

# Muirfield High School

## Anti-bullying Plan 2019

**Bullying behaviour has three key features. It involves the intentional misuse of power in a relationship. It is ongoing and repeated. It involves behaviours that can cause harm. The NSW Department of Education requires all NSW public schools to have an Anti-bullying Plan which details the strategies implemented to reduce student bullying behaviours.**

### Resources

The NSW anti-bullying website (see: <https://antibullying.nsw.gov.au/>) provides evidence-based resources and information for schools, parents and carers, and students. Schools are encouraged to visit the website to support whole-school prevention, early intervention and response approaches and strategies for student bullying behaviour.

### Muirfield High School's commitment

Muirfield High School is a school committed to provide a safe, caring, and harmonious environment that fosters respect for others and individual differences. Schools exist in a society where incidents of bullying behaviour may occur. When bullying incidences occur in our school community, and are reported, the school's response will be proactive, professional and committed to increasing the awareness of all involved and how they can best address and resolve the identified incidence of bullying; restore relationships; and ensure a safe and caring environment.

### 1. School culture and inclusion

All members of the school community are active participants in building a welcoming school culture that values diversity and fosters positive relationships. A key component of a supportive school culture is building respectful relationships and an ethos that bullying is not accepted, in both online and offline environments. School staff will actively respond to student bullying behaviour.

Our school engages in the following practices to promote a positive school culture.

#### 1.1. Student assemblies

Student bullying and expectations about student behaviour will be discussed and information presented to promote a positive school culture where bullying is not accepted.

Dates	Communication topics
Term1	Whole School Assembly (twice a week)-Behaviour code for students, School Values Respect, Participate and Learn, Use of Social Media, Upstander not a Bystander. Year Meetings (bi-weekly) - Positive recognition of student success, specific values discussion. Presentation Assembly (Week 10) - Recognition of student success.
Term2	Whole School Assembly (twice a week)-Behaviour code for students, School Values Respect, Participate and Learn. Year Meetings (bi-weekly) - Positive recognition of student success, specific values discussion. Presentation Assembly (Week 10) - Recognition of student success.
Term3	Whole School Assembly (twice a week)-Behaviour code for students, School Values Respect, Participate and Learn. Year Meetings (bi-weekly) - Positive recognition of student success, specific values discussion. Presentation Assembly (Week 10) - Recognition of student success.
Term4	Whole School Assembly (twice a week)-Behaviour code for students, School Values Respect, Participate and Learn. Year Meetings (bi-weekly) - Positive recognition of student success, specific values discussion. Presentation Assembly (Week 10) - Recognition of student success including citizenship.

## 1.2 Staff communication and professional learning

Staff will be supported with professional learning that provides evidence-based ways to encourage and teach positive social and emotional wellbeing and discourage, prevent, identify, and respond effectively to student bullying behaviour.

Dates	Communication topics and Professional learning
Term 1	School Development-De-Stressing, positive mind-set, positive role models. Staff Briefing - reminders and refreshers on existing policy and procedures, individual student issues or concerns.
Term 2	School Development- Beyond professional learning, understanding mental health and wellbeing in learning communities. Staff Briefing - reminders and refreshers on existing policy and procedures, individual student issues or concerns. Staff Meeting- Anxiety and Trauma Presentation. Staff Meeting- Conscious Classroom Online Learning.
Term 3	School Development-Beyond professional learning, connect through strong relationships. Staff Briefing - reminders and refreshers on existing policy and procedures, individual student issues or concerns
Term 4	School Development-Beyond professional learning, embracing diversity within the community. Staff Briefing - reminders and refreshers on existing policy and procedures, individual student issues or concerns.

## 1.3 New and casual staff

New and casual staff will be informed about our school's approaches and strategies to prevent and respond to student bullying behaviour in the following ways:

- Head Teacher Administration provides a copy of the school's Anti-bullying Policy and discusses its implementation with new casual teachers.
- An executive staff member provides advice and support to new and casual staff when they enter on duty in their faculty.
- New staff induction program includes the school's anti-bullying policy and procedures.
- New staff have access to the one-note school policy document which contains the school's anti-bullying policy and the Student Wellbeing Framework.
- Early career teachers discuss the school's anti-bullying policy and its implementation with their teacher mentor.

## 2. Partnerships with families and community

Effective schools have high levels of parental and community involvement. This involvement is strongly related to improved student learning, attendance and behaviour. Our school proactively builds collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety and wellbeing.

All members of the school community have a responsibility to:

- Model and promote positive relationships that respect and accept individual differences within the school community.
- Support the school's Anti-Bullying Plan through words and actions.
- Work collaboratively to resolve incidents of bullying when they occur.

School staff have a responsibility to:

- Respect and support students.
- Promote and maintain respectful relationships.
- Model and promote appropriate behaviours.
- Have knowledge of school and departmental policies relating to bullying behaviours.
- Respond in a timely manner to incidents of bullying.
- Behave as responsible bystanders.
- Behave as responsible digital citizens.

In addition, teachers have a responsibility to:

- Support students in all aspects of their learning.
- Apply class and school rules fairly, consistently and equitably.
- Apply appropriate and timely strategies to address maltreatment of a student by another student.
- Give clear messages about what behaviours are accepted and have a 'no put down zone'.
- Remove opportunities for bullying to occur – eg arrive on time to class and duties; and take care with group formations for group work.
- Ensure curriculum materials and educational resources are non-discriminatory.

Students have a responsibility to:

- Behave appropriately, respecting individual differences and diversity.
- Behave as responsible digital citizens.
- Follow the school's Anti-Bullying Plan.
- Behave as responsible bystanders.
- Report incidents of bullying or maltreatment of a student by another student to a teacher, Head Teacher, Year Adviser, Deputy Principal or Principal.

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's Anti-Bullying Plan and assist their children in understanding bullying behaviour.
- Support their children in developing positive responses to incidents of bullying or maltreatment consistent with the school's Anti-Bullying Plan.
- Report incidents of school-related bullying behaviour or maltreatment to the school.

## 2.1. Website

Our school website has information to support families help their children to regulate their emotions and behaviour and develop socially. Information is provided to assist if children have been involved in bullying behaviour (as the person engaging in bullying behaviour, as the person being bullied or as the person witnessing the bullying behaviour).

The following are published on our school's website.

[School Anti-bullying Plan](#)      [NSW Anti-bullying website](#)      [Behaviour Code for Students](#)

## 2.2. Communication with parents

Our school will provide information to parents to help promote a positive school culture where bullying is not acceptable and to increase parent's understanding of how our school addresses all forms of bullying behaviour.

Dates	Communication Methods and Topics
Term 1	School Newsletter- anxiety workshops, anti-bullying resources. School Diary- school procedures and policy. Parent Email- cyber safety. P&C Meeting- positive mental wellbeing. School website- anti-bullying-plan, school behaviour code access to NSW anti-bullying website and resources on social and emotional learning and skill development.
Term 2	School Newsletter- be an upstander not a bystander, School Community Charter. School website- anti-bullying-plan, school behaviour code access to NSW anti-bullying website and resources on social and emotional learning and skill development.
Term 3	School Newsletter- define student bullying and school supports. School website- anti-bullying-plan, school behaviour code access to NSW anti-bullying website and resources on social and emotional learning and skill development.
Term 4	School Newsletter- staying safe online. School website- anti-bullying-plan, school behaviour code access to NSW anti-bullying website and resources on social and emotional learning and skill development.

### 3. Support for wellbeing and positive behaviours

Our school's practices support student wellbeing and positive behaviour approaches that align with our school community's needs. Social and emotional learning is explicitly taught across the curriculum in Personal Development, Health and Physical Education (PDHPE). Students learn to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships and make responsible decisions. They are also embedded regularly in the school's routines, curriculum and communication where strong, ethical and affirming behaviours are modelled and expected. Specific programs to prevent bullying focus on building relationships; encouraging personal responsibility, including supportive upstander behaviour; and building personal resilience. Other prevention strategies include direct instruction on bullying and its effects. Other programs to educate and develop awareness about bullying include:

- Year 7 Peer Support and Positive Behaviour for Learning lessons.
- MindMatters Programs – Years 7 to 12, including presentations by Police School Liaison Officers on cyberbullying and bullying, where real-life scenarios are discussed and analysed.
- Life Ready program – Years 10 & 11 with focus on relationships, peer pressure and safe, respectful behaviour.
- Lessons incorporated in all teaching and learning programs across the school that explore wellbeing, relationships, seeking support, digital citizenship and online safety.
- Participation in awareness raising days such as 'Bullying No Way' day.
- Publishing anti-bullying messages in the school's newsletter and on the website.
- Incorporating conflict management discussion in peer support program with Year 11 students leading Year 7 students in strategies to avoid, resolve and assist with conflict.

Examples of other ways our school embeds student wellbeing and positive behaviour approaches and strategies in practices include the following:

- Teachers act as positive role models.
- Peer Support program and Year 7 Camp to promote friendship and support between older and younger peers through regular collaboration between their classes, which fosters a sense of whole-school community.
- SRC enables student voice to be heard.
- Student leadership programs which include training and empowering leaders with the ability to intervene and address bullying situations and say 'enough'.
- Peer Tutoring.
- Spirit Week to encourage positive, supportive behaviours and school connectedness.
- Harmony Day and International Women's Day celebrations to promote compassionate and inclusive behaviours.
- Year Advisers and Student Wellbeing Team provide support and mentoring.
- Chaplaincy /student wellbeing support program.
- Special interest groups such as drama, dance or music groups to encourage positive peer relations.
- Learning Support Team – with development of appropriate individual learning plans for at-risk students.
- Transition Programs for targeted new enrolments.
- Primary Partnership programs building confidence and leadership abilities of Muirfield students.
- Welcoming new students with a buddy system.
- Year Advisers check in with the families of new students.
- Fortnightly Student Wellbeing Team meetings.
- Study Without Stress program.
- Life Ready program.

## Response – Action Flow Chart



### Incident of Maltreatment of a student by another student

#### Low level initial incident of maltreatment identified by teacher or alleged bullying by student or parent.

- Interview by teacher. Teacher to assess incident and implement appropriate strategies. (Head Teacher available for advice.)
- If appropriate, harassment notification sheet.
- Strategy for restoring relationship decided and agreed upon.
- If incident is a classroom issue, teacher is vigilant and ensures incident is dealt with.

**Teacher reviews progress after 2 weeks, checks with victim. If problem still exists, or there is a reoccurrence, teachers refers student to Head Teacher.**

#### SERIOUS INCIDENT e.g. violence or significant cyber harassment

Referral via Head Teacher to Deputy Principal

- The school will follow the procedures outlined in The Department of Education *Suspension and Expulsion of School Students - Procedures*.
- Referrals/Notifications made if determined appropriate by Principal to appropriate outside agencies, eg Police, School Safety and Response, Child Wellbeing Unit, Department of Family and Community Services.

#### Medium level incident of maltreatment continuation to Head Teacher:

- Interview and assessment
- Further strategies implemented
- Incident recorded into Sentral
- Parents contacted
- Year Adviser/Counsellor referral

**Head Teacher reviews progress after 2 weeks, checks with victim. If problem still exists, or there is a reoccurrence, teachers refers student to Deputy Principal.**

#### Year Advisers:

- Monitor Sentral notifications
- Support all students
- Refer to and seek advice from Wellbeing Team and Deputy Principals
- Contact parents, as needed

#### Referral to Deputy Principal:

- Further interventions considered
- Formal caution
- Possible short or long suspension
- Parent contact

#### After suspension:

A resolution meeting will occur with a Senior Executive member, student and parent. A range of strategies will be discussed to support behaviour change, eg negotiate a contract, support counselling, monitoring booklet.

Completed by: Mark Jankovics and Student Wellbeing Team

Position: Deputy Principal

Signature: \_\_\_\_\_ Date: 30/4/19

Principal name: Jennifer Reeves

Signature: \_\_\_\_\_ Date: 30/4/19