



Education &
Communities

Anti-bullying Plan

Dubbo College South Campus





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.

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.*

Dubbo College South Campus aims to be a school community that promotes positive relationships between students and develop a culture that supports student's social, physical, emotional, spiritual and cognitive wellbeing. (NSW Department of Education and Communities: The Wellbeing Framework for Schools.)

Representation from the whole school community aims to ensure equitable, non-biased and respectful processes and systems. Consultation with the school executive team and teaching staff, parents and community members, Student Representative Council, Aboriginal Education Group and Aboriginal Education Council Group ensured clear and well communicated guidelines were developed.

The expectations upon the student body, staff and parents will be explicitly taught and implemented through our Positive Behaviour for Learning program. These will be reinforced in the day to day practices of staff in the classroom and playground.

The school anti-bullying plan will be evaluated by a focus group comprising of teachers, students and parents annually to benefit the unique context and needs of the school community. The evaluation will be based on data and facilitated through the Learning and Support team.

The outcomes and recommendation of the evaluation will be communicated to all stakeholders of the school community and appropriate amendments to the policy will be made.

School Anti-bullying Plan – Dubbo College South Campus (March 2018)

Statement of Purpose

Dubbo College South Campus aims to provide a learning environment that enables the development of healthy, happy, successful and productive individuals.



Parents entrust their children and young people to principals, teachers and school staff with confidence that schools will deliver a learning environment that is safe and respectful, allowing students to achieve to their potential.

To promote wellbeing and diminish bullying behaviour at our school we will communicate our key beliefs, which are:

- Everyone has the right to feel safe at school
- Everyone has the right to be treated with respect
- No one has the right to bully another person

As a result, Dubbo College South Campus will:

- Establish clear expectations of respectful behaviour between members of the school community through the PBL program
- Embed systems and processes that address issues pertaining to bullying and harassment promptly, fairly and respectfully
- Promote emotional and social wellbeing through school based programs to promote awareness and build resilience
- Foster positive relationships and build connectedness and feelings of belonging and trust between all school community stakeholders

Protection

The Dubbo College South Campus community of students, parents and staff believe that bullying is a deliberate act aimed to hurt, intimidate, dominate or humiliate another person.

Bullying is an act that is repetitive in nature, targeted towards a particular individual or group and can have long term effects on those involved.

Bullying behavior can take many forms including:

- Cyber bullying – e.g. Social media is used as a platform to cause harm by spreading incorrect information, making threats, creating fake profiles with the intent to harm, posting malicious information, inappropriate use of camera phones.
- Physical – e.g. repeated intimidation and harassment of a student through pushing, shoving, hitting, tripping, kicking, spitting, standing over others
- Social – e.g. repeatedly ignoring or harassing others, using inappropriate gestures, exclusion or alienating from a group
- Verbal – e.g. persistent put downs, name calling, insults and abusive language, threats to harm or injure, shouting
- Psychological – e.g. continued “dirty looks”, spreading rumours, group intimidation through laughing, pointing, passing comments, abusive graffiti, repeatedly and/or damaging others possessions, following / stalking.

Our Strategy

Collaborative partnerships are built with students, staff, families, communities and other organisations to support and develop a shared responsibility to stamp out bullying behaviour.



As part of the schools' initiative to prevent bullying, Dubbo College South Campus will employ the following strategies:

- Communication of expectations and processes regarding bullying to students, parents/caregivers and staff members
- Conduct professional learning for staff to ensure a shared understanding of bullying behavior and the schools responses to that type of behaviour
- Engage the school community (students, parents/caregivers, teachers and other staff) in a focus group to review and update the policy annually
- Communicate with school community (students, parents/caregivers, teachers) regarding policy decisions and promote the strategies used by the school to promote wellbeing and anti - bullying.

To support a safe and respectful learning environment, students and staff are committed to:

- Following expectations regarding respectful interactions with peers and teachers.
- Communicating any concerns with key staff to ensure issues can be dealt with quickly and fairly.
- Reinforcing positive and respectful interactions on a daily basis.
- Providing opportunities for students to build emotional and social resilience.

Prevention

Dubbo College South Campus aims to ensure a school environment where all students are recognised, respected and valued. Systems and programs will offer opportunities to exercise choice in the context of self-regulation, self-determination, ethical decision making and responsibility.

Early Intervention

Early intervention strategies will be implemented to identify students at risk of developing long-term difficulties with social relationships, and those students who are identified at or after enrolment as having previously experienced bullying, or engaged in bullying behaviour. Some of these strategies will include:

- Identification at transition from year 6 into year 7 of issues pertaining to bullying, whether they are victim or perpetrator.
- Target students for resilience or bullying workshops eg Managing the Bull, RAGE, Cyber Bullying
- Learning and Support referral to assess individual social and emotional needs
- Collaboration with parents / caregivers, school support networks and external agencies to support individual social and emotional needs
- Year Adviser support and mentoring
- RAGE program to assist students who have difficulty in managing their anger
- SistaSpeak / BroSpeak
- School Counselling
- Mediation between those involved
- Peer Mentor Program

Empowering the Whole School

Strategies will also be implemented to empower the whole school community to recognise and respond appropriately to bullying, harassment and victimisation and behave as responsible bystanders. Some of these strategies include:

- Students and staff will engage in activities based on the SOUTH CARES guidelines that promote wellbeing within our school
- Clear expectations of classroom behaviour taught explicitly to students, ensuring respectful interactions and a sense of belonging and connectedness
- Staff training in dealing with bullying incidents, including a zero tolerance of putdowns and negative personal interactions in their classrooms.
- Clear school procedures for reporting and addressing bullying are communicated within the school community
- Mediation used as a tool to resolve the issues between students - Deputy Principals, School Counsellors, Social Worker, Learning and Support Teachers and Year Advisers
- Training for teachers to facilitate resilience programs
- Annual Cyber bullying workshops for all students, in partnership with the Police Youth Liaison Officer
- Mental Health First Aid training for all DP's, School Counsellors, Learning and Support staff and Year Advisers

The school is embedding anti-bullying messages into each curriculum area and in every year level through:

- Adolescent Mind Matters program in our PDHPE syllabus
- Promoting tolerance and difference through celebrating Harmony Day, significant cultural days of ATSI students, awareness of anti-bullying and students who identify as LGBT (lesbian, gay, bisexual or transgender).

Managing Bullying

Expectations:

- That all disrespectful comments / actions towards others should be dealt with as soon as possible
- That any threatening or aggressive behaviour be considered serious and dealt with as soon as possible

Classroom

Playground

*If an incident occurs in your classroom, please ensure you follow these steps **as soon as possible**:*

*If an incident occurs while you are on playground duty, please ensure you follow these steps **as soon as possible**:*

CRT/YA Support	<p>REPORTING</p> <p>Collect written recounts of the bullying incident using the Student Bullying Report Ensure that students are writing their recounts without consultation with other students</p> <p style="background-color: #e6e6fa;">Refer the student with completed incident report/s directly to the Year Advisor</p>
YA Support	<p>INTERVIEW</p> <p>Discuss the Incident with those involved to resolve the incident quickly Before discussing the incident with students, ask if they would like a support person. (These could be AEO, Year Adviser, a teacher the student has a good rapport with, a member of Clontarf/Girls Academy, their parents / carer) <i>Decide on an action to resolve the issue:</i> If warranted referral to the School Counsellor or Learning and Support, Mediation dependent upon <i>Level of Risk</i></p> <p style="background-color: #e6e6fa;">Warning 1: Provide a warning to the person who is the bully that this is not to continue If necessary provide a detention & Solve It Sheet for the student who was not respectful Year Advisor will complete the Bullying Action Plan and record incident on Sentral</p>
Behaviour Continues	
YEAR ADVISOR	<p>REPEAT</p> <p>Collect recounts of the bullying incident and give to the DP Provide to the Deputy Principal with previous paperwork / Sentral entries as soon as possible</p> <p style="background-color: #e6e6fa;">If necessary provide a detention & Solve It Sheet for the student who was not respectful</p>
DP Support	<p>FORMAL CAUTION</p> <p>Discuss the Incident with those involved to resolve the incident fairly <i>Decide on an action to resolve the issue:</i> Referral to the School Counsellor or Learning and Support, Mediation with all parties dependent upon <i>Level of Risk</i></p> <p style="background-color: #e6e6fa;">Warning 2: Provide a formal caution to the student who is the bully</p> <p>CONTACT</p> <p>DP Contact Parents/Carer informing them the incident Invite the parent / carer in for a meeting at their earliest convenience to discuss the incident and possible consequences with the student.</p>
Behaviour Continues	
CRT/YA	<p>NOTIFY</p> <p>Collect incident reports from students and notify DP as soon as possible</p>
DP	<p>SUSPENSION</p> <p style="background-color: #e6e6fa;">After finding evidence of continued bullying, suspension occurs for aggressive behaviour.</p>



DUBBO COLLEGE SOUTH CAMPUS

STUDENT BULLYING REPORT

Please note that Bullying is described as a persistent and ongoing problem.
More than just one incident.

Step 1 – Student & Teacher to complete.

Person making report of bullying:		Year:
Person being bullied: <i>(if different to person making report)</i>		Year:
Date of reporting:	How long has it been going on?	
Name(s) of alleged bully/ perpetrator(s):		
Who else was involved?		
Witnesses:		
Where did /does it happen?		
What happened:		
Student's Signature: :		Date:
What would you like to happen?		
Student's Signature:		

Incident was reported to:		
Teacher's Name:	Teacher's Signature:	Date:
FORM TO BE GIVEN TO YEAR ADVISOR - Further action taken/to be taken:		
Solve it sheet (Respect) completed: <input type="checkbox"/>		
Year Advisor's Signature:		Date:



DUBBO COLLEGE SOUTH CAMPUS BULLYING ACTION PLAN

Step 2: Year Advisor to complete with student

Interviewed by Year Advisor:	Date:
Identified Bullying Behaviour <input type="checkbox"/> Cyber bullying <input type="checkbox"/> Physical <input type="checkbox"/> Social <input type="checkbox"/> Verbal <input type="checkbox"/> Psychological <input type="checkbox"/> Racial or gender related	
Evidence obtained: <i>(Screen shots / Witness Statements)</i>	
School actions to assist the resolution: <input type="checkbox"/> <i>Mediation between students</i> <input type="checkbox"/> <i>Meet with the student/s who is/ are bullying</i> <input type="checkbox"/> <i>Refer incident onto the School Liaison Police Officer</i> <input type="checkbox"/> <i>Notify the school principal</i> <input type="checkbox"/> <i>Other _____</i>	
	Date completed: Date completed: Date completed: Date completed: Date completed:
Student Actions <input type="checkbox"/> <i>Block student on social media</i> <input type="checkbox"/> <i>Change privacy settings</i> <input type="checkbox"/> <i>Playground options: _____</i> <input type="checkbox"/> <i>Classroom options: _____</i> <input type="checkbox"/> <i>Stay safe and notify: _____</i>	
Parent Contact:	Phone No:
Parent Notified: Yes / No	Date:
	Sentral Incident #:
Parent Actions <input type="checkbox"/> <i>Encourage reporting online bullying to Office of esafety Commission</i> <input type="checkbox"/> <i>Assist their child in contacting the social media platform to take down incriminating posts / profiles</i> <input type="checkbox"/> <i>Encourage open communication with the school regarding further incidents</i> <input type="checkbox"/> <i>Monitor student wellbeing at home</i>	
School Support: <input type="checkbox"/> <i>Referral to DP</i> <input type="checkbox"/> <i>Referral to L&S</i> <input type="checkbox"/> <i>Referral to School Counsellor</i> <input type="checkbox"/> <i>Managing the Bull</i> <input type="checkbox"/> <i>School Mentor</i> <input type="checkbox"/> <i>Other _____</i>	
Completed Sentral entry - Incident #:	Date:

SOLVE IT SHEET

Student Name: _____ Date: _____

Teacher's Name: _____

Which belief statement(s) did I follow? (Please tick)

- 1. Everyone and everything will be treated with **common courtesy** and **respect**.
- 2. Everyone will be able to feel **safe, happy** and **free** to express different points of view.
- 3. Everyone has the right to **equal opportunities**.
- 4. Everyone will be able to **learn in a fun, friendly** and **constructive environment**.

What did I do that has led me to have an interview with the Teacher / Head "Teacher?"

Why did this happen? (What is my explanation for my behaviour?)

What reminders and choices were given to me before I was given a lunch interview and / or sent from the classroom? (Please Tick)

- | | | |
|---|---|--|
| <input type="checkbox"/> Isolation desk warning | <input type="checkbox"/> Sent to the referral room | <input type="checkbox"/> Non-verbal reminder |
| <input type="checkbox"/> Isolation des time | <input type="checkbox"/> Lunch interview | <input type="checkbox"/> Restitution |
| <input type="checkbox"/> Referral room warning | <input type="checkbox"/> Verbal reminder (individual/whole class) | |

Restitution is something that someone does to make things better when they know that they have done something wrong.

What can I do to resolve the problem? How can I fix it?

Student's Signature: _____ Teachers Signature: _____

Response

Dubbo College South Campus's plan for reporting incidents involving assaults, threats, intimidation and harassment is to the police will include the involvement of the Principal and the Deputy Principal contacting the Dubbo Police Station on (02) 6883 1599 and the School Safety Support and Response Unit hotline 1300 363 778

Bullying incidents and reports will be controlled with the Anti-bullying Plan. Complaints concerning the way in which a bullying incident is managed, will be dealt with in consultation with the Complaints Handling Policy.

Students

If a student at Dubbo College South Campus feels they have been bullied they need to firstly, tell the person who is bullying them to stop the inappropriate behaviours. The victim should then inform a teacher of the incident and write a Bullying Student Report Form.

Bystanders

If a student is a bystander to bullying behaviours they should, support the person being bullied, and encourage them to tell a staff member. Additionally, if a bystander is involved in the bullying behaviour or is using an electronic device to record an incident, they will then be dealt with according to the NSW DEC Student Discipline Policy.

Staff

If a staff member either witnesses bullying behaviours or a student makes a report to them, they should listen carefully and offer support to the student, whilst also recognising the significance of the bullying behaviours. Staff should also encourage the student to fill in a Bullying Student Report Form as soon as possible. Staff are then required to record the incident on SENTRAL. It is essential that all staff follow the Dubbo College South Campus Managing Bullying Procedure.

Deputy Principal and Head Teachers

If there is repeated inappropriate bullying behaviours, Head Teachers and Deputy Principals will be involved. Head Teachers and Deputies will interview all students involved in the incident, and will encourage anti-bullying procedures, such as mediation, protective strategies and

discipline action. The privacy and confidentiality rights of the student should align with Protecting and Supporting Children and Young People Policy. Deputy Principals should also report bullying behaviours that are considered criminal activities to the police. Furthermore, it is the Deputy Principal's role to notify the Child Wellbeing Unit or Community Services when bullying behaviour is warranted.

Parents/Caregivers and the Community

It is important for the school community to be aware of the Anti-bullying Plan, and work cooperatively to resolve incidents. Parents and caregivers are also encouraged to support students who are being bullied and report these incidents to the school.

Publicising

Dubbo College South Campus will present this plan in the Student Handbook, the Staff Handbook, on the Dubbo College School website, in enrollment packages, presented at Parents and Community meetings, in student newsletters and at school assemblies.

The Wellbeing Team, along with Deputy Principals at Dubbo College South Campus have fortnightly meetings to monitor, evaluate and review the effectiveness of the Anti-bullying Plan.

The Principal at Dubbo College South Campus will report annually on the effectiveness of the Anti-bullying Plan.

The Dubbo College South Campus will revise the Anti-bullying plan every three years, with the support of the school community to account for the changing bullying behaviours, and emerging managing strategies.

Additional Information

School Liaison Police Officer (SLP): Senior Constable Craig Skene will be contacted when deemed necessary.

Bullying. No Way! www.bullyingnoway.gov.au

NSW Department of Education Anti-bullying
www.antibullying.nsw.gov.au

Marathon Health: (02) 6826 5200 or www.marathonhealth.com.au or 106 Talbragar Street, PO Box 1834 Dubbo NSW 2830

Headspace: (02) 5852 1900 or www.headspace.org.au or 23 Church Street, Dubbo, New South Wales 2830

Kids Help Line: 1800 55 1800 or www.kidshelpline.com.au

Lifeline: 13 11 14 or www.lifeline.org.au

Mental Health Line: 1800 011 511

Beyondblue: 1300 22 4636 or www.beyondblue.org.au

Principal's comment

Ross Gorrie – Principal

Suzanne Foran – Deputy Principal

Jacqueline Thompson – Deputy Principal

Leanne Solomons – Deputy Principal

Renee Tink – Head Teacher Wellbeing

Students

Parents

School contact information

Dubbo College South Campus

Boundary Road, Dubbo. NSW. 2830

Ph: (02) 6882 3744

Fax: (02) 6882 3213

Email: dubbosouth-h@det.nsw.edu.au

Web: www.dubbocoll-m.schools.nsw.edu.au