

## Indigenous Campuses (NSW)

# Anti-Bullying Policy NSW Indigenous Schools

### Purpose:

Darkinjung Barker and Ngarralingayil Barker are committed to creating an environment that encourages tolerance, inclusiveness and diversity. Everyone has the right to feel safe and be respected.

### Mandatory or Specific Requirements:

Darkinjung Barker and Ngarralingayil Barker are committed to the Guiding Principles of the National Safe Schools Framework and consequently will:

- affirm the rights of all members of the School community to feel safe and be safe at School;
- acknowledge that being safe and supported at School is essential for student wellbeing and effective learning;
- accept responsibility for developing and sustaining safe and supportive learning and teaching communities that also fulfil the Schools' child protection responsibilities;
- encourage the active participation of all School community members in developing and maintaining a safe School community where diversity is valued;
- actively support young people to develop understanding and skills to keep themselves and others safe; and
- commit to developing a safe school community through a whole-school and evidence-based approach.

### Responsibility:

The Head of Junior School has responsibility for administering the Anti-Bullying Policy.

### EXPECTATIONS OF STAFF

All staff members at NSW Indigenous Campuses are expected to:

- model respectful and cooperative behaviour;
- encourage the development of positive peer relations including managing conflict in appropriate ways;
- treat all students fairly and consistently; and
- respond in a timely manner to any incident of bullying or harassment or complaint about bullying.

Staff members have a shared responsibility to work together with students and parents to address bullying and harassment of any kind.

Students will be provided with appropriate support when a complaint of bullying or harassment is being investigated and dealt with.

## Indigenous Campuses (NSW)

### EXPECTATIONS OF STUDENTS AND PARENTS

Parents and students are expected to:

- become familiar with the Schools' policies and procedures for dealing with bullying and harassment and work with the School to resolve bullying and harassment matters;
- encourage and use strategies to counter bullying and harassment that are compatible with the values of the School;
- acknowledge that social skills and assertiveness can be learnt and are an essential coping strategy for all students; and
- acknowledge that disagreements are a normal part of everyday social interaction.

Students who are onlookers to incidents of bullying and harassment are encouraged and expected to report their concerns to staff.

### PROCEDURES USED WHEN RESPONDING TO COMPLAINTS ABOUT BULLYING AND HARASSMENT

The Schools wants any student who has been bullied to feel that they can discuss their concerns in confidence with a person whom they trust. The focus in dealing with bullying behaviour is on establishing tolerant and cooperative relationships.

### RESPONSIBILITIES OF TEACHER/STAFF MEMBER

- Be vigilant and identify bullying; and
- Refer all incidents to the Director of Indigenous Campuses (NSW).

### RESPONSIBILITIES OF DIRECTOR OF INDIGENOUS CAMPUSES (NSW)

- Treat all complaints of bullying seriously;
- Document incidents of bullying and cross reference cases where necessary;
- Explain to students involved options and possible outcomes;
- Monitor the student who continues to be bullied or harassed;
- Refer students and parents to support services;
- Keep staff informed of action, progress and their responsibilities;
- Take responsibility for Case Management.
- Report to the Child Safety Team email

### RESPONSIBILITIES OF THE HEAD OF JUNIOR SCHOOL BARKER COLLEGE

- Review the progress and outcome of incidents and investigations;
- Manage case conferences; and
- Impose more significant sanctions

## Indigenous Campuses (NSW)

### POSSIBLE SOLUTIONS FOR STUDENTS WHO ARE BULLIED OR HARASSED

- Notify parents;
- Peer support and mentoring;
- Increase staff supervision;
- Organisational changes:
  - Classes
  - Travel
  - Activities
- Social skills and assertiveness training;
- Counselling; or
- Mediation.

### PREVENTION STRATEGIES AND EVALUATION OF THE EFFECTIVENESS OF THE SCHOOL POLICY

#### Whole School Strategies

- Topics such as resilience, assertiveness and dealing with conflict are dealt with in PDHPE coursework.
- Schools values, policies and procedures are reinforced in classes, assemblies and the Pastoral Care and Social Education programme which take place each week. Reference is made to the Student Diary where policies and procedures are available, and where the email addresses of School Psychologists are listed to enable the students to report their concerns in a discreet way.
- An anonymous whole School survey (K-6) is conducted annually. Every student has the opportunity to name anyone that they feel is being bullied or harassment or anyone who is acting as a bully. Responses to the survey are collated confidentially by the School Psychologists and all matters are followed up formally or informally depending on circumstance. Responses from surveys are analysed for trends in cohorts and in individuals over consecutive surveys.

#### Individual Cases

- The Indigenous Campuses Leadership Team meet weekly for operational matters, and raise any ongoing concerns about bullying. Additionally, the team monitor the progress of individual cases of bullying and harassment and may seek to have the School's policy and procedures reviewed in relation to those cases.