to associate with what we stand for as a school community.

Mr Jason McGrath – Principal

Mrs Melinda Brown – Head Teacher Welfare

In collaboration with the whole school community including Anti Bullying Team, Student Voice and P&

## School contact information

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