

Anti-Bullying Policy
Programs and Practice

Anti-Bullying Policy: Rationale

Killara High School is committed to providing a safe, inclusive and respectful learning community that promotes student wellbeing. The school’s behaviour code requires students be inclusive and respect other students, their teachers, school staff, and community members, and to not bully, harass, intimidate, or discriminate against anyone in our school.

It is the responsibility of all staff, parents and students to understand the serious and harmful nature of bullying and its immediate and potential long term effects on students. The greatest attitudinal hurdle for students to overcome is the ‘snitch’ mentality. It is essential that all incidents of bullying and harassment are reported for immediate response and action.

What is Bullying? (NSW Department of Education)

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.

Bullying behaviour can also involve intimidation, victimisation and harassment, including that based on sex, race, religion, disability, or sexual orientation, both online and offline.

Bullying can be illegal if it involves behaviours that include physical violence, threats of violence, damaging property, or stalking.

Bullying may be:

physical	hitting, tripping, punching, damaging property such as bags and possessions
verbal	insulting, making racist remarks and jokes , teasing, using homophobic language, making threats and intimidating phone calls
emotional	excluding from a group, gossiping and spreading rumours, manipulating friendship groups
cyber	sending unwanted or abusive messages or images via social networking sites, chat rooms, text message or any other electronic media; misusing technology including phones by filming or recording others without their permission
sexual	touching in a sexual way or making sexual comments

- All negative behaviours fall within a spectrum of seriousness

Some behaviours, while not bullying, are conflicts that still need to be addressed and resolved. Examples include:

- Mutual arguments and disagreements (where there is no power imbalance).
- Not liking someone or a single act of social rejection.
- One-off acts of meanness or spite.
- Isolated incidents of aggression, intimidation or violence.

<https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/anti-bullying>

Whole School Strategies in Response to Bullying

Killara High School aims to respond to bullying by:

- Finding a positive solution for everyone.
- Stopping it happening again, and
- Restoring or stabilising the relationships between the students involved.

- Within the classroom teachers will respond and intervene when they observe harassment by naming the behaviour so that it can be acknowledged as inappropriate.
- Students should be warned of the consequences of repeating this behaviour which can be identified as bullying and could result in:
 - A student being placed on a classroom level.
 - Parents being contacted outlining the incident involved and stating the school's policy that such behaviours are not to be tolerated or condoned within the school community. Parental support will be requested to educate students that such behaviour is unacceptable. Parents should not encourage their child to retaliate.
 - More serious escalation through the level system.
 - Ultimately continued bullying, deemed to be aggressive behaviour, can lead to suspension.
- Teachers are asked to report any incidents which reveal lack of respect for other students, on Chronicle, so that patterns of behaviour can be recorded and tracked.

Where incidences of this nature are addressed firmly, instantly and openly by teachers, and the classroom environment is proclaimed a safe environment for all students there is less fertile ground for such anti- social behaviours to continue.

- Incidents of bullying in the playground should be reported to the teacher on duty.
- Teachers will be vigilant for incidents of bullying. Teachers will deal appropriately with the incident while on duty and will record all incidents on Compass and alert a Deputy Principal.
- In serious cases of bullying, students will be removed from the playground. Such incidents will be reported to the Deputy Principal.

Strategies for Student Interviews: Bullying

- An interview will be held with the Year Advisor and/or Deputy Principals.
- Students will be asked to write statements, and to consider what, if anything, they could alter about their actions.
- Use of the "No Blame" approach to interviews, with specific focus on responsibility for actions, managing anger/frustration, impulse control, self-esteem, socially acceptable ways of

communicating and being included, and acting respectfully.

- Participants in bullying are asked to identify with the feelings of the other person and then prepare a personal response which might improve the situation.
- The Deputy Principal will instruct the student concerned to stop their behaviour and warn that failure to do so will result in the matter being escalated within the school discipline system.
- When appropriate, reconciliation meetings between the students involved may be mediated.

A range of other strategies will be employed in support of the students.

Anti-Bullying and Harassment Strategies for each Year: Programs and Initiatives

WHOLE SCHOOL (as examples)

- MindTime Wellbeing program run through Home Group
- Bullying. No Way! Day.
- Are you ok? Day.
- Wear it Purple Day.
- White Ribbon Day.
- Brainstorm Productions – plays and workshops such as *The Hurting Game*.
- Rock and Water program – this year members of the wellbeing team will be trained in how to work with young people on self-awareness, increased self-confidence and social functioning. Following this training the program will be implemented in Years 7 – 10.
- Educational sessions with the Police Liaison Officer on cyber safety and the law.

YEAR 7

- Bullying is a focus in the Stage 4 PDHPE syllabus.
- Year 7 Camp- a priority at Year 7 camp is the building of bonds between students in their new class groupings. Having fun together and meeting challenges together creates a new climate within the year.
- Year 12 Prefects: In order to create connections across the school Prefects are placed in Year 7 Home Groups for Term One, or for as long as is needed. Ideally this gives the Year 7 students role models and helpers within the school to call upon if they are experiencing discomfort.
In addition, the Prefects visit the Year 7 camp helping to create an atmosphere of fun and safety.
- Peer Support: The peer support program specifically targets the issues of bullying, harassment and resilience. Students are encouraged to see themselves as having a role to play in making their school a safe and comfortable place for everyone. This involves encouraging all students to report anything that they see that might be detrimental to others' sense of belonging, and to encourage the perspective that observers are equally as responsible as participants for allowing bullying to take place. No one can remain blameless if they have allowed a situation to occur unreported.
- All Year 7 participate in a cyber-safety program, which specifically focuses on reporting cyber bullying.

YEAR 8

- Bullying is a focus in the Stage 4 PDHPE syllabus.

YEAR 9

- Bullying is a focus in the Stage 5 PDHPE syllabus
- Year 9 camp provides a further opportunity for identifying as a year, with adventure challenges and small group work. The Welfare program is presented by teachers and focuses on friendships and support strategies.

YEAR 10

- Bullying is a focus in the Stage 5 PDHPE syllabus
- *Successful Seniors*, a week-long program following final assessments addresses many issues of relevance to adolescents. A range of speakers are engaged in order to address areas such as safety, motivation and inspiration, responsibility, assertiveness, presentation and self-image.
- *Service Learning* is a component of the Year 10 program and involves all students working in the service of the community and others less fortunate than themselves. This raises students' awareness and capacity for empathy.

YEARS 11 AND 12

- Year 12 mentoring program.
- *Life Ready* course at Year 11 camp explores relationship issues.

Parent Resources

The following links provides some resources which may be useful:

- The Killara High school website at: <https://killara-h.schools.nsw.gov.au/> In particular, SchoolTV which has many resources from recognised leaders in the field of psychology such as Michael Carr-Gregg <https://killara-h-schools.nsw.schooltv.me/>
- The Killara High School BYOD Learning Hub <http://www.killarabyod.com.au/> with cyber safety training for students and parents
- The following link provides additional resources from the Department of Education website: <https://antibullying.nsw.gov.au/parents-and-carers/My-child-is-being-bullied> (Updated 2 July 2019).
- Office of the eSafety Commissioner <https://www.esafety.gov.au/>
- Additional resources such as the following can be found on the:
 - Bullying. No Way! Website: <https://bullyingnoway.gov.au/RespondingToBullying/HowAustralianSchoolsRespond/RestoringRelationships>.
 - Reachout Parents website: <https://parents.au.reachout.com/>

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