



Bathurst High Anti Bullying and Harrassment Plan

Opening Statement - Context of Public Schools (from DET – an Anti bullying Plan for Schools)

- 4.0.1 Public schools are inclusive environments, where diversity is affirmed and individual differences are respected.
- 4.0.2 Quality education is provided for students to meet their learning needs in a secure, ordered and supportive environment.
- 4.0.3 The focus of quality education is for students to learn and grow with confidence. Students develop best in schools where teaching and learning occur in a context of student welfare.
- 4.0.4 The wellbeing, safety and health of students inform school policies, programs and practices.
- 4.0.5 Partnership with parents, caregivers, students and the wider community is central to the success of this process.

DET – Statement re Anti Bullying and Harrassment

- 5.0.1 Schools exist in a society where intimidation, harassment and victimisation occur. Bullying must be taken seriously and is not acceptable in any form.
- 5.0.2 Students have the right to expect that they will spend the school day free from the fear of bullying, harassment, intimidation and victimisation.
- 5.0.3 Bullying:
 - devalues, isolates and frightens
 - affects an individual's ability to achieve
 - has long-term effects on those engaging in bullying behaviour, those who are the subjects of bullying behaviour and the onlookers or bystanders.

- 5.0.4 Teachers, students, parents, caregivers and members of the wider community have a responsibility to work together to address bullying.

Bullying and Conflict

At Bathurst High we distinguish between bullying and harassment as an action and conflict. Conflict is to be expected. Conflict is defined as:

Conflict is a disagreement or argument between two or more individuals where one or both sides may feel their needs are not being met. Conflict occurs in all human relationships and in all school communities. Conflict must be expected (even invited) and planned for.

Conflict can be devastating when it involves one party trying to gain control in a way that abuses the rights of another. Power abuse can occur between individuals, between groups, in organisations or between countries.

Conflict may be positive and constructive when both sides are concerned about each other's wellbeing and want a solution. With the opportunity for fair discussion and debate, conflict can result in a better outcome and a win-win situation.

This positive use of conflict is different from bullying and harassment because it respects the rights of both sides and builds the trust that allows healthy debate in a civil society.

"There is nothing wrong with dissent, debate or conflict when they are based on mutual respect and trust. We are all fallible so no actions or ideas should be left unquestioned. If I ask you to question others, then I cannot exempt myself."

...Eva Cox (1995)

If conflict is not resolved the victim may wish to refer it using the antibullying and harassment procedures,

Bullying and harassment

Bullying and harassment are often thought of separately; however both involve a more powerful person or group oppressing a less powerful person or group, often on the grounds of 'difference'.

These differences can be related to culture, ethnicity, gender, sexuality, sexual orientation, ability or disability, religion, body size and physical appearance, age, marital status, parenting status or economic status.

Bullying and harassment

- may be physical (hitting, kicking, pinching), verbal (name-calling, teasing), psychological (standover tactics, gestures), social (social exclusion, rumours, putdowns) or sexual (physical, verbal or nonverbal sexual conduct). It can be conducted in by the perpetrators in person, through intermediaries or via remote means such as the internet or personal mobile phones

- may be done directly (eg face to face) or indirectly (eg via mobiles or the internet)
- may be motivated by jealousy, distrust, fear, misunderstanding or lack of knowledge
- have an element of threat
- can continue over time
- are often hidden from adults
- will be sustained if adults or peers do not take action.



At Bathurst High Campus we aim to:

- Recognize and prevent bullying and harassment
- Differentiate it from conflict
- Deal with bullying and harassment if it occurs
- Provide support for victims

At Bathurst High School, all students staff and visitors have the right to:

- Expect an environment where respect, consideration and courtesy to one another is practiced at all times.
- Have their property respected by others.
- Expect a learning environment free from disruption, so that each student has the opportunity to achieve to their full potential.

All students, staff and parents of the Bathurst High community are expected to deal with each other in an atmosphere of mutual respect so that difficult issues can be resolved, giving each student their best chance in their school life.

Solving Conflict

At Bathurst High, so long as conflict does not involve physical violence or serious personal abuse it will be solved through mediation. We encourage students to mediate their own conflicts so that there is “an opportunity for fair discussion and debate, resulting in a better outcome and a win-win situation for both parties.” It is the responsibility of all members of the Bathurst High community to help others resolve conflict.

Features of resolution of conflict

- Will take place between the two parties.
- May or may not involve a mediator.
- Will involve goodwill on both sides to solve the conflict.
- Will not involve other students unless that student is a mediator.

- May involve a teacher or other suitable adult as a mediator.
- Will result in a resolution that is adhered to by both parties.

Bullying and Harrassment

The issue of bullying and harassment is serious and can affect children's learning. It is an issue we take seriously.

The school provides support for victims and social skilling for bullies. We seek to create a climate where:

- It is alright to tell.
- Victims know they will be supported.
- There is a consequence for bullying but bullies are given opportunities to develop their interpersonal skills

Supporting the Victim

Young children are pretty open with their parents when school or life is not going well due to the actions of others. As they grow older they are often ashamed to let their parents know. They may feel that if there is bullying and teasing is justified – that they are weak, or it is true that they are fat, ugly or not worth knowing. Or they may believe it is up to them to deal with the problem. They worry that if they tell their parents it would prove that they can't stand up for themselves, and they would risk being picked on more. They are often afraid that the reactions of teachers and parents will make the situation worse. As well, some children, through no fault of their own, seem to attract bullying and teasing, and easily become trapped in a vicious cycle.

What we all look out for:

Unexplained changes in behaviour such as:

- Students feeling unpopular - making statements such as "No- one likes me" or "No- one will play with me".
- Excuses to get out of school – especially feeling sick or headaches
- Changes in mood or behaviour

What should we do?

It is often parents, friends or teachers who pick up on these signs. Suggestions for parents who are concerned include:

- Don't over-react. Hear your child out. Support, comfort and listen. What might seem a little thing to you may be a huge issue to the child.
- Talk to your child about ways to deal with the bully eg positive thinking, walk away, ignoring. Please don't encourage a violent response.
- If the bullying persists contact the school and then work with the school to resolve the issues.

What will the school do?

- Teachers take all complaints seriously and act on them.
- The complaints can be treated confidentially and the victim has a say in what happens.
- Students complete a Bullying/Harassment incident form.
- Where a case of bullying is established teachers will record on the student welfare system the person who is the bully, the incident and the victim so school wide support can be given to them.
- The Head Teacher Welfare will examine bullying data and liaise with the counsellor, PBL committee, Student Advisers, Girl's Supervisor and Deputy Principals so that preventative action can be taken with identified students.

If a complaint is made to a teacher or a teacher believes bullying may be taking place they will:

Make a record of the identity of the bully and victim on the welfare system and a brief description. Teachers will establish if this is a first time record or part of an ongoing pattern of behaviour. Teachers will deal with a first time incident unless it involves potentially serious discipline in which case it will enter the school discipline code.

Students will be referred to the school anti bullying website. This may occur under the supervision of the teacher.

If it is an ongoing issue then teachers will take statements from victim and perpetrator and refer to Head Teacher Welfare who will assign case to:

Student Advisers, Counsellor, Learning Support Team, Deputy Principals, Girl's Supervisor, Mentor Teachers, External Agency.

From this

1. A mediation may occur with the students and a teacher, their Year Adviser, the School Counsellor or an anti grievance officer as the anti racism officer or Girl's Supervisor and the details of the mediation agreement recorded. Students will be re
2. Parents will be informed of the issue and the outcome.

3. If the bullying and harassment is not resolved or continues there will be further parent or carer involvement. As per DET guidelines parents will assist the school to resolve the situation.
4. If bullying persists referral will be made to the appropriate level of the school discipline system and the matter will be treated as a discipline as well as a welfare issue.

For more information go to the Denison College Anti Bullying Website - www.denisoncollege.nsw.edu.au/moodle/, ask your student to login and then go through the site together.