



Education &
Communities

Anti-bullying Plan

Rooty Hill High School





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.

Statement of purpose

The Rooty Hill High school community is committed to the development of quality relationships and responsible behaviour between students and with adults in the school community. The school's practices are based on a strong set of school values that underpin procedures and behaviours. The school's policies apply the principles and practices of Choice Theory, a system of thinking and behaving based on personal responsibility and the right of students to make choices. The school community recognises the capacity and desire of students to make good decisions about their own lives.

Protection

Conflict in relationships is normal because individuals want different things. Learning to manage conflict positively with parents, friends, teachers, community members and employers is a major task for adolescents. In a school with a very diverse population, conflict can be handled in different ways in different families. Teasing and practical jokes that are seen as fun in some families and groups are not acceptable to other families and students. The adults in the school community need to model and expect positive, kind and solutions-focused behaviours in conflict. They need to avoid telling students to use violence, threats and aggressive behaviour when in conflict. At school, students need to stay "above the line" (Raising Responsibility System – see below) and need to show respect for themselves and for others as they seek agreement, compromise or a solution to a conflict.

They do not have to be a friend to everyone but should try to act in a friendly manner at all times. They need to be safe (kind, understanding and caring),

respectful and responsible in their relationships. With younger students, older students should act as mentors and provide peer support.

Bullying and cyber bullying are not the same as conflict. Bullying is a deliberate behaviour (choice) where one or more students set out to be unkind, hurtful, cruel or mean to another student or group. At its worst bullying can result in violence, sexual assault, theft of property and suicide. More often it involves name calling, making up stories, spreading rumours and leaving the person out of the group. Bullying can also include "bystander" behaviour where students support the bullies rather than helping the victim. Bullying can happen in families and the community and then be brought into school. It can also happen on social media sites where the record of the comments made can be accessed forever by employers, adults and the police.

The Office of the Children's eSafety Commissioner provides a range of up-to-date information and resources, coupled with a comprehensive complaints system to assist children who experience serious cyberbullying. If you need to report an incident of serious cyberbullying please visit <https://www.esafety.gov.au/>

Students can also contact Kids Help Line on 1800551800 or Lifeline on 13 11 14. These services provide free and confidential telephone counselling services for 5 to 25 year olds in Australia or they can access additional information on-line at:


<http://www.lifeline.org.au>
www.kidshelp.com.au


Harassment, discrimination and homophobia are all forms of "below the line" behaviour, bullying and breaches of the school's Responsible Behaviour policy. Students are expected to accept that others are different from them and that discrimination or harassment based on race (ethnicity), gender, sexuality (homophobia), socio economic status, disability or religion is behaviour that will require adults to act. Students should advise their teachers, anti-racism contact officers, year advisers, counsellors, head teachers and/or the deputy principals if they see or hear harassment and discrimination.


At Rooty Hill High School, the Raising Responsibility System (RRS - designed by Marvin Marshall) is used to develop effective procedures and identify behaviour that is “above (or below) the line”. In the RRS, discipline is defined as a quality held by students, staff and parents in managing their own work, behaviour and lives. It is the lack of discipline that leads to poor choices and negative consequences. The role of the students, teachers and other adults is to develop procedures and systems to help all students demonstrate cooperative and democratic behaviour – doing the right thing. It is also the role of teachers and adults to act when students are bossing, bullying or unable to control their own behaviours (anarchy). Classroom procedures designed to help students include the BBC (lesson outline tool), class rules, class meetings, quality circles, faculty documentation and assignment rubrics. School procedures are outlined below. All Year 7 students and new enrolments are taught how to use the school’s values and the Raising Responsibility System.

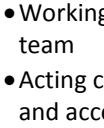
In every classroom and learning space the supervising class teacher and school learning support officers (when present) have the adult responsibility and duty of care for student safety and learning. Students should also help each other. Outside the classroom students are assisted by year advisers, head teachers, the school counsellors and deputy principals. Every student has the responsibility to behave with respect for themselves and others and to take responsibility for their own actions. They have the right to learn in safe, productive and challenging classrooms supported by their peers. They also have the right to reach their potential and be the best student they can be.

HOW AM I DOING?

D  De·moc·ra·cy

C  Co·op·er·a·tion
Con·form·i·ty

B  Boss·ing
Bul·ly·ing

A  An·ar·chy

Above the line behaviours include:

- Presenting quality work
- Working well in a team
- Acting co-operatively and accepting difference
- Kindness
- Respect for self and others
- Taking responsibility

Below the line behaviours include:

- Bullying, cyber-bullying
- Harming self or others
- Disrupting learning
- Not completing assignments
- Truancy

P	PARTICIPATION & ENTHUSIASM This school fosters enthusiasm and school spirit in an environment that values the participation of students, staff, parents and the wider community. Are you actively involved in the life of the school?
E	EXCELLENCE Students and adults who support them are expected to do their best to achieve excellence. Have you done your best?
R	RESPECT & RESPONSIBILITY Students are expected to respect the rights of others, themselves and the school in an environment of harmony and personal responsibility. Do you respect yourself, respect others and take responsibility for your own actions?
S	SUCCESS Students, staff and parents work towards quality, success and recognition for themselves and the school. Can you evaluate your own performance?
I	INNOVATION & CREATIVITY Initiative and continuous improvement are expected for individuals, teams and the school. Can you find a better, smarter or more creative way?
S	SAFETY The school is committed to the safety and well being of all members of the school community. Have you made sure you and others are safe?
T	TEAMWORK & LEADERSHIP Individuals work together to create a harmonious, tolerant and effective school community. Have you been an asset to the team?

School Values: Persist

When students start at the school, when parents view the school's website, when teachers issue reports and when students reflect on their behaviour, they do so using the school's values. At enrolment and then in class students learn about the school's values and learn how to demonstrate those values in their work, their behaviour, their relationships and their language.

Risk assessment and risk management

Under the NSW Occupational Health & Safety legislation and the DET regulations, schools are required to undertake risk assessments to ensure that risks to staff and students are identified. These assessments include:

- Workplace assessments that assess physical, chemical, psychological hazards in the school.
- Individual student risk assessments at enrolment, for disability provision and after long suspensions for violence.
- Assessment of the risks of various activities for different groups of students including sport, excursions, science experiments and events.

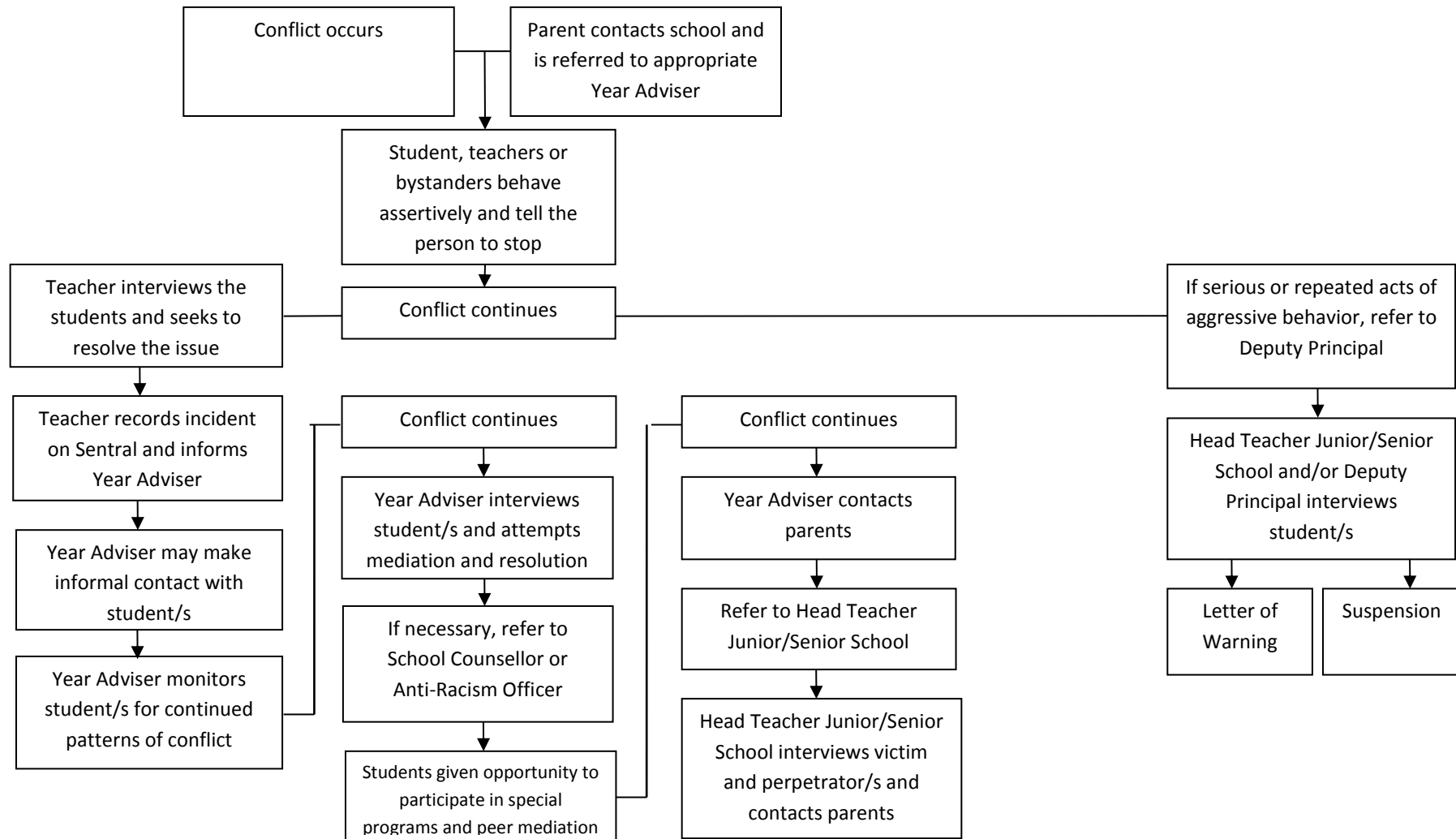
If a potential hazard or risk is identified by the risk assessment, the school principal must ensure the risk is managed. This includes the development of risk management plans for students with disabilities, health issues and behaviour and conduct issues.

Managing Student Conflict

Conflict occurs in schools just as it does in the communities that the schools serve. Rooty Hill High School utilises a range of procedures designed to prevent conflict from occurring and to manage or to resolve conflicts as they become apparent. Positive student relationships are supported through various strategies including: Anti-racism, Anti-bullying, Peer mediation, Peer Support, Learning Neighbourhood, PDHPE Social Curriculum, Raising Responsibility and Student Recognition. One of the roles of the Year Adviser is to know students well and assist them to develop quality relationships. Please see flowchart below.

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Reporting Incidents

During school hours students and parents are encouraged to report incidents of bullying to teachers and other senior staff. Parents and students should be aware that any incidents involving violence, illegal drugs, weapons or major criminal activity will be reported to the School Safety and Response hotline and to the local police.

Positive and negative behaviour management

Positive behaviour: The school has specific procedures for positive recognition that can be accessed through the school's website and the school's policy on assessment, reporting and recognition. The majority of students behave positively every day and the school has targets in the school plan for recognising the high levels of positive behaviour seen in quality work, quality behaviour and quality relationships. Many students are also recognised beyond the school through local & zone, regional, state and national awards for academic achievement, citizenship, achievement in sport and achievement in the arts.

Negative behaviour: The school's Responsible Behaviour (school discipline) policy and procedures work effectively for more than 95% of the students enrolled at the school. For a small minority more specific, continued intervention and support is required and some students have one or more serious incidents that require intervention and more serious consequences.

Suspension: The school follows the DoE policy and procedures for suspension and expulsion. Violence (including fighting), possession of prohibited weapons and the use or possession of illegal drugs at school (including alcohol) will result in suspension. In most cases, the police will also be informed in line with DoE requirements. A suspension can also be imposed for continued disobedience, deliberate damage to school property, theft, bullying and harassment. The majority of students who are suspended once are never suspended again because they act to control their behaviour and stay "above the line". Students who are suspended are required to complete classwork through Google Classroom.

Use of mobile phones and social media at school

- The school recognises that many parents want their children to have access to a mobile phone during the school day so they can be contacted if needed. Phones should be switched off during lessons, unless they are being used in a learning activity and parents should be aware of school timetables when trying to make contact so they do not interrupt a class. Mobile phones and other electronic devices cannot be taken into examinations and cannot be used in classes without teacher permission.
- Students are responsible for the security of their own mobile phones and personal electronic devices, computers during school hours. The school does not replace lost or stolen personal property.

Many newer mobile phones have access to data including social media sites. Students cannot use social media sites unsupervised when using the school's computers unless those sites have been approved for DEC learning activities. Students who bring a mobile phone or other device to school may have access to social media sites and, if they misuse these sites during school hours, parents will be asked to take action. When social media sites are used to bully or threaten other students outside school hours, parents will be expected to remove their children's access. The school's deputy principals can offer advice to parents if needed.

- **Sexting:** On occasions students in NSW have photographed and electronically transmitted sexually explicit material. This is a breach of telecommunications legislation and child pornography legislation. The police will be contacted if the school is informed.
- **Facebook for students:** The school has a Facebook page for senior students. This site is approved by the school; and is monitored by senior staff. It is designed for students to have access to information and feedback in a user friendly, networked medium. No teacher or administrative staff member should have students on their personal social media sites unless that student is a relation. This information needs to be disclosed by the staff member to the principal.

Child Protection & Keeping Them Safe

In 2010, the NSW government introduced new legislation and procedures for child protection called “Keeping Them Safe”. Under this legislation the government established a “threshold of significant harm”. The Department of Community Services (DoCS) will act when the threshold is met. The school has mandatory procedures (a decision making tree) through which senior staff have to work before they contact DoCS. In serious and urgent matters the school will, and community members should, contact the police.

At the school level, the staff and the school community has a stated value about “safety” for every student and all staff have training in responding to child protection concerns. Schools are among the safest places where adolescents spend time. Teachers, student friends, parents and the administrative staff often notice when students are unsafe physically (including neglect and homelessness), emotionally, psychologically or sexually. When students are in unsafe situations, the school will act to notify and will provide support to the student through counselling, student assistance and, where needed, contact with the police. More specialist services will be negotiated with community agencies and other government departments including Health, Juvenile Justice and the police.

Targeted Programs

These programs support the development of positive and respectful relationships between students, teachers and the community and provides students with a sense of belonging and connectedness that respects diversity and identity.

- **Peer Mediation:** Students in the Year 9 Leadership Elective are trained as Peer Mediators to assist in the resolution of minor conflicts such as teasing and bullying between Year 7 and 8 students.
- **SALSA (Students As Life Style Activists):** Year 10 SALSA Leaders are trained to deliver a series of 4 health lessons on the topic of nutrition, physical activity and an active lifestyle to all Year 8 health classes.
- **Year 6 Transition:** Year 6 students planning on enrolling at Rooty Hill HS are given the opportunity to attend Orientation Days, Early Intervention

and a Gala Day in December with the aim of building a familiarity with the school’s environment and systems in preparation for Year 7 the following year.

- **Year 7 Induction and special program:** All Year 7 students participate in Peer Support which occurs once a week during Term 1. It involves Year 7 students being placed into small groups led by Year 10 Peer Leaders to work on building the confidence of Year 7 students and their familiarity of the school ethos.
- **AFL Academy:** The Indigenous AFL Academy is for all Indigenous students Year 7-10. Students meet two afternoons a week with Indigenous students from Doonside Technology HS and Plumpton HS to work on building their teamwork and goal setting skills.
- **School Ambassador program:** Students in years 7-9 are encouraged to use initiative, be self-directed, grasp opportunities and contribute to the learning of other students
- **Year 8 Being Unique program.** Addressing body image, self esteem and confidence boosting.
- **Year 9 LEAP mentoring program.** 20 selected students are paired with a mentor from a city law firm.
- **Maori and Pacific Islander program.** Culturally appropriate programs to engage students.



Complaints handling for parents and carers

Parents are encouraged to discuss subject based concerns regarding their child with their child's teacher first. If they are not happy with the result, or if they do not feel it is appropriate to talk to the teacher, they can phone and make an appointment to discuss their concerns with the year adviser, head teachers, principal or deputy principal. At Rooty Hill HS we like parents to contact us first – do not wait if there is a problem.

This Anti-bullying plan is available on the school website and in hard copy from the school office. It will be monitored for effectiveness and reported on in the Annual School Report (also available on the school website.) It will be reviewed and updated every 3 years as part of the School Plan.

Principal's comment

I hope parents and students will find this document useful. Please read it with the school's Responsible Behaviour policy if you would like more details about how the school supports parents to build student expectations, responsibility and capacity. When students leave the school we expect them to be responsible citizens who demonstrate in their actions the capacity to treat others in ways that are fair, kind and accepting of diversity.

Bullying is not an acceptable behaviour in students, staff or parents in this school.

We help students develop skills in communication and conflict resolution that assist them to manage relationships with their peers and with adults in the school community. As they mature we expect them to resolve most of the conflicts they encounter themselves. Younger students often need more guidance.

Where students engage in bullying at school, particularly in groups, the school will act and will expect parents to give strong support to the school's actions.

Plan updated by:

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In consultation with students, parents and staff.

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