Definition of Bullying

Bullying occurs when a student (or group) with more power repeatedly and intentionally uses negative words and/or actions against another student/s that cause distress and create a risk to wellbeing. Bullying can be physical, social, verbal, electronic or reputational. Despite the lack of a universally accepted definition, there are three critical features that appear in most definitions.

These features are:
- repetition – repeated hurtful behaviour
- intent to harm – intention to cause physical, psychological and/or emotional harm
- power imbalance between the perpetrator(s) and the victim(s)

All three must be present to constitute bullying.

Statement of Purpose

(Individual and Shared responsibilities)

Students:
Will act in an appropriate and respectful manner towards all members of the school community.
Will be safe at school, free from bullying, harassment and victimisation.
Will be provided with appropriate support when bullying occurs.

Student Responsibilities
- Show respect for all members of the school community.
- Speak out against bullying and report it when they see it.
- Report if you are bullied.
- Support students who are bullied.
- Support the Student Representative Council to assist with anti-bullying suggestions

Parents
Will support their children in all aspects of school life.
Will support their child to develop positive responses to incidents of bullying.

Parent Responsibilities
- Support the values of tolerance respect in the home.
- Encourage children to exercise these values in all contexts including at school.
- Report bullying and encourage their child to do so.
- Provide support and encourage their child to seek help.
- Work with the school to resolve bullying issues.

Teachers
Will respond and provide support to the concerns of students. (for both the subjects of, and those responsible for the behaviour.)
Will apply the schools student management system if necessary.
Will be proactive in reducing the incidence of bullying.

Teacher Responsibilities
- Model anti-bullying attitudes and behaviour.
- Encourage the teaching of tolerance, respect and valuing of difference and diversity through Key Learning Areas.
- Listen to and respond to reports of bullying. Provide support and refer as needed.
- Implement the DET Values & Core Rules and anti-bullying policy.

IDENTIFYING BULLYING

Reported incidents will be dealt with quickly and effectively.
The repeated and recurring nature of bullying will be identified by checking RISC and student records.
The Learning Support Team will be informed of suspected issues, for follow up and response.

Use the flow chart as an aide.
Anti-Bullying Plan 2010

PROCEDURES

Reports can be made by any member of the school community.

Intervention can be made by all members of the school community.

Help and support will be provided to Students, Parents and Caregivers as deemed appropriate by the Wellbeing Team.

Responding to Bullying

School Responses

The school has and will continue to respond to bullying in the following ways:

- provide a range of curriculum materials across faculties to promote respect, resilience and an anti-bullying culture. These include Mindmatters materials, school developed activities, PDHPE curriculum materials and specific programs such as Anti-bullying Week with a series of lessons for all junior year groups.
- provide support from school executive and support staff to members of the school community who have been bullied and to provide disciplinary action and other interventions as required.
- work collaboratively with parents to respond to specific incidents of serious bullying. Reports can be made by any member of the school community.

Intervention can be made by all members of the school community.

Reports can be made by any member of the school community. Intervention can be made by all members of the school community.

- Help and support will be provided to Students, as deemed appropriate by members of the Learning support Team.
- Correction in class
- Counselling
- Detention at lunch time
- After school detention
- Restitution or community service
- Placement on a conduct improvement program
- Placement on the monitoring card system
- Withdrawal from class
- Short suspension
- Post suspension behaviour monitoring
- Long suspension
- Expulsion

Teacher Responses

Teachers primarily have responsibility for ensuring that students learn. However, in their day to day work they observe many behaviours among students which may require correction or intervention. These include behaviours in the areas of learning, discipline, student welfare, conflict and bullying. Teachers will make professional judgements and respond to these behaviours in different ways. For example, learning difficulties may require extra assistance or referral to the learning centre or student welfare concerns may require referral to the student counsellors or SLSC.

When teachers observe student interactions they will distinguish between conflict and bullying. Conflict can occur between two people who are on an equal footing and may not be primarily about causing harm or hurt. Bullying on the other hand involves an intentional attack and/or an abuse of power.

MONITORING

A review of this policy will be undertaken by the Learning Support Team annually.

We will review anti-bullying policy and procedures in response to need and feedback from the school community. This may also involve working with consultants to review practices and provide training and support to staff.

Important Contact Information

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