



Education &
Communities

Anti-bullying Plan

Concord High School-2020(Updated)



Concord High 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.

The NSW Department of Education 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.

In creating this Anti-Bullying Plan, all members of the school community have been consulted. Student feedback was collected through representative focus groups and class discussions, parents and community members' input was sought and provided, and staff feedback was also collected.

This plan will be reviewed by representatives from the school community: staff, parents/community, and students, every three years.

Contents

1. Statement of purpose	2
2. Protection	3
3. Prevention	7
4. Early Intervention	10
5. Response	11

1. Statement of purpose

The Concord High School(CHS) Anti-Bullying Plan provides clear definitions for understanding bullying behaviour, and the processes for preventing and responding to bullying. The purpose of this plan is to outline the provision of a safe and respectful learning environment for CHS students, where bullying is not accepted, and clearly explain the schools response if bullying does occur. We recognise that bullying may occur based on sexuality, religion, race, or other factors, and we will respond accordingly.

The CHS school community believes that a safe and respectful school community, where all students have the opportunity to learn to their potential, is founded on positive relationships, where bullying is not accepted. This Anti-Bullying Plan is founded on the principle that all members of our school community have a responsibility to:

- be aware of what constitutes bullying behaviour
- prevent bullying by promoting positive relationships and anti-bullying messages
- report bullying when it occurs
- respond to bullying according to this plan

Concord High School will provide a positive culture where bullying is not accepted. In alignment with our Positive Behaviours for Learning framework, all members of the school community will have the right to respect from others, the right to learn or teach, and the right to feel safe and secure in the school environment.

At CHS we take a whole-school approach to anti-bullying, and are focused on developing a supportive school culture that includes effective behaviour management plans and programs, and a positive learning environment that encourages diversity and empowers students to be active in their pursuit of justice for themselves and others.

Aims of the CHS Anti-Bullying Plan:

- To reduce incidents of bullying at CHS by promoting a zero tolerance approach to bullying
- To identify bullying when it occurs, and respond to it effectively
- To ensure that all members of the school community are aware that bullying is unacceptable and to seek support and cooperation from all school community members to ensure that the Anti-Bullying Plan is implemented effectively
- To ensure that the school community is aware of what constitutes bullying behaviour, and the signs and evidence of bullying
- To ensure that the school community is aware of their responsibility to report bullying: by students, parents and staff
- To empower victims and bystanders to speak up and report bullying behaviour
- To outline the positive protections provided by the school to create a safe, respectful learning environment, and develop resilience in students
- To outline the educational and welfare programs that are in place to prevent bullying
- To outline the early intervention prevention programs to support students at risk of involvement in bullying incidents
- To outline the clear processes that are in place for responding to incidents of bullying – student welfare and discipline response
- To outline the behaviour and support programs provided for students who have been involved in bullying incidents

2. Protection

Bullying Behaviour

A person is bullied when one or more other people expose them regularly and over time to negative or harmful actions. Bullies are people who deliberately set out to intimidate, exclude, threaten, and/or hurt others repeatedly.

Bullying is a clear form of harassment. Harassment is behaviour that is intended to disturb or upset, and it is characteristically repetitive. We define repetitive behaviour as behaviour that occurs more than once.

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. Cyberbullying 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.

Cyberbullying refers to bullying through information and communication technologies, using, but not limited to, SMS, pictures, sounds, video, emails, instant messaging, chat, and other forms of social media, such as Facebook, Snapchat, Twitter and Instagram.

Bullying behaviour can be:

- **verbal** – eg name calling, teasing, abuse, put-downs, sarcasm, insults, threats
- **physical** – eg touching, hitting, punching, kicking, scratching, tripping, spitting

- **social** – eg ignoring, excluding, ostracising, alienating, making inappropriate gestures
- **psychological** – eg spreading rumours, dirty looks, hiding, interfering with or damaging possessions, threatening or extorting in relation to money, school work, possessions or safety
- **technological** – eg abuse on social media, malicious SMS, email, or chat messages, taking and sharing photos of others without their permission

The effect of bullying is such that it:

- Devalues, isolates and frightens
- Affects an individual's ability to achieve
- Has negative mental health and wellbeing impacts on individuals engaging in bullying behaviour, individuals who are the subjects of bullying behaviour, and onlookers or bystanders.
- Can lead to anxiety, depression, and suicide

Conflict or fights between equals or single incidents are not defined as bullying. These incidents will be dealt with according to the CHS PB4L model and the Welfare and Discipline Policy.

Approach to bullying at CHS

Bullying behaviour is not accepted at Concord High School. The school will adopt a four-phase approach to bullying:

1. Protection:

CHS has a clear Anti-Bullying Plan, developed in consultation with staff, students, and parents. All stakeholders have a shared responsibility in protecting students from bullying. CHS has a whole-school emphasis on developing a positive learning environment, characterised by respect, through the Positive Behaviours for

Learning(PB4L) framework. Students are further supported, through welfare and Mind Matters programs, to develop resilience and positive mental health and wellbeing.

2. Prevention:

CHS provides programs to recognise the value of diversity, the importance of positive and respectful relationships, the negative impacts of violence and aggression, and the harmful impacts of bullying behaviour. Prevention programs are delivered as part of the curriculum across KLAs and to students through student welfare programs.

3. Early intervention:

CHS implements strategies and programs for students who are identified as being 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.

4. Response

CHS has a clear plan to respond to incidents of bullying. The Anti-Bullying Plan empowers the whole school community to recognise and respond appropriately to bullying, harassment and victimisation and behave as responsible bystanders. Welfare and discipline strategies will be implemented as part of this plan.

A shared approach to dealing with bullying

Schools exist in a society where incidents of bullying behaviour can 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.

All members of the school community contribute to the prevention of bullying by modelling and promoting appropriate behaviour and respectful relationships.

Staff responsibilities:

- respect and support students
- model and promote appropriate behaviour
- support students to become resilient
- have knowledge of school and departmental policies relating to bullying behaviour
- communicate the school policy and Anti-Bullying Plan to students, including definitions and repercussions of bullying
- respond in a timely manner to incidents of bullying according to the school's Anti-bullying Plan
- ensure open lines of communication between home and school to respond to bullying situations if they arise.

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, including digital safety.
- be aware of where anti-bullying messages are taught in the curriculum
- identify signs of bullying in all school environments

Student responsibilities:

- behave appropriately, respecting individual differences and diversity
- behave as responsible digital citizens – this means interacting with others online in a positive and respectful manner, and ensuring that comments, images, videos and other material shared online respects the privacy and reputation of all
- have a clear understanding of the different forms of bullying. i.e. psychological, cyber and physical
- follow the school Anti-bullying Plan. This includes being aware of the consequences associated with bullying
- behave as responsible bystanders – bystanders are the most powerful participants in bullying incidents. It is imperative that bystanders make it clear to the bully that his/her behaviour is unacceptable, support the target of bullying, and report the bullying incident to the school
- report incidents of bullying according to the school Anti-Bullying Plan.

Parent and caregiver responsibilities:

- support their children to become responsible citizens and to develop responsible on-line 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
- support their children to become resilient – confident to report bullying and overcome challenges they face
- 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 the 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

Protection from bullying through a positive climate and respectful relationships

Positive Behaviours for Learning

Concord High School utilises a school-wide behavioural framework – Positive Behaviours for Learning (PB4L) - to enhance the school welfare and discipline system. PB4L reduces behavioural problems by explicitly teaching expectations and appropriate behaviours, and redirecting the focus to promote positive behaviour, and thus create and maintain a safe and harmonious, quality teaching and learning environment. The three core school rules based on Positive Behaviours for Learning are:

- Respectful
- Responsible
- Achieving

All students at CHS are expected to display respectful, responsible, achieving behavior at all times.

Students are expected to display positive relationship skills, social responsibility, problem solving and dispute resolution skills in their relationships with others.

All staff have the responsibility to role-model positive relationships with students and other staff through their normal routines. Staff are also responsible for teaching, encouraging and supporting students in developing positive relationship skills.

At Concord High School, we develop a safe and respectful learning environment by:

- building a positive school climate that fosters a sense of achievement and belonging for all students
- quality teaching, learning, and curriculum
- the use of effective and engaging pedagogy
- staff modelling of a consistent, caring and inclusive attitude towards students and other staff at all times
- communication of clear rules and procedures about behaviour guidelines, bullying, and harassment to staff, students and parents/caregivers
- ensuring that relevant school support services and personnel are available to students, including the Year Advisors, School Counsellors, Head Teacher Welfare, Boys and Girls Advisers, School Counsellors, Faculty Head Teachers and Deputy Principals
- referral of bullying incidents, and prompt and effective response to incidents
- professional development for teachers, particularly teachers new to the school, in the Anti-Bullying Plan and processes
- developing positive and productive staff-student relationships
- rewarding positive student behaviour through PB4L and our positive levels system
- promoting PB4L in the classroom, playground, assemblies, newsletters, the school website, and on social media

- encouraging staff and students to use positive PB4L language – respectful responsible achievers.

Building Resilience

Resilience is how individuals respond to threatening or stressful situations, and is about how we “bounce back” from challenges. In protecting against bullying, building resilience can substantially minimise the effects of bullying, and is crucial in helping students to develop the ability to cope in spite of adversity and achieve positive outcomes.

Resilience is changeable, and can be built upon. Resilience programs are provided for all students through the student welfare programs organised by the Welfare Team and the Mind Matters Team. Resilience includes having the confidence to speak up about situations, such as bullying, and building the strength to maintain positive mental health and wellbeing in challenging situations.

Parents and teachers have a responsibility to build resilience in CHS students, by providing safe, supportive and nurturing relationships and environments, and encouraging increasingly higher levels of independence, autonomy and initiative. The key skills that young people need to be resilient are:

- Self-esteem
- Social skills
- Self-control
- Problem-solving skills
- Realistic expectations
- Optimistic thinking patterns

These skills are covered in Welfare programs at CHS, but should also be encouraged and developed at home.

Resilience is a significant protective factor in bullying situations – it gives students the confidence to stand up for themselves and others in positive ways, report bullying, and recover from bullying incidents. Resilient young people are also less likely to be bullies.

3. Prevention

Strategies and programs for bullying prevention

The school will implement strategies to prevent bullying:

- promotion of the respectful, responsible, achiever message in all aspects of school life: assemblies, year meetings, newsletters and in classrooms
- professional development for staff relating to bullying, harassment, and proven counter measures
- community awareness and input relating to bullying, its characteristics, and the school's programs and response
- provision of programs that promote resilience, life and social skills, assertiveness, conflict resolution and problem solving
- classroom teachers clarify the school policy on bullying with students each year
- curriculum includes anti-bullying messages and strategies, embedded in KLAs, through welfare programs, and PB4L lessons
- Student Representative Council, peer support delegates, staff and students to promote the philosophy Respectful, Responsible, Achieving behaviour,
- structured activities available to students at recess and lunch times.

Anti-Bullying in the curriculum

Concord High School provides programs to recognise the value of diversity, the importance of positive and respectful relationships, the negative impacts of violence and aggression, and the harmful impacts of bullying behaviour. Prevention programs are delivered as part of the curriculum across KLAs.

KLAs:

- Prevention strategies, embracing diversity and promoting positive relationships are addressed through units in the PDHPE programs, mandatory for Years 7-10, including:
 - Focus on the importance of connectedness, the impact of bullying and the benefits of seeking help in developing a healthy sense of self
 - Clarification of mental health with a focus on the importance of effective communication in establishing caring and respectful relationships
 - Showcasing harm minimisation and drug use, identifying the consequences of risk behaviours while fostering coping skills and reinforcing the positive effects of physical activity on health.
 - Exploration of issues and the role played by power in a range of relationships, with students developing skills for recognising harassment and abuse, and accessing relevant health and support services.
 - Investigation of the factors which influence health and self-esteem decisions while recognising the need for resiliency skills to meet social challenges.

- Case studies and problem situations to prepare an advocacy strategy that affirms diversity, with students formulating protective strategies.
- The PDHPE Crossroads program focuses on fostering understanding and recognition of relationships, resilience and being an individual within facets of personal, social and community identity.
- Social and emotional learning is covered in the English and Drama curriculum through study of texts and characters
- Recognition of cultural diversity and acceptance showcased in Visual Arts through multicultural studies of architecture and Aboriginal art.
- The promotion of empathy and understanding towards the Multifaceted history of Australia, including Aboriginal Australia. In Studies of Religion, the curriculum focuses on tolerance and the understanding of different religions culminating in the importance of positive and respectful relationships.

Welfare programs for anti-bullying and positive relationships:

A range of anti-bullying initiatives are embedded into the Welfare Management Plan and Welfare Cohort Focus Plan.

All year groups:

- Harmony Day develops intercultural understanding
- R U OK? Day emphasizes the need for strong relationships and the importance of friendship in mental health and wellbeing
- Public recognition, awards and rewards for positive behavior/Rewards Day.

Complimented by:

- Mind Matters/PB4L initiatives and programs

Year 7:

- The Peer Support program focuses on building positive relationships
- Bully Busters program- presenting by external providers
- Anti-bullying programs delivered by the welfare team focus on strength of character, understanding the motivations behind bullying, and bullying prevention
- Year 7 camp
- Welfare Survey
- Connects at Concord
- Values Program
- Mental Health Activity

Year 8:

- Digital citizenship, anti-bullying and team-building sessions delivered by Police Liaison Officer and Year Advisors throughout the year
- Values Program
- Cyber-Bullying(Cyber Busters Production)
- E Safety group
- Police Talks
- Girls – Hygiene/body image/Boys – Building positive friendships
- Survivor Challenge

Year 9:

- Digital citizenship and cybersafety sessions embedded in the curriculum focus on responsible and respectful behaviour online delivered by the PCYC
- Wellbeing and mental health sessions focus on building resilience
- Peer Support training
- Life be in it activity

- Girls/Boys talks
- Study Skills
- Values Program
- Mental Health Wellbeing activity
- Police Talks

Year 10:

- Premier's Volunteering Award encourages students to build positive relationships and personal strength through volunteering
- Opportunity to build relationships with junior students through Peer Support Peer Support Program
- Values – Life Be In It.
- White Ribbon Day Activities
- Boys/Girls Talks
- Parent - Mental Health and wellbeing evening.
- Police Talks
- All My Own Work

Year 11:

- Year meetings and learning activities focused on positive self-talk and resilience when faced with stress
- Crossroads camp
- Study Skills program
- ATAR club
- Road Safety and Trauma Day
- Police Talks
- Transition Activities

Year 12:

- Year meetings and learning activities focused on avoiding risk and peer pressure
- Stress management and transitioning to life beyond CHS
- Welfare talks – Safe behaviours and safe decisions.

4. Early Intervention

Early intervention is critical to responding effectively to bullying. At CHS we will regularly communicate to staff, students and parents/caregivers the importance of reporting bullying incidents involving themselves and/or others.

In addition, students at-risk of developing difficulties with building relationships, students who have previously been bullied, and students who have engaged in bullying behaviours, will be supported to build positive relationships and resilience, and avoid bullying in the future.

These students will be referred to the the School Counsellor for support, and may be referred to one or more of the following early intervention programs:

- **Working with Counsellors** - students can be referred by Deputies, class teachers, self-referrals or parents relating to issues such as return from suspension, school, home, medical or disability. Counsellors will offer support and guidance until necessary.
- **Lessons on social skills** - Social skills are taught across KLAs in various lessons through teacher demonstration of socially accepted behaviour.

Other Early Intervention strategies are implemented at Concord High School, particularly for Year 7 students to ensure a seamless transition from primary school in to high school. These strategies are implemented by the Head Teacher Teaching and Learning alongside the Deputy Principal and Head Teacher Welfare.

- **Year 6 to Year 7 Transition** - Head Teacher Secondary Studies (Learning Support) collects and collates the data and information provided by the primary schools. An extra orientation day is provided to students who require additional support and students

who have been identified with behavioural issues and specific learning needs.

5. Response

Teacher response

All staff must be committed to a common response to bullying when it does happen.

- Immediate intervention is crucial
- Clear procedures will be followed when a case of bullying is discovered

The school will provide support for the individual teacher so that they are able to maintain a safe classroom environment. The discipline policy and structures are mechanisms to support and maintain safe supportive classrooms.

Teaching staff have a responsibility to address incidents of bullying. Classrooms must be a safe, supportive environments where negative behaviour is recognised, publically condemned, and dealt with.

At CHS teachers will:

- Watch for signs of distress, isolation and suspected incidents of bullying
- Look for reasons for this
- Not see bullying as “just” play-fighting, name-calling, a bit of fun, or just part of growing up
- Point out bullying behaviours
- Complete a notification on Sentral of bullying incidents

Student response

Anti-bullying prevention education for all students, and regular communication of our Anti-Bullying Plan, teaches students to identify bullying, harassment, and victimization behaviours, and report these incidents – both students who have been bullied and students who witness bullying.

Additionally, students, through learning activities organised by the Welfare Team, and embedded in the curriculum, understand the importance of speaking up in support of students who they witness being bullied.

Parent/Caregiver response

Ongoing consultation with the community regarding our response to bullying, harassment and victimizations, and the communication of our Anti-Bullying Plan, means that parents and caregivers are aware of what bullying is, and report if when it occurs.

Reporting bullying

Bullying may be reported:

- By a student to a teacher, in person, email, as a message etc.
- By a parent via phone, email, or interview

All incidents of bullying that have been reported will be recorded on Sentral, and the Deputy Principal, Faculty Head Teacher, Head Teacher Welfare and Year Advisers will be notified. The weekly Sentral report will include the type of bullying, number of incidents and the action taken by the appropriate staff. This information will form the basis of data collection for the review of bullying in the school by the School Executive, PB4L Team and the Welfare Team.

The Head Teacher Welfare chairs a weekly meeting with the Welfare Team that includes: Deputy Principal responsible for Student Welfare, Year Advisors, Girls and Boys Advisers and the School Counsellor. At these meetings reports of each year group are tabled that include but are not exclusive to bullying. The minutes from these meetings are forwarded to the Senior Executive

When the need arises the Principal, Deputy Principal, Head Teacher Welfare or Year Advisors will place a notification for staff regarding particular types of bullying or individuals who may need support in dealing with bullying by communicating with teachers in person or via email. At times it may also be necessary for the Principal, Deputy Principals, Faculty Head Teachers, Head Teacher Welfare and Year Advisors to raise awareness of bullying behaviours and the importance of reporting bullying by addressing student assemblies or placing an item in the school newsletter. On occasion the school will seek support of the Police and other outside agencies in addressing bullying issues.

The annual evaluation of welfare programs will also include data, review and recommendations for improvements to anti-bullying practices, which are reported in the Annual School Report under the achievements and future directions for Welfare.

Teacher response to bullying

When bullying occurs at CHS, the following steps will be followed by teachers. (Steps need not necessarily occur in this order as the initial response may begin at step 2 or 3).

Step 1: Personally handle the situation, refer to Faculty Head Teacher for support.

(IN LINE WITH LEVEL 1 AND 2 PB4L)

- The event or report of the event to be taken seriously
- Record event on Sentral and advise students involved.
- Advise students that they are engaging in bullying behaviour, and to cease this behavior. Refer the incident to the Faculty Head Teacher to issue consequences following PB4L model. (Level cards issued).
- Teacher and Faculty Head Teacher collect written reports – **Incident Reports-** from perpetrator of the bullying bystander(s)/witness(es), and victim(s). Talk to students individually about the incident. Give copies of all written reports to Deputy Principal, Head Teacher Welfare and relevant Year Advisor. Faculty Head Teacher to notify parents. Faculty Head Teacher to notify Deputy of consequences and outcome.
- Refer physical assault directly to Deputy Principal
- Deputy Principal and Head Teacher Welfare will maintain a register of bullying incidents using Sentral data.
- Consider mediation as an option (peer or teacher mediation) – refer to Counsellor, Head Teacher Welfare and Year Advisors.
- Faculty Head Teacher inform parents of incident.

Step 2: Refer to Deputy Principal, Head Teacher Student Welfare, Year Advisor

(IN LINE WITH LEVEL 3 PB4L)

- If bullying continues to occur, document on Sentral and notify Deputy Principal, Head Teacher Welfare and Year Advisors. Include details/dates of parent phonecalls, mediation and consequences previously issued.
- Include the type of Bullying on Sentral – physical, verbal, psychological, cyberbullying.
- Deputy Principal and Head Teacher Welfare will maintain a register of bullying incidents using Sentral data.
- Deputy Principal, Head Teacher Welfare, Counsellor and Year Advisor will work together to resolve the situation and issue further consequences
- Deputy Principal to organise behaviour contracts and contact parents.
- Perpetrator of the bullying work with Deputy Principal, Head Teacher Welfare, Counsellor and Year Advisors to identify how to change their behaviour

Step 3: Refer to Deputy Principal

(IN LINE WITH LEVEL 4 PB4L)

In the case of persistent or extreme bullying, all staff will immediately refer to the Deputy Principal. Using the recorded history on Sentral, the Deputy Principal will then determine actions to be taken by the school.

These actions may include:

- Contacting parents of the perpetrator of the bullying and victim(s).
- Arranging for parent and/or student interviews
- Organising behaviour cards or behaviour contracts
- Referring students for counseling
- Referral to the Principal

Persistent long-term bullying is grounds for suspension/exclusion and the Senior Executive will make decisions regarding this.

Bullying interventions at CHS

At Concord High School we strive to consistently deal with bullying incidents as outlined in the Teacher Responses to Bullying section of this document. The implementation of these procedures is supervised by the Deputy responsible for specific year groups, Faculty Head Teachers, the Head Teacher Welfare, and Year Advisors, in conjunction with the Welfare and Discipline Policy.

- Once identified, each, perpetrator of the bullying, victim and witness, will be spoken with, and all incidents or allegations of bullying will be fully investigated and documented
- Both perpetrator of the bullying and victims will be offered counselling and support
- If the bullying persists, parents will be contacted and consequences implemented, consistent with the school's Welfare and Discipline Policy

- Consequences for students will be individually-based, and may involve:
 - Exclusion from class
 - Exclusion from playground
 - School suspension
 - Ongoing counselling from appropriate agency for both victim and perpetrator of the bullying
- Reinforcement of positive behaviours
- Class/Year meetings
- Support structures – including mentoring.
- Ongoing monitoring of identified perpetrator of the bullying
- Rewards for positive behaviour

Supporting students who have been affected by, witness to, or engaged in, bullying

All students affected by bullying are offered mentoring or counselling.

Counsellors are available at the school for students to self-refer, or Deputies, Faculty Head Teachers, Head Teacher Welfare, Year Advisors or teachers may refer students to the Counsellor via Sentral.

Students are reminded of these provisions and are offered mentoring by the Deputy Principal, Counsellor, Head Teacher Welfare or Year Advisors.

Suitable students may also be selected to provide peer mentoring.

Communication with parents and carers

The Principal, Deputy Principals, Faculty Head Teachers, Head Teacher Welfare and/or Year Advisors will make contact with parents as required.

Incidents involving assault, threats, intimidation, or harassment

Staff are to report these types of incidents to the Deputy Principal responsible for the year group. The Deputy Principal will assess the situation and refer to the Principal where a decision will be made of the appropriate action to be taken. In incidents involving assaults, threats, intimidation or harassment, the school follows the guidelines as per the Student Suspension and Expulsion policy of the Department of Education. Reports are made to the Police Youth Liaison Officer, Local Area Command and School Safety and Security when required.

Reporting to the Child Wellbeing Unit or Community Services

Staff are to report concerns of child wellbeing to the Principal, Deputy Principal responsible for the year group. The Principal in consultation with the Deputy will assess the situation and a decision will be made on the appropriate action to be taken.

Complaints handling policy

Concord High School implements the Department of Education Complaints Handling Procedures. The Principal deals with formal complaints by following the procedures outlined in the policy at www.dec.nsw.gov.au/about-us/how-we-operate/how-we-handle-complaints.

Identifying patterns of bullying

The review of Sentral data and reports from the Deputy Principal, PB4L Team, Executive and Welfare Team will identify the incidents of bullying and the year groups that they are taking place in. The teacher response section of this document outlines how these will be dealt with along with the annual review and future recommendations made by the PB4L team and the Welfare Team.

Communicating the Anti-Bullying Plan

The Anti-Bullying Plan will be distributed by the Principal to all staff members and the Community Support Group (Parents and Citizens). The plan will be placed on the school website and parents will be informed of its location by the Principal's report in the school newsletter. Students will be informed of the plan by the Deputy Principal responsible for their year group.

Monitoring and evaluating the Anti-Bullying Plan

This plan will be presented to the school community for consultation and review on an annual basis. Each year the Executive, PB4L Team and the Welfare Team will review the data collected on bullying and will make recommendations to the senior executive on future improvements. By reviewing the types and number of incidents of bullying in a calendar year for each school year group an analysis and conclusion will be made. If there has been a decrease in bullying the programs and practices that led to the decrease will be identifiable and provide valuable feedback for future practices.

Annual reporting on the Anti-Bullying Plan

Each year the PB4L Team, Executive and the Welfare Team will review the data collected on bullying and will make recommendations to the Senior Executive on future improvements. This will form part of the school evaluation process and will be communicated to the school community through the Annual School Report, as well as being integrated into the School Plan.

Review of the Anti-Bullying Plan

The Anti-Bullying data will be reviewed annually by the Executive, PB4L Team and the Welfare Team and their recommendations will be provided to the Senior Executive for inclusion in the school evaluation of the School Plan. The Anti-Bullying Plan is evaluated every three years. This process involves members from the school community inclusive of staff, parents and students.

Additional Information

Burwood Police - School Liaison Police Officer: 9745 8499

Beyond Blue: 1300 22 46 36

Kids Helpline: 1800 55 1800

Headspace: 9193 8000

Principal's comment

It is extremely important for all people who have an influence on our students' lives to be aware of the types of harassment and bullying that they can be confronted with. It is our aim to provide our school community with the necessary knowledge about harassment and bullying, and the strategies that can be used to assist in dealing with such behaviours. Through a consistent approach at school and in the student's home environment, we can make a difference for all students. Everyone has a right to an education, and at Concord High School we aim to provide this in a safe and respectful environment.

School contact information

Concord High School

Ph: 9745 3777

Fax: 9744 2683

Email: concord-h.school@det.nsw.edu.au

Web: www.concord-h.schools.nsw.edu.au