

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.

Coinciding with the school's development 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 CAPA HS) community has the right to experience positive and respectful relationships between all members of the school community. Any form of bullying is not acceptable. The community of Nepean CAPA HS will not accept bullying and harassment.

Definition

Bullying is defined as **repeated** verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or a group towards one or more persons.

Bullying can involve humiliation, domination, intimidation, victimisation and all forms of harassment including that based on sex, race, disability, sexuality or gender identity.

For a report to be substantiated as bullying, all three of the following components must be present:

- **repeated** actions or threats,
- a **power** imbalance and
- **intention** to cause harm.

Bullying is **not**:

- conflicts or disagreements between people of equal status,
- isolated instances of rudeness or harassment
- not liking a person
- unintentional exclusion
- isolated expressions of unpleasant thoughts, opinions or feelings about someone

Bullying behaviour can be:

Verbal	name calling or put downs, threats, teasing, ridiculing, intimidation
Physical	punching, tripping, kicking, barging, stealing and/or destroying someone else's property, unwanted kissing and touching, stalking
Social	being left out or ignored, having rumours spread about you, making inappropriate gestures, blackmail
Emotional	spreading rumours, constant dirty looks, hiding or damaging possessions, stalking
Cyber	a form of bullying using text or images posted on personal websites or sent by mobile phone or email. Depending on the nature of the material posted or transmitted, people who engage in cyber bullying may be committing a criminal offence.

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.

Preventative Measures

We aim to ensure that Nepean Creative and Performing Arts High School is an inclusive environment where diversity is affirmed and differences are respected. Our school community strives to build harmonious relationships 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 is 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
- 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 schools Anti-bullying Plan, assist and the implementation of anti-bullying related teaching and learning programs, and strategies to 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
- Partnership 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

The school has 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.

For students at risk the school offers the following supports:

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 Advisors.
Wellbeing Team	Assess student wellbeing needs on a fortnightly basis; develop strategies to support the student; disseminate appropriate information to classroom teachers and year advisors.
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 Advisor or the Deputy Principal
Class Teachers/ Head Teachers	Address issues that arise in classrooms.

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).

Response

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

Students	<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.</p> <p>Students must recognise that they are enabling harassment and bullying if they engage in 'bystander' behaviour or make light of the word bullying.</p>
Parents	<p>Parents must report concerns of issues relating to bullying behaviours to HT Wellbeing, Year Adviser, Counsellor or DP as a matter of priority. Failure to do so may result in the continuation and intensification of bullying behaviour.</p>
Staff	<p>All staff must respond to bullying by reporting and recording incidents of bullying behaviour. Staff may also have a role in mediation and support processes as requested by the DP and Year Adviser.</p>

Instances of bullying will be documented on the school's welfare tracking system, Sentral. Year advisor (or assistant in the absence of the year advisor) 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.

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.

First instance	<p>Mediation Conducted by the Year Adviser at the earliest possible opportunity. The aim of the mediation is to clearly identify the bullying behaviours and address any matters that may be initiating these behaviours.</p> <p>Prior to the mediation the Year Adviser will consult with all parties and obtain documentation relating to the matter. The Year Adviser will discuss the matter with the Head Teacher who has shared responsibility for the year group to determine whether mediation is appropriate or the matter be directly referred to the DP to conduct a formal meeting.</p>	<p>Notification to parents Sentral record</p>
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<p>First instance of a serious matter</p> <p>or</p> <p>Second instance</p>	<p>Formal meeting</p> <p>This may be conducted as either:</p> <ul style="list-style-type: none"> • a supported peer to peer meeting • a 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>Written notification to parents</p> <p>Sentral Record</p> <p>Student support officer referral (if requested)</p>
<p>Third instance</p>	<p>Suspension warning</p> <p>Formal meeting to address ongoing bullying behaviour and issue a formal suspension warning</p> <p>This may be conducted as either:</p> <ul style="list-style-type: none"> • a supported peer to peer meeting • a 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>Notification to parents</p> <p>Sentral Record</p> <p>Student support officer referral for either student (if requested)</p>
<p>Fourth instance</p>	<p>Disciplinary Consequence: Short suspension</p> <p>Resolution of short 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>	<p>Notification to parents</p> <p>Sentral Record</p> <p>Student support officer referral for either student (if requested)</p>
<p>Further instances</p>	<p>Disciplinary Consequence: Suspension</p> <p>Depending upon frequency and intensity of behaviours the Principal may elect to place the student responsible for bullying behaviour on a long suspension.</p>	<p>Notification to parents</p> <p>Sentral Record</p> <p>Student support officer referral for either student (if requested)</p> <p>Referral to the wellbeing team for consideration of further targeted interventions.</p>

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 the Child Wellbeing Unit or Community Services will be informed.

The Mandatory Reporter Guide and Child Protection guidelines will be utilised to determine if a report to the Child Protection Hotline is necessary.

Strategies to support students after a Bullying Incident

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 PD/2002/0051/V05). 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.

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