



Nepean Creative and Performing Arts High 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.

At Nepean Creative and Performing Arts High School we aspire, in all things, to demonstrate care for ourselves, others and our community so that all feel heard, seen, valued and accepted. We aspire to grow in understanding, individual expertise and creativity, striving with courage and cooperation, to flourish now and into the future. We recognise and celebrate optimism, engagement, achievement and the pursuit of personal excellence. In all things we aspire the heights through care, opportunity, and success.

Complementing the school's implementation of Positive Behaviour for Learning (PBL) practices and procedures, this plan has been developed with input from staff, students and the wider school community including parents/carers. This wider collaboration ensures multiple perspectives have been taken into consideration and contributes to the success of this plan.

Statement of purpose

Nepean Creative and Performing Arts High School is committed to creating a safe and caring environment in which all students can experience success. Every member of the Nepean Creative and Performing Arts High School (Nepean CAPAHS) community has the right to experience positive and respectful relationships between all members of the school community. Any and all forms of bullying are unacceptable at any time. The community of Nepean CAPAHS does not tolerate any form of bullying and/or harassment.

Definition

There is a nationally agreed definition of bullying which all Australian schools now use:

Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.

Bullying can happen in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records).

Bullying of any form or for any reason can have immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

Bullying can happen at school, at home or online. It is never okay and it is not a normal part of growing up.

The NSW Department of Education outlines three key features of bullying behaviour. It:

1. involves a misuse of power in a relationship
2. is intentional, ongoing and repeated
3. 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.



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Bullying is **not**:

Although they might be unpleasant or distressing, the following behaviours do **not** meet the definition bullying:

- mutual conflict that involves a disagreement, but not an imbalance of power. Unresolved mutual conflict can develop into bullying if one of the parties targets the other repeatedly in retaliation
- single-episode acts of nastiness or physical aggression, or aggression directed towards many different people, is not bullying
- social rejection or dislike is not bullying unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others.

There are four main types of bullying behaviour:

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| Verbal/written | Name-calling or insulting someone about an attribute, quality or personal characteristic |
| Physical | Hitting, pushing, shoving or intimidating or otherwise physically hurting another person, damaging or stealing their belongings. It includes threats of violence. |
| Social/emotional | Deliberately excluding someone, spreading rumours, and sharing information that will have a harmful effect on the other person and/or damaging a person's social reputation or social acceptance. |
| Cyber | Any form of bullying behaviour that occurs online or via a mobile device. It can be verbal or written, and can include threats of violence as well as images, videos and/or audio. |

Bullying has the potential to have long-term effects on:

- those engaging in bullying behaviour
- those who are the subjects of bullying behaviour
- the onlookers or bystanders of bullying behaviour.

For further information please see the NSW Anti-bullying website
<https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/anti-bullying>



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Preventative Measures

We aim to ensure that Nepean Creative and Performing Arts High School is an inclusive environment where diversity is affirmed, differences are respected and our core values of care, opportunity and success are embraced. Our school community strives to build a caring, respectful, and supportive teaching and learning community that promote student and staff wellbeing in a secure and supportive environment.

The school endeavours to achieve this in the following ways:

- A clear whole school definition of bullying, including our school's response to bullying is actively promoted throughout the school community.
- Processes for addressing bullying behaviours and processes for reporting bullying are communicated to all staff and students in meetings held at least twice yearly.
- A clear Anti-bullying Plan has been developed in collaboration with staff, students, parents/caregivers, which addresses all forms of bullying. This is to be evaluated and revised annually.
- A clear process for reporting bullying behaviours has been developed.
- Procedural steps to appropriately respond to bullying incidents are clearly documented and promoted to staff, students and parents, including defined roles and responsibilities.
- Teaching and learning programs promote student resilience and address all forms of bullying through teaching of language and social skills, coping strategies, motives for bullying and positive bystander behaviour.
- Explicit teaching of language addressing the school's core values of care, opportunity and success which reinforces behaviours grounded in respect self and others.
- Professional development is available to assist school staff to understand the school's Anti-bullying Plan, to support the implementation of anti-bullying related teaching and learning programs, and to reinforce strategies that provide support for students.
- Students are consulted regularly to monitor and determine the types of bullying behaviour and in what school or social context bullying occurs.
- Year Advisers deliver anti-bullying messages through year meetings.
- Partnerships with external agencies such as: the NSW Police, PCYC, Headspace, Panthers on the Prowl, the Ted Noffs Foundation and Penrith Street University.

We understand that there are individual and shared responsibilities in preventing and responding to bullying behaviour. To that end, all members of our school community have a role to play in the implementation of practices and procedures that reduce the likelihood of bullying occurring. All staff have a responsibility to act on any report of bullying and to treat all individuals with respect. Students, parents and caregivers are encouraged to be proactive in dealing with bullying. It is important for parents to contact the school as soon as they become aware of any bullying experienced by their child at, or outside, of school.

The school Anti Bullying Plan outlines an approach to bullying prevention which utilises systems and procedures, curriculum experiences, pro-social skills development and appropriate disciplinary consequences.

Early Intervention

Nepean Creative and Performing Arts High School provides early intervention strategies for students who are at risk of developing long-term difficulties with social relationships and those students who are identified as having either previously experienced or engaged in bullying behaviour.



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For students at risk the school offers the following supports:

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| The Step-Up Program | Orientation to the school environment prior to the commencement of Year 7. Students visit the school in small groups to orient themselves to the environment and staff. |
| Learning Support Team | Assess student learning needs on a fortnightly basis; develop strategies to support the student; disseminate appropriate information to classroom teachers and Year Advisers. |
| Wellbeing Team | Assess student wellbeing needs on a fortnightly basis; develop strategies to support the student; disseminate appropriate information to classroom teachers and year Advisers. |
| Year Advisers | Provide support regarding the wellbeing, progress and performance of students in their year group on a fortnightly basis in formal meetings; regularly within their daily dealings with students. |
| Peer Mediation | Coordinated by the HT Wellbeing and offers an effective method for students to peacefully resolve conflict with others in a supportive environment. |
| Student Support Officer | Available to help students settle into high school and to assist them with any problems that may occur at home, school or elsewhere. |
| School Counsellor | Available to help students settle into high school and to assist them with any problems that may occur at home, school or elsewhere. Access to the school counsellor is through referral from the Year Adviser or the Deputy Principal. |
| Class Teachers | Address issues that arise in classrooms. |
| Head Teachers | Address referrals from classroom issues that continue to arise. |

Students with Special Needs

Nepean Creative and Performing Arts High School endeavours to act in accordance with the Disability Discrimination Act (DDA, 1992) so that all students are protected from discrimination. Our school works to both develop and implement strategies to prevent harassment and victimisation of people with a disability in accordance to the Disability Standards for Education (2005).



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Response

All members of the school community have responsibilities in recognising and responding to bullying, harassment and victimisation. These are outlined below:

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| <p>Students</p> | <p>Students must do their best to address bullying behaviours when they occur. Students are encouraged to:</p> <ul style="list-style-type: none"> • STOP – tell the bully to stop • WALK – Walk away from the situation • REPORT - Report the matter to a member of staff. <p>Students who witness bullying behaviour must report this to a member of staff. Where possible and appropriate, witnesses are also encouraged to provide support and assistance to the victim of bullying behaviour as a ‘positive bystander’.</p> <p>Students must recognise that they are enabling harassment and bullying if they engage in negative ‘bystander’ behaviour or make light of the word bullying.</p> |
| <p>Parents</p> | <p>Parents should report concerns of issues relating to bullying behaviours to Year Adviser, HT Wellbeing, Counsellor or DP as a matter of priority. Failure to do so may result in the continuation and intensification of bullying behaviour.</p> |
| <p>Staff</p> | <p>All staff must respond to bullying by intervening, managing, reporting and recording incidents of bullying behaviour on Sentral. Staff may also have a role in mediation and support processes as requested by the DP and Year Adviser.</p> |

Instances of bullying including information about steps taken to manage the incident, will be documented. Year Adviser (or assistant in the absence of the year Adviser) will begin the initial step of mediation. After mediation has occurred all parents/carers of those involved will be contacted in relation to the outcome.

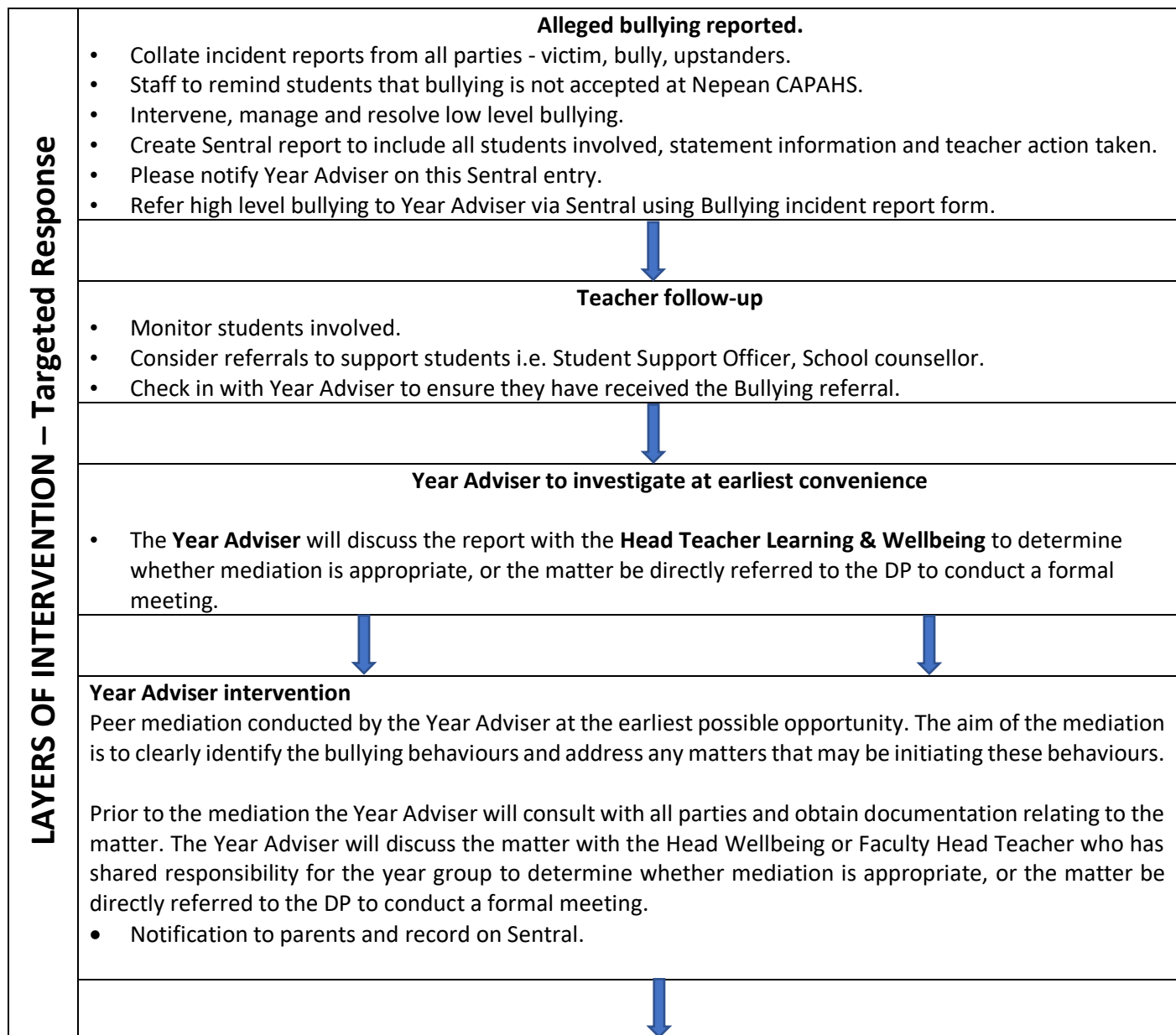
When mediation is unsuccessful or the bullying is deemed to be of a more serious nature, these instances will be referred directly to the Deputy Principal and the Year Adviser will be advised of the situation to monitor the wellbeing of all students involved.





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Managing Substantiated Reports

Care must be taken to ensure that allegations of bullying are substantiated and fit with the definition of bullying behaviour contained in this document.



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| LAYERS OF INTERVENTION – Targeted Response | <p>Head Teacher Learning & Wellbeing determined referral for Student Support Officer intervention</p> <p>This may be conducted as either:</p> <ul style="list-style-type: none"> • Supported peer to peer meeting • Complete behaviour reflections sheet. • Review Positive and inclusive relationships resource. • Meeting between the Deputy Principal and the student responsible for bullying behaviour. <p>The aim of this meeting is to clearly identify the bullying behaviours and address any matters that may be initiating these behaviours.</p> |
| |  |
| | <p>Deputy Principal intervention</p> <p>Formal meeting to address ongoing bullying behaviour and issue a formal suspension warning</p> <p>This may be conducted as either: a supported peer to peer meeting, or a meeting between the Deputy Principal and the student responsible for bullying behaviour.</p> <p>The aim of this meeting is to clearly identify the bullying behaviours and address any matters that may be attributable to initiating these behaviours. The DP will implement interventions which may include:</p> <ul style="list-style-type: none"> • Formal mediation and Anti-harassment order, with suspension warning (1st DP intervention) • Suspension (2nd DP intervention) • Student support officer referral for either student (if requested) <p>In all instances, the DP will notify parents and record their interventions on Sentral</p> |
| |  |
| | <p>Deputy Principal intervention</p> <p>Resolution of any suspension will directly address the behaviours exhibited by the student that led to them being placed upon suspension. Failure to recognise that these actions constitute bullying behaviour as defined in this document may result in the reimposition of a suspension.</p> <ul style="list-style-type: none"> • Notification to parents/Sentral • Student support officer referral for either student (if requested). |

Reporting to External Agencies.

Serious incidents of physical violence, threats, intimidation, or harassment will be reported to the police and Incident Support Unit. Where appropriate incidents will also be referred to the Child Wellbeing Unit or Child Protection Helpline. The Mandatory Reporter Guide and Child Protection guidelines will be utilised to determine if a report to the Child Protection Hotline is necessary.



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Strategies to support students after a Bullying Incident

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| The victim | Peer mediation Counselling support Access to the Student Support Officer Staff mentoring |
| Witnesses | Counselling support Access to the Student Support Officer Staff mentoring Universal year group interventions through year meetings and targeted workshops. PBL focus lessons. |

Complaints

Complaints regarding the implementation of these processes will be managed in accordance with Department of Education: [Complaints Handling Policy](#). The Complaints Handling Policy establishes the standard approach to resolving complaints across the Department of Education. Appeal processes relating to suspensions and expulsions are also determined by the Department of Education. Notification of these processes will be provided to parents and/or carers when a suspension is imposed.

Ensuring Currency

The school will implement measures to monitor and respond to changes in patterns of bullying indicated in Wellbeing data. A clear Anti-bullying Plan has been developed in collaboration with staff, students, parents/caregivers, which addresses all forms of bullying. This is to be evaluated and revised annually. The Anti-bullying Plan is a public document. It will be made available to staff, students and parents through year meetings, staff meetings and P&C meetings. The Anti-bullying Plan is available on the Nepean Creative and Performing Arts High School website, within the enrolment package and updates will be notified in the Link Newsletter.

Additional Information

Steven Stopford (Police Liaison Officer) - stop1ste@police.nsw.gov.au

Beyond Blue 1300 22 4636

Kids Helpline 1800 55 1800

Headspace (Penrith) 47208 800

Principal's Comment

As the Principal of Nepean Creative Arts High School, I am committed to a school that is free from bullying, harassment and intimidation of all forms. While prejudice and discrimination may exist in the world beyond our school gates, they have no place in our classrooms or on our grounds. I recognise and remind you that it is the responsibility of each and every one of us to protect, respect and uphold the dignity of all who are members of the Nepean Creative and Performing Arts High School community.

School Contact Information

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