



# Canobolas Rural Technology High School Anti-bullying Plan 2021

## 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.

Canobolas Rural Technology High School (CRTHS) has undertaken an extensive review process of our existing Anti Bullying Plan, including consulting staff, students and parents via surveys and focus groups. Our school's plan will be presented at staff meetings, parent meetings and P&C meetings and will be promoted through our school's website.



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## 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.

## Statement of purpose

CRTHS is committed to implementing procedures that enable all students, staff and parents to attend, work or visit the school in a climate where they are free of harassment, whether sexual, physical, emotional or verbal. In the case of cyber-bullying, the implementation of procedures may extend to beyond school/work-based online behaviour where such behaviour impacts harmfully upon students and staff.



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### Protection

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 the repeated and ongoing 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.

Conflicts or fights between equals and single incidents are not defined as bullying.

Bullying behaviour can be:

- verbal: name calling, teasing, abuse, putdowns, sarcasm, insults, threats;
- physical: hitting, punching, kicking, scratching, tripping, spitting;
- social: ignoring, excluding, ostracising, alienating, making inappropriate gestures;
- psychological: spreading rumours, dirty looks, hiding or damaging possessions, malicious SMS and email messages, inappropriate use of phones;
- Cyber bullying - is an intentional, repeated behaviour by an individual or group to cause distress or undue pressure to others using technology: email, chat room, SMS/texting, social networks, video clips, phone calls.



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### Prevention

#### Whole-School prevention strategies

- CRTHS utilises the Positive Behaviours for Learning (PBL) framework which focuses on the teaching and recognition of respectful and pro-social behaviour. Emphasis is placed on prevention of problem behaviour, development of pro-social skills and the use of research-based problem solving for existing behaviour concerns.
- Through the P&C, CRTHS promotes collaborative relationships between the school, parents and the wider community on developing and implementing school-based strategies and programs with students.
- Through the student SRC, Peer Support, Student Support Officer and school leadership programs, CRTHS has established a supportive and inclusive school community.
- CRTHS provides professional learning for staff and parents in identifying, preventing and addressing student wellbeing.
- CRTHS forms partnerships with external agencies such as PCYC, Verto and Headspace to address student wellbeing needs.
- CRTHS promotes positive staff role modelling.
- At CRTHS we implement the Resilience Project with all students for a focus on prompting positive relationships.
- The Learning and Support Team implements a regular collaborative cycle of evaluation and review of the implemented strategies.

#### Classroom prevention strategies

- CRTHS creates supportive and inclusive classroom environments.
- Through PBL, CRTHS implements effective classroom behaviour management approaches that teach and encourage positive behaviours.
- At CRTHS we recognise and reinforce positive communication, empathy, tolerance and social problem solving.
- CRTHS promotes the use of cooperative learning strategies including digital citizenship.
- At CRTHS we encourage and support help-seeking and proactive behaviour through a variety of programs.



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- implement developmental social/emotional learning curriculum which includes:
  - understanding what behaviours constitute bullying;
  - understanding the impact of bullying;
  - the development of effective bystander behaviour;
  - the development of positive social problem solving skills; and
  - understanding cyber-bullying, including strategies for the promotion of cyber safety and positive cyber citizenship.

### **Playground prevention strategies**

- Through PBL we coordinate a highly visible and active approach to playground supervision;
- Executive have implemented and identified supervision adjustments to high-risk situations and settings;
- Through PBL we offer a range of organised activities during break times that encourage positive peer relations and networks;
- Recognise and reinforce positive playground and pro-social behaviour through PBL awards systems
- CRTHS have developed and communicated whole-school processes for responding to playground problem behaviours.

### **Early Intervention**

CRTHS has clearly documented processes for early identification, including use of student and teacher data and school records, to strengthen its capacity to plan effective interventions and provide support to students and families.

### **Examples of actions/practices include:**

- Identification and central collection (to ensure confidentiality) of teacher observations, records and recommendations as a basis for identifying 'at-risk' students and families. These may include students who:
  - have engaged in bullying, harassment or aggression.
  - show early signs of anti-social behaviour and/or low empathy.



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- are socially isolated or rejected.
- display signs of mental health difficulties (e.g. depression or anxiety).
- have been the subject of child protection concerns.
- referral to appropriate agencies where relevant (e.g. those dealing with child protection in line with legislative requirements or systemic policies).

### **Early intervention may be provided by:**

- identifying proactive strategies with students who engage in antisocial behaviour or whose wellbeing is at risk.
- providing opportunities for additional skill development (e.g. in pro-social values, violence prevention, respectful relationships, literacy, English language or social and emotional skills).
- helping a student to establish positive peer relationships.
- the provision of parenting sessions and support.
- offering support in the form of peer counselling from older students (and training for this purpose).
- Involvement of allied school staff (e.g. school psychologist or counsellor, student welfare, wellbeing officer, chaplains, school nurse, speech therapist).
- Partnering with other specialist agencies or professionals (e.g. speech therapists, occupational therapists, mental health providers) to ensure early intervention support is made available.

The intervention strategy should be consistent with the seriousness of the bullying. All approaches involve an interview situation and must include intervention with both the targeted student and the aggressor. Both sets of parents/caregivers must be notified.

Bystanders who have not acted to prevent or diminish the occurrence of bullying are regarded as condoning bullying and will also be dealt with appropriately. An instance where a bystander(s) has incited the situation will be treated very seriously and may involve suspension.



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### Response

At Canobolas Rural Technology High School we undertake the following strategies in response to bullying behaviour:

- Students are to tell a teacher (preferably class or playground teacher) immediately;
- Students may also tell School Counsellor, Student Learning Support Officer or Head Teacher Wellbeing;
- Teachers proactively intervene to prevent/stop bullying;
- Teachers investigate bullying incident with all parties, including bystanders;
- Teachers respond with appropriate combination of interventions;
- All students are instructed on systemic intervention and support, through appropriate wellbeing programs.

At Canobolas Rural Technology High School we have clear procedures on reporting incidents of bullying:

- Students and staff are informed of the policies and procedures of the school which includes anti bullying procedures;
- Teachers are trained in anti-bullying procedures;
- The teacher records the incident on the school's welfare system SENTRAL (ASAP or within 24 hours) identifying name, time, date and incident detail;
- The Head Teacher Wellbeing or the relevant Deputy Principal reviews the incident Report;
- Serious incidents are referred to the Head Teacher Wellbeing, Year Adviser or the relevant Deputy Principal by classroom teacher, parents or students for resolution.

Bullying exists at all levels in our society. Addressing bullying and cyber-bullying is a whole school community responsibility.



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School staff have a responsibility to:

- Listen to students and be empathetic to reports of possible bullying by respecting and supporting students.
- Model and promote appropriate behavior.
- 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 support 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;
- Say No to bullying and teasing. Tell the person bullying that you do not like to be treated this way. If you feel unable or uncomfortable in doing this report the incident to the teacher;
- Report the incident to the teacher on duty or your classroom teacher firstly. The teacher can follow up by passing the information to the Head Teacher Wellbeing, Year Adviser or the relevant Deputy Principal if they feel it is necessary;
- Behave as responsible bystanders. Walk away from the bullying situation. If you see, or know of others being bullied, report it to a teacher;
- Be confident that reported incidents will be acted upon by those you reported it to and not to fear any repercussions;
- Report any misuse of technology either in or out of school.



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Parents and caregivers have a responsibility to:

- Be aware of the school's Anti-bullying plan and assist their child in understanding bullying behaviour;
- Support their children in developing positive responses to incidents of bullying consistent with the school Anti-bullying Plan;
- Encourage children to discuss any incident and advise them to report it to staff members;
- Advise the school of suspected incidents of bullying and work collaboratively with the school to resolve incidents of bullying when they occur;
- Support their children to become responsible citizens and to develop responsible online behaviour.

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.

At Canobolas Rural Technology High School we notify the appropriate external bodies when bullying is of a more serious nature:

- In cases involving assault, threats, intimidation or harassment the School Community Security Directorate and police are notified;
- Incidents involving Child Protection the school will contact the Child Wellbeing Unit and/or Community Services where appropriate.



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The Department of Education has in place a Complaints Handling Policy

This policy details how the department assesses, resolves and follows up complaints in order to improve its delivery of education programs and services.

The department is committed to effective complaint handling by:

- Respectful treatment
- Information and accessibility
- Good communication
- Taking ownership
- Timeliness
- transparency

At Canobolas Rural Technology High School we will identify patterns of bullying behaviour by the following data analysis:

- Incident Reports will be reviewed - nature, number and location
- SENTRAL data will be reviewed at the conclusion of each term
- Parent complaints about student bullying
- Student feedback
- Staff feedback
- Monitoring of student attendance issues that are linked to bullying behaviour
- Referrals to the Learning Support Team for students who are identified as being at risk of developing long-term difficulties with social relationships or have experienced bullying or engaged in bullying behaviour.



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The school will promote and publicise this Anti-bullying Plan at the annual Parent Teacher meetings and it will be available to the wider school community on the school website.

The school will monitor and evaluate the effectiveness of this Anti-bullying Plan at the end of each school semester. The data from parent/staff and student surveys will be used as a basis for evaluation. This process will be undertaken by the Learning and Support Team.

### Additional Information

Bullying No Way!

Safe Australian Schools Together <https://bullyingnoway.gov.au/>

Office of Children's eSafety Commissioner -  
<https://www.esafety.gov.au/>

Bullying; Preventing and Responding to Student Bullying in  
Schools Policy, DEC: 2011

### Principal's comment

This plan has been developed in collaboration with school and community members. The school based team consisted of:

Chantelle Phair – Principal

Emma Campbell – Deputy Principal

Lisa Doherty – Deputy Principal

Samantha Williams – Head Teacher Wellbeing

P&C Members

Student Representative Council

### School contact information

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