

Anti-bullying Plan-The Rock Central School -2025



Our School's Anti-Bullying Plan

This plan outlines the processes for taking reasonable steps to prevent and respond to student bullying in our school and reflect the *Strategic Plan where every student is known, valued and cared for*: <https://education.nsw.gov.au/about-us/strategies-and-reports/strategic-plan>. It reflects the Bullying: Preventing and Responding to Student Bullying in Schools Policy of the New South Wales Department of Education.
<https://education.nsw.gov.au/policy-library/policies/pd-2010-0415>

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

The plan will be reviewed by representatives from the school community. Staff, parents/community and students, every three years.

Contents

1. Statement of purpose.....	Pg
2. Protection.....	Pg
3. Prevention.....	Pg
4. Early Intervention.....	Pg
5. Response.....	Pg

1.Statement of purpose

Our school is committed to creating an inclusive and welcoming environment for all students, and we take a proactive approach to preventing bullying. We believe that every student has the right to feel safe and supported at school, and we work tirelessly to promote kindness, respect, and empathy among our students. Our staff are trained to recognise and address instances of bullying, and we provide resources and support for students who may be struggling. We believe that by working together, we can create a school culture that is free from bullying and harassment, and where all students feel valued and respected. Partnership with students, parents, staff and the wider community is considered central to the success of addressing bullying when it occurs in our school.

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

- Be aware of what constitutes bullying behaviour.
- Prevent bullying behaviour by promoting positive relationships and anti-bullying messages.
- Report bullying when it occurs.
- Respond to bullying according to the plan.

Bullying is taken seriously at The Rock Central School. Bullying can have serious and long-lasting effects on a person's mental and emotional well-being, and it has no place in our schools or communities. We are committed to educating our students about the harmful effects of bullying and providing them with the tools and resources they need to prevent and address it. Our goal is to create a culture of kindness, empathy, and respect where every student feels valued and supported. By taking a strong stance against bullying, we are working towards a future where everyone can live, learn, and grow without fear of harassment or intimidation.

At THE ROCK CENTRAL SCHOOL, we take a whole-school approach to antibullying in alignment with our behaviour management procedures which are aligned to our school values.

T Teamwork

R Respect

C Care

S Success

We 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 inclusivity and encourages students to be active in their pursuit of justice for themselves and others.

Aims of THE ROCK CENTRAL SCHOOL Anti-Bullying Plan

- To reduce incidences of bullying by promoting a zero-tolerance approach to bullying.
- Create a safe and supportive environment for all members of a community, such as schools, workplaces, or online platforms.
- To ensure the whole school community is aware of what constitutes bullying behaviour and the signs and evidence of bullying.
- Prevent instances of bullying by educating individuals on what constitutes bullying, how to recognize it, and how to report it.
- Encourage bystander intervention by teaching individuals how to intervene and support victims of bullying.
- Provide support and resources for victims of bullying, such as counselling, therapy, or mediation.
- Hold individuals who engage in bullying accountable for their actions through clear and consistent consequences.
- Continuously evaluate and improve the effectiveness of the antibullying plan through regular reviews and feedback.
- To outline the clear processes that are in place for responding to incidents of bullying -using the Behaviour Management Procedure.

2. Protection

Bullying is a harmful behaviour that involves repeated acts of aggression, intimidation, or manipulation towards another person. This behaviour can take many forms, including physical, verbal, or online. It often involves an imbalance of power, where the bully uses their strength, popularity, or social status to control or harm the victim. The effects of bullying can be devastating and long-lasting, leading to depression, anxiety, and low self-esteem. It is important for individuals, families, schools, and communities to take a stand against bullying and promote a culture of respect, kindness, and inclusion.

There are several types of bullying that can occur, including:

- **Verbal**- Name calling, teasing, putting someone down, threatening to cause someone harm.
- **Physical**- Poking, hitting, punching, kicking, spitting, tripping or pushing someone, breaking someone's things, pulling faces or making rude hand signals.
- **Social**- Lying, spreading rumours, playing horrible jokes, leaving someone out on purpose, embarrassing someone in public.
- **Cyberbullying**- Using technology to hurt someone else by sending hurtful messages, pictures or comments using social media such as Facebook, Snapchat, Twitter and Instagram.

Conflicts or fights between equal or single incidences are not defined as bullying. These incidents will be dealt with according to THE ROCK CENTRAL SCHOOL's Behaviour Management and Support Plan.

Approach to bullying at THE ROCK CENTRAL SCHOOL

Bullying behaviour is not accepted at The Rock Central School. The school will adopt a four-phase approach to bullying.

1. Protection

Creating safe and respectful learning environments is essential for protecting students from bullying. Educators should be vigilant in recognizing and addressing all forms of bullying, including physical, verbal, or online. Empowering students to speak up and take action when they witness bullying is also important. By fostering a culture of collective accountability and mutual support, we can ensure that every student feels safe and respected. The school's behaviour and support management plan is centred around the philosophy of Paul Dix is a renowned education expert and author of "When the Adults Change, Everything Changes". In his work, he emphasizes the importance of creating safe and respectful learning environments where all students feel valued and protected.

2. Prevention

To prevent bullying, staff model and reinforce a culture of kindness, empathy, and respect. This requires proactive measures to promote positive behaviours, swift and decisive action to address incidents of bullying, and empowering students to speak up and take action when they witness bullying. By fostering a sense of ownership and responsibility for the safety and wellbeing of the school community, we can create a culture of collective accountability and mutual support. Prevention programs are delved as part of the curriculum across KLA and to students and year groups through various wellbeing programs.

3. Early Intervention

Staff are vigilant in recognising signs of bullying and address them promptly before they escalate. Early intervention involves providing support to both the victim and the perpetrator, promoting positive behaviour, and addressing the root causes of bullying. By intervening early, staff can prevent further harm and help students develop positive and respectful relationships. This approach aligns with Dix's belief in creating a safe and respectful learning environment where all students feel valued and supported. THE ROCK CENTRAL SCHOOL implements strategies and programs for students identified at risk of developing long-term difficulties with social relationships.

4. Response

Staff take every incident of bullying seriously and respond promptly to protect the victim, address the perpetrator's behaviour, and prevent further harm. This approach creates a safe and respectful learning environment where all students feel valued and supported. A clear and consistent response to bullying sends a strong message that it is not tolerated and helps to foster a culture of respect, kindness, and empathy. Students may be referred to the Wellbeing Team and plans implemented as part of the process.

A shared approach to dealing with bullying.

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

Staff Responsibilities

- Staff have a legal and moral responsibility to take reasonable and practical steps to prevent and respond to bullying, including cyberbullying and discrimination.
- Staff should promote positive relationships and respectful behaviour and respond promptly to all reports or complaints of bullying or cyberbullying.
- Staff should provide support to both the victim and the perpetrator, including referrals to appropriate support services, counselling, and restorative justice approaches.
- Staff should keep accurate records of all incidents of bullying, including actions taken and outcomes, and report serious incidents to the principal or their delegate.
- Staff should participate in professional learning and development to enhance their knowledge and skills in preventing and responding to bullying, and to stay up to date with emerging trends and issues related to bullying and cyberbullying.
- Ensure open lines of communication between home and school to respond to bullying situations if they arise.

Student responsibilities

- Students have a responsibility to treat others with respect and kindness, and to refrain from engaging in any form of bullying, harassment, or discrimination.
- Students should report all incidents of bullying or cyberbullying to a teacher, parent, or other trusted adult as soon as possible.
- Students should not be bystanders to bullying, but should speak up and support the victim, and report the incident to a teacher or other responsible adult.
- Students should take responsibility for their own behaviour and seek help if they have been involved in bullying or if they feel at risk of being bullied.
- Students should respect the privacy and dignity of others and avoid sharing or posting any hurtful or inappropriate material online or in any other form.

Parents and caregiver responsibilities

- Parents and caregivers have a responsibility to model positive and respectful behaviour and to reinforce these values at home, in the community, and online.
- Parents and caregivers should familiarize themselves with the school's anti-bullying policy and procedures and should work collaboratively with the school to prevent and address bullying.
- Parents and caregivers should be vigilant in recognizing signs of bullying or cyberbullying and should report any incidents to the school as soon as possible.
- Parents and caregivers should support and encourage their child to report any incidents of bullying or cyberbullying and to seek help if they are experiencing any form of bullying.
- Parents and caregivers should cooperate with the school in addressing incidents of bullying and should work together to support the victim and the perpetrator, as appropriate.

Building Resilience

Resilience enables students to cope with challenges, setbacks, and adversity, and to bounce back stronger and more confident. To build resilience, staff should create a safe and supportive learning environment that promotes risk-taking, experimentation, and learning from failure. They should also help students develop self-awareness and self-regulation skills, such as mindfulness, emotional regulation, and coping strategies. Educators should encourage students to set goals, take initiative, and practice perseverance, and to celebrate their successes, no matter how small. By building resilience in students, educators can help them develop a growth mindset, a sense of purpose, and a capacity for lifelong learning and well-being.

The key skills young people need for to be resilient are:

1. **Self-awareness:** Understanding one's emotions, strengths, and weaknesses to cope with challenging situations.
2. **Problem-solving:** Thinking creatively and finding solutions to difficult situations.
3. **Positive thinking:** Focusing on positive thoughts to find the strength to overcome challenges.
4. **Social skills:** Building positive relationships and support systems.
5. **Adaptability:** Adjusting to change and unexpected situations.
6. **Self-esteem:** Having a healthy sense of confidence in oneself and one's abilities.

3. Prevention

Strategies and programs for bullying prevention

The school will implement strategies to prevent bullying.

- **Build positive relationships:** Creating a positive school culture that emphasizes respect, empathy, and kindness can help prevent bullying. Teachers will model positive behaviour and encourage students to build positive relationships with one another.
- **Professional development for all staff relating to bullying and harassment and restorative practice.**
- **Provide programs that promote resilience, social skills, conflict resolution and problem solving.**
- **Classroom teachers clarify the school's policy on bullying with students at the start of each year and remind them each term**
- **The curriculum includes anti-bullying lessons embedded in all KLA's**
- **Student Representative Council and School Leaders and Mentors to promote the philosophy of No Put Downs and Hands and Feet To Yourself.**

Approach to bullying at THE ROCK CENTRAL SCHOOL



The specific focus on anti-bullying is primarily addressed in the PDHPE syllabus content area of 'Safe Living'. This includes topics such as identifying and responding to bullying and harassment, understanding the impact of bullying on individuals and communities, and developing strategies to prevent bullying and promote respectful relationships.

The NSW PDHPE Crossroads program is a comprehensive educational program designed to enhance the health and well-being of students in New South Wales, Australia. The program focuses on promoting positive physical, social, emotional and cognitive development among students, as well as helping them to develop healthy lifestyle habits.

The program covers a wide range of topics, including nutrition, physical activity, mental health, drug and alcohol education, relationships and sexuality, and safety and injury prevention. It also includes opportunities for students to engage in physical activity and develop skills in areas such as team sports and outdoor education.

Anti-bullying in the NSW Curriculum

In the NSW Department of Education, anti-bullying is included in the K-10 Personal Development, Health and Physical Education (PDHPE) syllabus. The syllabus provides opportunities for students to learn about and develop skills in areas such as respectful relationships, communication, conflict resolution, and empathy.

Additionally, the NSW Department of Education has developed resources to support teachers in addressing bullying and promoting safe and respectful environments, including the Positive Behaviour for Learning (PBL) framework, which includes strategies for preventing bullying and responding to incidents when they occur.

Wellbeing programs for anti-bullying and creating positive relationships.

A range of anti-bullying initiatives are embedded into our wellbeing programs across the school.

Infants: (Kindergarten)

Stage 1: (Years 1-2)

Stage 2: (Year 3-4)

Stage 3: (Year 5-6)

- Police Liaison talk

Stage 4: (Years 7-8)

- Police Liaison talk
- Peer support?

Stage 5: (Years 9-10)

- Police Liaison talk

- Cyber-bullying and digital citizenship programs integrated into stage 5 ICT curriculum

4. Early Intervention

Early intervention is crucial for preventing and stopping bullying in schools. By intervening early, schools and parents can identify the underlying causes of the bullying behaviour and provide targeted support and interventions to address these issues.

Effective early intervention strategies may include promoting positive relationships between students, providing social and emotional learning programs, and teaching conflict resolution skills. Additionally, establishing clear expectations for behaviour and consistently enforcing consequences for bullying can help create a safe and respectful school environment.

By prioritising early intervention, we can create a culture that fosters empathy, kindness, and respect, and ultimately prevent bullying from taking hold. This approach not only benefits the students who are being bullied but also the bullies themselves, who may be struggling with their own issues and need support to change their behaviour.

Students who have engaged in bullying behaviour will be referred to the Assistant Principal in primary school and their Year Advisor in secondary school, and may be referred to one or more of these programs:

The Rock and Water: The program is a social skills training program that aims to improve the social and emotional skills, self-awareness of children and teenagers. Based on the metaphor of a rock and water, the program includes activities and exercises that promote

self-awareness, self-control, assertiveness, conflict resolution skills, and group activities to develop teamwork and communication skills.

Boys to the bush: The program is designed to cater to the unique developmental needs of boys and provide opportunities for them to develop positive relationships, learn new skills, and challenge themselves in a safe and supportive environment.

Year Advisor in secondary: They provides support, guidance, and pastoral care to students within their assigned year level. This includes monitoring academic progress, providing guidance on subject choices and career pathways, implementing programs to support student well-being, facilitating communication between parents and teachers, organizing year-level events, and providing support to students experiencing personal or family difficulties. The overall role of a year advisor is to ensure that students are well supported, engaged in their learning, and have opportunities to develop academically, socially, and emotionally.

Lessons on Social Skills: Social skills are taught across KLAs in various lessons through teacher demonstration of socially accepted behaviour as well and modelling explicit teaching of specific behaviour.

5.Response

Teacher response

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

- 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 they are able to maintain a safe classroom environment. At THE ROCK CENTRAL SCHOOL teachers will:

- Watch for signs of distress, isolation, and suspected incidents of bullying.
- Not see bullying as ‘just” play-fighting, name calling or a bit of fun
- Point out bullying behaviours.
- Complete a record on Sentral of bullying incident, including action taken by teacher.
- Escalate record on Sentral if issue continues after classroom teacher intervention.

Student Response

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

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

Parent/Caregiver response

When a child is being bullied in school, parents can respond by listening to and validating their child's experience, gathering information about the bullying incidents, working with the school to address the issue, teaching the child coping strategies, considering professional help if needed, and monitoring the situation to ensure the child's well-being. It is important to show empathy and support to the child and take further action if the situation does not improve.

Reporting bullying

Bullying may be reported:

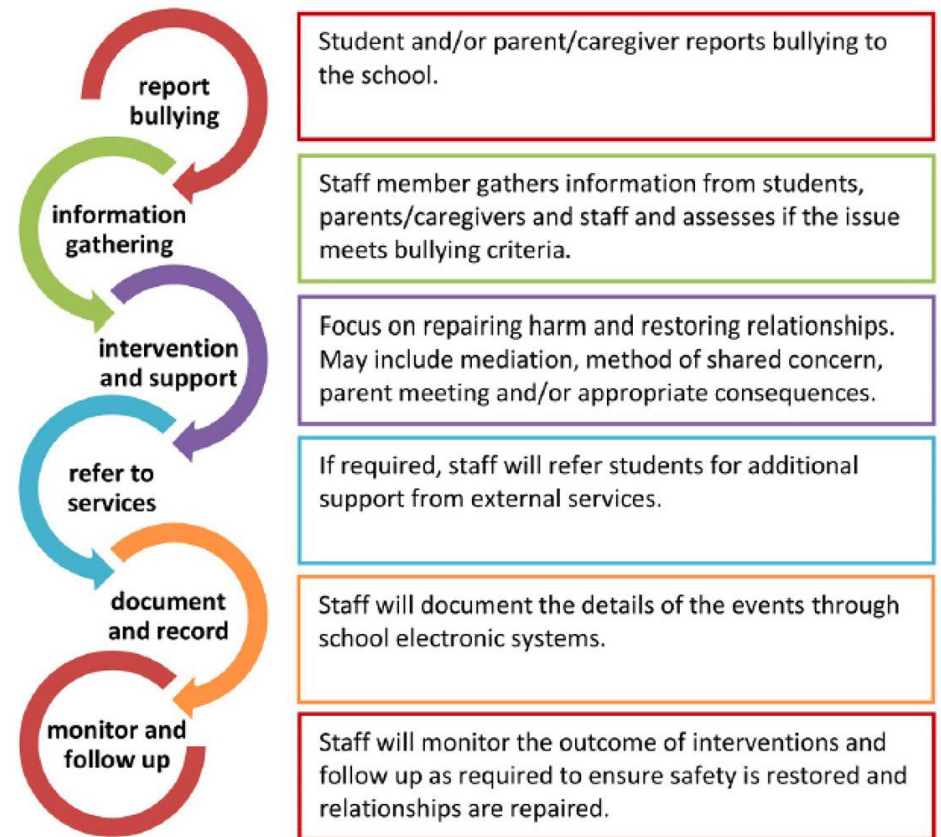
- In person by a student to a teacher
- By a parent/carer via phone, email or in person

All incidents of bullying that have been reported will be recorded on Sentral and the Assistant Principal or Head Teacher will be notified.

The Sentral report will include the type of bullying, number of incidents and the action taken by the appropriate staff. The Assistant Principal or Head Teacher will also take statements from all parties concerned including asking for witnesses to provide a statement. This information will be used to form the basis of the decision and assist in staff in making the necessary follow up action.

When the need arises the Assistant principal, Head Teacher or Year Advisor will place a notification on Sentral for staff regarding a situation either in the classroom or the playground and to be vigilant and watch out for the behaviour. On occasion the school may seek support from the police or outside agencies in addressing bullying issues.

Summary of THE ROCK CENTRAL SCHOOL'S APPROACH TO BULLYING ONCE REPORTED



When bullying occurs

When bullying occurs at THE ROCK CENTRAL SCHOOL, the following steps will be followed (Not necessary in the direct order) as the initial response may begin at step 2 or step 3.

Step 1: Personally handle the situation.

- The event or report of the event must be taken seriously.
- Record the event on Sentral and advise student they are engaging in bullying behaviour and to cease the behaviour.
- Talk to the students individually about the incident.
- Notify the Assistant Principal, Year Advisor or Head Teacher
- Refer physical assault immediately to the Assistant Principal/Principal

Step 2: Refer to the Assistant Principal/Head Teacher

- Assistant Principal/ Head teacher will collect statements from victim, from witnesses and the person doing the bullying.
- Call parents and carers and notify them that the school is dealing with the incident.

- Bullies work with the Teacher/Year Advisor to identify how to change their behaviour
- Students will be referred to the Wellbeing team
- Student may be referred to the school counsellor.
- Student will be referred to the anti-bullying programs.
- If both parties agree restorative mediation will occur with parental consent

Step 3: Refer to the Principal

In the case of persistent or extreme bullying, refer to student directly to the Principal to determine what action will be taken by the school.

These actions may include:

- Contacting parents of the bully(ies) and victim(s)
- Arrange parent and or student interviews.
- Organise behaviour cards and or student plans.
- Issue bully(ies) with Formal caution to suspend.

These actions may have the following consequences.

- Student issued with a formal caution to suspend may be excluded from taking part in events that represent the school
- Withdrawal from class and working with the Principal
- Withdrawal from the playground
- And in extreme cases a school suspension

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 Assistant Principal, Year Advisors, Head Teacher or teachers may refer students to the counsellor via Sentral. Students are reminded of these provisions and are offered mentoring by the Assistant Principal, Year Advisors, Head Teacher. Suitable students may also be selected to provide peer mentoring.

Communication with parents and carers

The Principal, Assistant Principal, Head Teacher 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 Assistant Principal. The Assistant 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 BEHAVIOUR PROCEDURES KINDERGARTEN TO YEAR 12 (<https://education.nsw.gov.au/content/dam/main-education/policy-library/associated-documents/pd-2006-0316-06.pdf>) 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, Assistant Principal, and/or counsellor. The Principal in consultation with the Assistant Principal and/or Counsellor will assess the situation and a decision will be made on the appropriate action to be taken.

Complaints handling policy

The Rock Central 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-handlecomplaints.

Identifying patterns of bullying

The review of Sentral data and reports from the Wellbeing 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 Wellbeing Team.

Communicating the Anti-Bullying Plan

The Anti-Bullying Plan will be distributed 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 Assistant Principal in student notices and via email and at assemblies.

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 Wellbeing 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 Wellbeing 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, and 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.

Anti-Bullying Team

Principal	Nim Weerakoon
Assistant Principal	Emma Quinn (APIC)
Assistant Principal	Sally Campton
Assistant Principal	Georgia Mullins
Head Teacher	Maryanne Voss
Year 7 Advisor	Scott Bromley
Year 8 Advisor	Parvin Dhillon
Year 9 Advisor	Hannah Mackie
Year 10 Advisor	Liam Wells

Additional Information

Beyond Blue: 1300 22 46 36

Kids Helpline: 1800 55 1800

Headspace: 1800 856 572

(02) 6937 9000

Lifeline: 13 11 14

School contact information

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Consultation

School P&C	Term 1	2023
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School SRC	Term 1	2023
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Learning and Support Team	Term 1	2023
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All Staff	Term 1	2023
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