



Education &  
Communities

# Anti-bullying Plan





# Bullying:

## Bullying of Students: Prevention and Response (2018)

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### Policy statement

1. The department rejects all forms of bullying behaviour including online (or cyber) bullying.
2. NSW public schools work to provide safe, inclusive, and respectful learning communities that promote student wellbeing.
3. The department's [Behaviour Code for Students \(PDF 82.5 KB\)](#) requires students to be inclusive and respect other students, their teachers, school staff, and community members, and to not bully, harass, intimidate, or discriminate against anyone in our schools.
4. Schools are required to establish strategies and practices to encourage positive student behaviour, recognise and reinforce student achievement and wellbeing, and manage disruptive student behaviour, as outlined in the [Student Discipline in Government Schools policy](#).
5. School staff need to encourage high levels of parental and community involvement in the school to improve student attendance, engagement, learning and behaviour.
6. Each school must complete and implement the [Anti-bullying plan \(PDF 1223.4 KB\)](#).
7. Bullying behaviour has three key features. It involves the intentional misuse of power in a relationship. It is ongoing and repeated, and it involves behaviours that can cause harm.
8. Bullying behaviour can also involve intimidation, victimisation and harassment, including that based on sex, race, religion, disability or sexual orientation, both online and offline.
9. Bullying can be illegal if it involves behaviours that include physical violence, threats of violence, damaging property or stalking.
10. The [NSW anti-bullying website](#)[External link](#) supports school staff, parents and carers, volunteers and contracted staff, and students to discourage, prevent, identify and respond effectively to student bullying behaviour, where it does occur.

11. Preventing and responding to bullying is the shared responsibility of all school staff, volunteers, and contracted staff employed by schools, and students, parents and carers.
12. Teachers and other school staff are provided with support and professional development to discourage, prevent, identify and respond to student bullying behaviour.
13. Reports of student bullying can be made to any staff member at a school. A teacher or school executive staff (such as the principal, deputy principal or assistant principal, head teacher) at the school will address the reported bullying in a timely manner.
14. If a student, parent or carer believes a matter is not being dealt with effectively, they can refer the matter to the school's principal (or delegate) for resolution.
15. If the student, parent or carer still has concerns, after referring the matter to the school's principal (or delegate), and would like advice, they can contact the learning and wellbeing advisor or officer at the local departmental office. If the matter is then still not resolved they can contact the Director, Educational Leadership, at the local departmental office, who must follow the Complaints Handling policy.
16. For incidents of physical violence, and where required, staff should administer first aid (consistent with their training and experience) and contact emergency services whenever necessary. Staff must also report the incident to the Incident Reporting and Support Hotline on 1800 811 523.

This information can be located at: <https://education.nsw.gov.au/policy-library/policies/pd-2010-0415>

## Gloucester High School 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 and Communities.

School communities need to work together to recognise, challenge and change inequalities that fuel bullying and harassment within the school and to build trust and respect between all groups.

The anti-bullying plan has been developed in consultation with representatives from across the school including teachers, executive, students and parents, as well as other community members.

The plan will initially be developed by the school anti-bullying action team (Wellbeing Team). This information will be presented to the staff (staff meetings), students (SRC) and parents (P&C) to review and make any necessary changes. The plan will be reviewed and evaluated every three years.

### Statement of purpose

Every person has the right to experience positive and respectful relationships between all members of the school community. Bullying behaviour is not acceptable and we are proactive in preventing bullying. Our school is an inclusive environment, where diversity is affirmed and individual differences are accepted. This policy encompasses a set of procedures to ensure all members of the school community are aware of the nature of bullying, its consequences and strategies to identify, report and deal with bullying behaviours. The Anti-Bullying Plan is a key part in planning for student wellbeing and effective learning.

### Aims:

The Gloucester High School Anti-Bullying Plan seeks to:

- Promote a school culture of being positive, caring, respectful and supportive
- Promote a positive school environment that provides safety, security and support for students and promotes positive relationships and student wellbeing
- Empowers students to be confident, resilient, balanced and able to form positive relationships, have a strong sense of self, cultural awareness to enable them to become exemplary citizens, and have respect for living in a diverse society
- Modify the behaviour of the bully and educate the victim through the school's wellbeing program
- Reduce the incidence of bullying through a unified approach
- Ensure school community members understand and have confidence in the procedures and strategies
- Establish, maintain and monitor effective communication networks between students, staff and parents
- Recognise the need for whole school and parent support involvement

- Reinforce that all members of the Gloucester High School community need to be aware of their responsibility to act as positive anti-bullying role models, thereby ensuring their actions do not support other people bullying
- Ensure that students and parents fully understand the difference between being rude, being mean and bullying
- Ensure effective methods of behaviour management are consistently used and are non-hostile

### Protection, Prevention, Early Intervention, Response

There are four steps in guiding the Gloucester High School Anti-Bullying Plan. These steps include: protection, prevention, early intervention and response strategies.

**Protection** refers to those factors that increase the likelihood of positive wellbeing outcomes and buffer against the effects of negative experiences. This will be achieved through:

- The school and wider community having a shared understanding of what constitutes bullying
- Students, parents, caregivers and teachers understanding their individual and shared responsibility for preventing and responding to bullying behaviour
- Maintaining a positive school culture of respectful relationships where bullying is less likely to occur

**Prevention** builds on the protective factors and refers to strategies specifically designed to prevent bullying behaviour. This will include:

- Developing and implementing programs for bullying prevention
- Embedding anti-bullying messages into each curriculum area and in every year

**Early Intervention** refers to providing support before an issue emerges or escalates such as developing and implementing early intervention support for 'at risk' students. This will be monitored through the Learning Support Team and the Wellbeing Team.

**Response** refers both to the actions of the school when an incident occurs and to the informed development of future protection, prevention, early intervention and response strategies.

### Protection

Harassment, violence and bullying will NOT be tolerated at Gloucester High School. No one has the right to bully, harass, tease or intimidate another person. It can be defined as: *'Any unwelcomed action (physical, verbal or emotional) that deliberately and repeatedly sets out to humiliate, intimidate or hurt others.'*

Bullying is a pattern of repeated verbal, physical, social or psychological behaviour that is harmful and involves misuse of power by an individual or a group towards one or more persons. Bullying may be carried out overtly eg face to face or covertly eg through repeated social exclusion or via technology.

Online bullying refers to bullying through information and communication technologies. This may be through SMS, pictures, sounds, videos, emails, instant messaging, chat and other forms of social media such as Facebook, Snapchat, Twitter and Instagram.

**Physical harassment and cyber bullying are criminal offences that may involve the Police. The deliberate use of technology to bully and harass students of Gloucester High School will not be tolerated. Please refer to the NSW Department of Education's Behaviour Code for Students.**

<https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/behaviour-strategy/the-student-behaviour-strategy.html>

Bullying can involve humiliation, domination, intimidation and victimisation and all forms of harassment including that based on gender, race, disability, sexuality and transgender (LGBTQI+). Bullying of any form or for any reason can have long term effects on those involved including bystanders. Bystanders are anyone who are aware of bullying but does not act to try and stop it. This may include omitting information about a bullying incident, watching or hearing about a bullying event but doing nothing, assisting/joining in, videoing, sharing videos or photos, or encouraging by cheering or laughing.

Bullying is a sub-category of aggression and is different to, but also related to, harassment and violence. It is not the same as conflict or social dislike even though in some cases, the outcome of both can be bullying. Conflicts or fights between equals, or single incidents, are not defined as bullying.

All members of the school community contribute to the prevention of bullying by modelling and promoting appropriate behaviour and respectful relationships in person and online (social media and otherwise).

*Staff Responsibilities include:*

- Maintaining a positive climate of respectful relationships where bullying is less likely to occur
- Actively promote Positive Behaviours for Learning (PBL), year meetings and referring to CARER principles during lessons
- Specifically teaching students GHS CARER values in wellbeing lessons, classroom lessons and at assemblies
- Being vigilant in maintaining respectful relationships in classrooms, playground and during change of lessons with active supervision
- Following reported incidents of bullying as outlined in this policy and providing feedback to those who report bullying incidents

*Student Responsibilities include:*

- Understanding the definition of bullying as intention, repeated behaviour that causes distress, hurt or undue pressure. It is not an isolated incident
- Understanding that passing on inappropriate photos, images or responding to posts on social media which are harmful to another individual is considered bullying and may include police involvement – current legislation includes *The Online Safety Act 2021*
- Treating staff and fellow students with respect and consideration
- Taking an active part in maintaining their own positive environment
- Behaving appropriately, respecting individual differences and diversity
- Follow the GHS Anti-Bullying Plan
- Reporting acts of any bullying behaviours immediately, including social media posts or illicit images
- Understanding the consequences of their action if they choose to bully, or are involved in a bullying incident
- Keeping documentation of the bullying occurring such as emails, photographs or posts on the internet

*Parent/Caregiver Responsibilities include:*

- Supporting their child in becoming a responsible citizen and developing responsible online behaviour
- Being aware of the school Anti-Bullying Plan and assisting their child in understanding bullying behaviour
- Reporting incidents of school related bullying behaviour to the school
- Working collaboratively with the school to resolve incidents of bullying when they occur
- Supporting their child in developing positive responses to incidents of bullying consistent with the school Anti-Bullying Plan

Gloucester High School encourages parents to:

- Watch for signs of distress, unwillingness to attend school or other signs suggesting stress or anxiety such as headaches or stomach aches
- Advise your child to tell a staff member
- Tell their child to keep any evidence of the bullying situation such as emails, letters, photos, posts etc and keep written documentation/records of the incidents
- Watch for signs of aggression, risk taking behaviour, obsession with becoming popular, insecurities etc as this may indicate a potential bully

***What is not Bullying:***

- Fighting between two students of equal power (this is violence)
- Teasing being done in a mutual way meant in fun and jest (provided it doesn't fall under previous categories)

***Why Report?***

To provide a safe and tolerant school in which students are able to reach their academic and social potentials

***Who to Report to?***

- The class teacher when in the classroom
- The teacher on duty in the playground
- The teacher you feel comfortable with
- Year Adviser
- Head Teacher
- Deputy Principal
- School Counsellor
- Principal
- Bus Company (when incidents occur to and from school)



## ***Bullying Reporting Process***

1. Report to a teacher
2. Investigation conducted including taking witness statements and examining all evidence (DP and Wellbeing Team)
3. If bullying substantiated, a 3 point yellow slip applies
4. If a second incident of bullying is substantiated with the same student as the perpetrator, then they are placed on the ***bullying register*** and parents are to be called in for an interview
5. The student has the opportunity to be removed from the ***bullying register*** provided there are no further incidents of bullying for one term

## **Prevention**

**Prevention** builds on the protective factors and refers to strategies specifically designed to prevent bullying behaviour. To prevent bullying GHS provides the following programs and strategies:

- Using surveys such as 'Tell Them From Me' to improve student wellbeing outcomes
- Provide professional learning for staff and Child Protection annual updates
- A school policy outlining firm action and appropriate consequences
- School values that model PBL CAREER values – Care, Achievement, Respect, Effort, Responsibility
- Actively supervise students and reinforce rules and consequences across the whole school re bullying behaviours
- Peer Support Program
- Bullying and Resilience taught in Wellbeing lessons
- Be You dimensions taught in Wellbeing lessons
- Teaching anti-bullying in PDHPE syllabus and in English
- Timetabled Wellbeing periods (fortnightly) for years 7-10
- Transition to High School orientation program (includes booklet for parents)
- Facilitate Love Bites Program (Respectful Relationships) Year 10
- Subsidise attendance to performances of visiting theatre productions eg Brainstorm Productions – Anti-Bullying, Violence, Cyber Safety)
- Student attendance and productions of school dramatic performances that raise issues related to bullying
- Study film and texts that explore issues on difference and diversity
- Provide leadership opportunities for students – SRC, fundraising for charities, representing the school at functions
- Raise student awareness of various cultures and minority groups through exposure to guest speakers, displays, annual multicultural school visit, displays, student exchange programs, Aboriginal initiatives and celebration of culturally significant events
- School camp for Year 7
- Mentoring programs – individual teacher/student mentoring
- Education for staff in relation to Cyber Safety



- Education for parents in relation to Cyber Safety (Newsletter Articles)
- Active participation in Bullying No Way Program. Participation and lessons on National Day of Action Against Bullying and Violence Annually
- Display posters and deliver key messages that reinforce our Anti-Bullying stance – school newsletters, assemblies, local newspaper
- Offer students school counsellor support and student support officer intervention – mediation, anger management, social skills
- Support student wellbeing with DP, Head Teacher, Student Support Officer, Year Advisers, Boys/Girls Supervisor and SLSO's.
- Access external agencies – Child and Adolescent Mental Health, Bucketts Way Neighbourhood Group, Manning Support Services, School Police Liaison Officer, Police Youth Liaison Officer, Aboriginal Support personnel
- Whole school commitment to PBL
- Provide relevant literature to parents, staff and students through school library, school website, newsletter, school social media page, school digital sign and pamphlets
- Liaise with other schools to identify high risk new enrolments
- Encourage parental involvement
- Encourage students to report bullying
- Posters/flow charts for reporting

Gloucester High School embeds Anti-Bullying messages into the following curriculum areas:

- Wellbeing Lessons (includes CARER values)
- English
- PDHPE

### Early Intervention

The following are examples of early intervention strategies and programs for students who are identified as developing long term difficulties with social relationships and those who are identified at or after enrolment as having previously experienced bullying or engaged in bullying behaviour:

- Risk assessments
- *Student Progress Reports* – initiated through teacher/parent concerns
- Orientation meetings
- Any of the previous relevant strategies or programs
- Mediation where appropriate
- Development and explicit teaching of resilience strategies where appropriate
- Education for parents
- Year Adviser Support/HT Wellbeing Support/Student Support Officer
- All forms of bullying are taken seriously and will be responded to using the school's discipline policy

## Response

### At Gloucester High School our expectations of students are that they:

- Become familiar with this document
- Refuse to be a bystander to any bullying situations – you need to report. If you don't, you will be seen as condoning the bullying behaviour and will be treated as a bully
- Speak up and report any bullying incident. Tell the student engaged in the bullying behaviour to **STOP**. You are not protected by silence
- Know that telling is NOT 'dobbing'. Dobbing is when a person tells about the actions of others for the purpose of getting that person into trouble. Telling is a responsible action, dobbing is irresponsible
- Know that bullying is unacceptable and will be dealt with under the school's Discipline Policy
- Will be offered appropriate counselling if they are either the target of the bullying behaviour or responsible for the behaviour

### To prevent bullying at GHS staff should:

- Following the GHS Anti-bullying flow chart
- Model respectful behaviour in accordance with the NSW Department of Education *Code of Conduct* (last updated 12/7/2021)
- Positively reinforce and reward anti-bullying behaviour – merits and verbal acknowledgements
- Listen to student concerns and **follow through** those concerns
- Be observant for signs of distress or suspected incidents of bullying eg change in behaviour, changes in eating and sleeping, social withdrawal, bruises/scratches, damage or loss of belongings, drop in school grades
- Take steps to help the student/s who is/are being bullied
- Consult with immediate supervisor or Head Teacher Wellbeing to develop an appropriate action plan
- Listen to student allegations. Then ask the student to write down what has happened. If the student does not want to write it down or is unable to do so, the staff member will take down a verbal account of what has happened and read it back to the student for clarification, date and signatures
- Head Teacher to follow up with recording the data
- Use the non-emotive term 'target' to replace 'victim' where possible. This term avoids labelling the student negatively
- Respond in a timely manner

### Role of Head Teacher Wellbeing/Year Adviser

- All incidents of bullying will be reported on Sentral and the Year Adviser and Head Teacher Wellbeing notified
- Head Teacher Wellbeing and Year adviser will work together to resolve the situation. This will involve interviews with all students involved including witnesses. Students will be interviewed separately and all interviews will be recorded and filed in student files in DP office

- The school's Discipline Policy will be referred to where needed
- Mediation or restorative practice may be a strategy to resolve the situation
- Parents will be notified of their child's involvement and the consequences of their child's action (within the bounds of privacy legislation)

### **Role of Deputy Principal**

- Manage critical bullying incidents referred by a member of the GHS community
- A range of criminal legislation is relevant to bullying and cyberbullying. These include stalking, making threats to kill or harm and malicious damage. The Deputy Principal may act to manage and respond to cyberbullying that involves students (or staff) from the school if it could result in a substantial disruption to the school environment or adversely affect the learning or wellbeing of students (or staff at the school)
- Offer support and guidance to all staff when dealing with critical bullying incidents

### **Role of Parent**

- Watch for signs of anxiety – unwillingness to attend school, a pattern of headaches, missing equipment, requests for extra money, damaged clothes or bruising, switching the computer screen when an adult comes into the room
- Take interest in their child's social life, acquaintances and internet usage
- Encourage their child to discuss bullying with them. Read this policy with their child
- Encourage their child to feel confident about the rights to report about a bullying incident
- Advise their child to tell a staff member about any bullying incidents that happen at school
- Keep a written record (who, what, when, where, why, how)
- Not encourage retaliation
- Not take issues into their own hands
- Attend interviews at the school when requested. Find out the facts directly from the school
- Work in partnership with the school to resolve issues positively
- Have their child seek support from the school staff (Year Advisers, Head Teachers, Student Wellbeing, Deputy Principal, School Counsellor)
- Report the matter to the police if the incident occurs or continues to occur outside school

### **Social Media**

- **Parents and carers:**
- Be a role model for your child in relation to online behaviour
- Keep an eye on what your child is doing online both in the home and on any mobile devices
- Ensure you engage in open and honest communication with your child
- Put computers in open spaces within your home

- Use an Internet filter and secure Wi-Fi
- Use parental controls on computers, net browsers, tablets and smartphones
- Don't threaten to disconnect your child – this will only cause them to keep online problems hidden from you
- Teach your child how to create a strong password
- Encourage children to keep their passwords to themselves

### **Role of Student**

- Follow the flow chart guidelines posted around the school
- Report incidents of bullying to a staff member who will assist and support them to solve the problem
- Report immediately to the teacher on duty, Deputy Principal or Principal if the behaviour involves a physical act or an act of cyber bullying at school
- Report any continuation of bullying behaviour if the problem does not stop or if it reoccurs after a lapse of time. It often takes a number of interventions before bullying is eradicated
- Discuss the bullying with parents and carers
- **Social Media**
- Understand that everything they share, like, comment and post online contributes to digital identity
- When online, never share personal information
- If you don't know or trust someone, **BLOCK** them online. Don't be fooled by fake profiles or mutual friend suggestions
- **Keep your accounts PRIVATE**
- Make positive choices online
- Report any cyber-bullying that is affecting relationships at school to your Year Adviser or Head Teacher Wellbeing

### **Anticipated outcomes of an Effective Anti-Bullying Policy**

- A reduction in the number of students being bullied
- An initial increase in the rate of reporting bullying behaviour
- A reduction in the amount of time before bullying is reported
- Development of a school culture of respect and safety for all staff and students
- A willingness to support any student/s being bullied
- Improved school attendance by students
- Feeling safe in our environment and support for the school Anti-Bullying policy by parents/carers
- All teachers exposed to professional learning regarding strategies to deal with bullying behaviour
- Parents/carers to be given a copy of this policy – hard copy, on the school internet site, displayed in school foyer – to follow procedures for reporting

- The school will report serious incidents to the police and the School Safety Response Unit (1300 363 778) [https://www.police.nsw.gov.au/safety\\_and\\_prevention/your\\_community/young\\_people\\_and\\_youth\\_issues/youth\\_accordian/school\\_safety\\_and\\_response\\_unit](https://www.police.nsw.gov.au/safety_and_prevention/your_community/young_people_and_youth_issues/youth_accordian/school_safety_and_response_unit) as per NSW Department of Education procedures
- When necessary the school may need to contact the Child Wellbeing Unit or Department of Communities and Justice. This will be undertaken as per NSW Department of Education procedures

### **Procedures for Complaints**

Complaints about the way a reported incident of bullying has been managed are dealt with according to the Department of Education's *School Community and Consumer Complaint Procedure (Jan 2017)*

### **Other School Policies that may be referred to include:**

Anti-Racism Policy, Workplace Health and Safety Policy, Complaints Handling Policy, Discipline Policy, Code of Conduct, Dignity and Respect Workplace Charter

### **Policy Review Date:**

GHS will review this Anti-Bullying plan at least every three years with the community. This plan was reviewed in December 2021. It is due for review again in December 2024.

### **Additional Information**

School Police Liaison Officer – Cheryl

Kids Help Line 1800 551 800

### **Websites:**

Be You <https://beyou.edu.au/>

[www.digitalcitizenship.nsw.edu.au](http://www.digitalcitizenship.nsw.edu.au)

[www.youthbeyondblue.com.au](http://www.youthbeyondblue.com.au)

[www.bullyingnoway.gov.au](http://www.bullyingnoway.gov.au)

<https://www.esafety.gov.au/>

[www.cybersafetysolutions.com.au](http://www.cybersafetysolutions.com.au) (Susan McLean)

<https://studentwellbeinghub.edu.au/parents/resources/cybersmart/>

## **General Comment**

This plan is the result of a collaborative process involving staff, students and parents and underpins our commitment to continually improving the way in which we do business with respect to all aspects of student wellbeing, but specifically with our stance on anti-bullying.

## **Reviewed December 2021**

### **Committee Members:**

Myree Ribbons – Author and Coordinator, Head Teacher Wellbeing

Gloucester High School Student Representative Council Members and Students:

Lynelle Hester (Year 11)      Emma Broadhead (Year 9)

Emma Elder (Year 11)      Kyiesha Leary (Year 9)

Jorja Beard (Year 10)      Ryan Beggs (Year 10)

Tallulah Ashby (Year 9)      Abbigale Sterling (Year 9)

Thomas Troope (Year 9)      Paige Connell (Year 8)

Irelyn Want (Year 7)

## **School Contact Information**

### **Gloucester High School**

**129 Ravenshaw Street**

**GLOUCESTER NSW 2422**

**Ph: 65 581605**

**Fax: 65581229**

**Email: [Gloucester-h.school@det.nsw.edu.au](mailto:Gloucester-h.school@det.nsw.edu.au)**

**Web: [www.gloucester-h.schools.nsw.edu.au](http://www.gloucester-h.schools.nsw.edu.au)**