

## St Ives High School Anti-Bullying Plan 2024 Update

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.

### Statement of Purpose

St Ives High School is committed to providing a safe and respectful learning environment, with a focus on student wellbeing and inclusion.

At St Ives High School, staff and students have the right to be treated in a respectful way. We realise that bullying can take many forms, is always changing and it is the responsibility of all members of our school community to strive to develop a culture where everyone has a right to feel safe and secure within their learning and teaching environments.

Bullying is unacceptable anti-social behaviour that must be stopped and the St Ives school community will work hard to protect and empower students to live fulfilling lives free from all forms of bullying and harassment.

### What is Bullying?

Bullying behaviour has three main features:

- Bullying involves the intentional misuse of power in a relationship.
- Bullying is ongoing and repeated.
- Bullying involves behaviours that can cause harm.

Bullying behaviour can also involve intimidation, victimisation and harassment, including that based on sex, race, religion, disability, or sexual orientation, both online and offline.

Bullying can be illegal if it involves behaviours that include physical violence, threats of violence, damaging property, or stalking.

All negative behaviours lie on a continuum of seriousness. While not bullying, some behaviours, such as one-off acts of meanness or social rejection, mutual disagreements or isolated incidents of intimidation are examples of conflicts that need to be resolved.

### Responding to Bullying

Responding to bullying takes a whole school approach.

**School staff** have a responsibility to:

- Respect and support students
- Model and promote appropriate behaviour
- Be aware of school and departmental policies relating to bullying behaviour

- Respond in a timely manner to incidents of bullying according to the school’s anti-bullying plan
- Teachers additionally 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.

**Students** have a responsibility to:

- Behave appropriately, respecting individual differences and diversity
- Behave as responsible digital citizens
- Follow the school Anti-bullying Plan
- Behave as responsible bystanders
- Report incidents of bullying in accordance with the school’s Anti-bullying Plan.

**Parents and caregivers** have a responsibility to:

- Support their children to become responsible citizens and develop responsible online 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
- 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 a responsibility to:

- Model and promote positive relationships that respect and accept individual differences and diversity in 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.

## School Culture and Inclusion

All members of the school community are active participants in building a welcoming school culture that values diversity and fosters positive relationships. A key component of a supportive school culture is building respectful relationships and an ethos that bullying is not accepted, in both online and offline environments. School staff will actively respond to student bullying behaviour.

Our school engages in the practices outlined below to promote a positive school culture.

### Student assemblies and year meetings

Student bullying and expectations about student behaviour will be discussed and information presented to promote a positive school culture where bullying is not accepted.

2024 Dates	Communication Topics
<i>Ongoing year assemblies</i>	Communication of behavioural expectations; modelling prosocial behaviour; addressing year-specific topics as they arise
<i>Term 1 whole-school assemblies (07/03; 08/04)</i>	Discussion of behaviour code for students, reinforcing expectation of no-touch school, reinforcing positive relationships, communication of Anti-Bullying Plan and procedures to all students
<i>Year 7 camp</i>	Discussion of and activities to support positive

(29-31/05)	relationships and friendship-building
<i>Term 2 whole-school assemblies (28/05; 04/07)</i>	Reinforced communication of behaviour code for students and expectation of no-touch school, reinforcing Anti-Bullying Plan and reporting procedures, discussion of positive relationships,
<i>Term 3 whole-school assemblies (23/08; 18/09)</i>	Reinforced communication of behaviour code for students and expectation of no-touch school, reinforcing Anti-Bullying Plan and reporting procedures, discussion of positive relationships
<i>Term 4 whole-school assemblies (14/10; 19/12)</i>	Reinforced communication of behaviour code for students and expectation of no-touch school, reinforcing Anti-Bullying Plan and reporting procedures,

### Staff communication and professional learning

Staff will be supported with professional learning that provides evidence-based ways to encourage and teach positive social and emotional wellbeing and discourage, prevent, identify, and respond effectively to student bullying behaviour.

2024 Dates	Communication Topics & Professional Learning
<i>Ongoing</i>	Teaching and modelling respectful relationships emphasised at staff meetings, anti-racism policy training completed by all staff in accordance with departmental requirements, reinforcing school values, monitoring attendance patterns in line with the NSW Education wellbeing framework, ongoing wellbeing team meetings will proactively address any identified patterns of bullying and plan for vulnerable students

<i>Term 1 SDDs (30-31/01)</i>	Updating staff on Anti-Bullying Plan, discussing wellbeing programmes for upcoming year, emphasising school values and staff promotion of behaviour in line with these values
<i>Term 2 SDD (29/04)</i>	Monitoring Anti-Bullying Plan, discussion of high expectations in line with NSW Education wellbeing framework, with ongoing professional learning focused on high expectations and achieving this for all students
<i>Term 2-3 ongoing</i>	Mental Health First Aid training opportunities for staff, Lifeline Accidental Counsellor training for Year Advisers
<i>Term 3 SDD (22/07)</i>	Monitoring Anti-Bullying Plan, communicating positive relationships and wellbeing supports for staff to promote among students
<i>Term 4 SDD (20/12)</i>	Evaluating Anti-Bullying Plan and effectiveness across the year, evaluation of existing wellbeing programmes, planning for future wellbeing programmes

### New and casual staff

New and casual staff will be informed about our school's approaches and strategies to prevent and respond to student bullying behaviour in the following ways:

- Information on the school's Anti-bullying Plan is provided to staff as part of the induction process
- An executive member of staff speaks to new staff when they are appointed to the school
- Staff handbook provided to staff upon induction with detailed action flow-charts for responding to bullying
- All new and casual staff complete the Child Protection training induction and the Anti-Racism Policy training.

## Partnerships with families and community

Effective schools have high levels of parental and community involvement. This involvement is strongly related to improved student learning, attendance and behaviour. Our school proactively builds collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety and wellbeing.

### Website

Our school website has information to support families help their children to regulate their emotions and behaviour and develop socially. Information is provided to assist if children have been involved in bullying behaviour (as the person engaging in bullying behaviour, as the person being bullied or as the person witnessing the bullying behaviour).

The following are published on our school's website:

- School Anti-bullying Plan
- NSW Anti-bullying Plan
- NSW Anti-bullying Policy
- Behaviour code for students
- Discipline policy for students

### Communication with parents

Our school will provide information to parents to help promote a positive school culture where bullying is not acceptable and to increase parent's understanding of how our school addresses all forms of bullying behaviour.

2024 Dates	Communication Topics & Professional Learning
<i>Ongoing</i>	Addressing bullying-related topics in school newsletters; anti-bullying plan and related resources published on school website
<i>Ongoing</i>	Addressing issues of bullying as it arises at disciplinary meetings with parents
<i>Term 4 / Term 1 for year 7 orientation</i>	Information about school anti-bullying policy and procedures communicated to parents at school orientation events
<i>Ongoing: new student enrolments</i>	Information about anti-bullying provided in enrolment booklets and discussed with parents at enrolment meetings

## Support for wellbeing and positive behaviours

Our school's practices support student wellbeing and positive behaviour approaches that align with our school community's needs.

Social and emotional skills related to personal safety, resilience, help-seeking and protective behaviours are explicitly taught across the curriculum in Personal Development, Health and Physical Education (PDHPE).

Examples of other ways our school will embed student wellbeing and positive behaviour approaches and strategies in practices include the following:

- Consistent communication of 'no touch' school rule and respectful behaviour in line with school discipline policy

- Love Bites seminars for year 11 students to help foster positive relationships
- Anti-Bullying programme with year 7 students, assisting in their transition to high school, discussing Anti-Bullying plan, procedures for reporting incidents of bullying, how to tackle cyber bullying, the importance of positive relationships and ethical behaviour including being an 'upstander'
- Consent education seminar for year 8 students to augment positive relationships
- Rock and Water programme to build resilience, assertiveness and positive relationships for identified junior students
- Raise Mentor programme to support wellbeing, resilience and model positive relationships for identified Year 8 and 9 students
- Promotion of benefits of exercise for wellbeing through promotion of school-wide programmes such as bootcamp and running club.
- Partnerships with local PCYC organisation with programmes to support wellbeing and positive relationships running for identified students
- Partnerships with Police Liaison Officers to discuss ethical cyber usage
- Modelling prosocial behaviour through inter-year group relationships through the peer leader programme between year 10 and year 7 students
- Year 7 Camp: Building bonds and establishing new prosocial relationships between students; communication of anti-bullying policy and plan, cyber bullying and wellbeing education programmes
- GP in schools visit for Year 11 students, to provide a safe and confidential environment for students to speak in small groups to general practitioners about physical, mental and social issues in a safe and confidential environment.
- Strengthening positive relationships and fostering ongoing prosocial behaviour through discussion and activities, exploring issues which may arise in relationships and relevant coping strategies at Year 11 camp
- Clear reporting procedures for reporting bullying for students, staff, parents and carers. Students can speak to the Year Adviser, School Counsellor, Deputy Principal or Head Teacher Wellbeing
- Maintaining safe, respectful, and inclusive classroom environments through proactive classroom management
- Targeted workshops for girls to help empower and build resilience, confidence and assertiveness
- Use of Sentral online system for centralised reporting of bullying, communication of bullying incidents and identification of vulnerable students.

## Early Intervention

### For students at risk the school will intervene to:

- Work with relevant students and parents in designing a Personalised Plan for students encountering difficulties with social relationships. This plan will be communicated via our school communication system (Sentral) and is accessible for all relevant personnel to access.
- Peer Support: The peer support programme specifically targets the issues of bullying, harassment and resilience. Students are encouraged to see themselves as having an active role to play in making their school a safe and comfortable place for everyone

- Use the expertise of the School Counsellor and members of the SIHS Wellbeing Team to plan for students who require additional support
- Provide 'go to' contact persons for students at-risk. This includes Deputy Principals, Head Teachers of Wellbeing, Year Advisers, Transition Coordinator, Student Support Officers and School Counsellor
- Our Transition Coordinator and Year 7 Advisers work closely with our local primary schools, putting together action plans for students who have been involved in bullying incidents. Students are given the opportunity to be involved in transition visits during term 4. Students are placed in small groups or come individually, depending on their needs.

The word **RESPECT** (from the school's values and mission statement) is used in conversations within the school community, and the school leadership advocates respect for self and others in all contexts.

## Responding to Bullying

### Staff response

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

- Immediate intervention to prevent escalation is crucial
- Clear procedures for responding and reporting will be followed when a bullying incident 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 environment where negative behaviour is recognised and dealt with.

At SIHS, teachers will:

- Watch for signs of distress, isolation and suspected incidents of bullying
- Explore possible 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 and escalate to executive members of staff as required, in accordance with the below steps.

### Teacher response to bullying

When bullying occurs at SIHS, 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

- The event or report of the event to be taken seriously
- Record event on Sentral and advise students of this
- Advise students that they are engaging in bullying behaviour, and to cease this behaviour
- Collect written reports from students involved to pass on to Head Teacher Wellbeing



- Talk to students individually about the incident
- Refer physical assault directly to Deputy Principal

### **Step 2: Refer to Head Teacher Wellbeing / Year Adviser**

- If bullying is occurring, create a new notification on Sentral and notify Head Teacher Wellbeing and Year Advisers
- Head Teacher Wellbeing will maintain a bullying log
- Head Teacher Wellbeing and Year Adviser will work together to resolve the situation
- Head Teacher Student Wellbeing to organise behavioural contracts and contact parents if necessary
- Students displaying bullying behaviours work with Year Advisers to identify how to change their behaviour
- Use of restorative practice and/or mediation
- Use of non-punitive Method of Shared Concern for group-based incidents of bullying (Pikas, 2002)
- If both parties agree, teacher or peer-based mediation can occur, organised by Head Teacher Wellbeing

### **Step 3: Refer to Deputy Principal**

In the case of persistent or extreme bullying, the Head Teacher Wellbeing will refer to the Deputy Principal. Using the recorded history on Sentral, the Deputy Principal will then determine actions to be taken by the school, which may include the following:

- Contacting parents of the students involved
- Arranging for parent and/or student interviews
- Organising behaviour cards or behaviour contracts
- Referring students for counselling

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

- If student bullying persists, parents will be contacted and consequences implemented, consistent with the school's Welfare and Discipline Policy
- Consequences for students will be individualised, and may involve:
  - Exclusion from class
  - Exclusion from playground
  - School suspension
  - Withdrawal of privileges
  - Ongoing counselling from appropriate agency for involved students
- Reinforcement of positive behaviours
- Class/Year meetings
- Support structures
- Ongoing monitoring of identified bullies
- Rewards for positive behaviour

The Wellbeing Team organises welfare activities throughout the year focusing on issues related to harassment and bullying. This includes Brainstorm Production performances that highlights issues relevant to each year group as well as visits by the Police Liaison and cyber safety awareness talks. Multicultural Day fosters attitudes of acceptance and tolerance.

The School Counsellor will support students who have been affected by, engaged in, or witnessed bullying behaviour to get help by going with

them to a place they can get help, providing them with information about where to go for help, e.g., Kids Helpline; [www.reachout.com](http://www.reachout.com) and to be reporting it to someone in authority or someone who can be trusted. The school counsellor will also discuss ways of making these students feel stronger, more positive and in control together with strategies they can use to deal effectively with and avoid future episodes of bullying behaviour.

## Additional Information

### Community and External Resources

Police Youth Liaison Officer – Constable Lynda Hart: 9476 9799

NSW Education Department Anti-Bullying website

<https://antibullying.nsw.gov.au/>

Kids Help Line: 1800 55 1800 [www.kidshelp.com.au](http://www.kidshelp.com.au)

Black Dog institute: [www.blackdoginstitute.org.au](http://www.blackdoginstitute.org.au)

Headspace: [www.headspace.org.au](http://www.headspace.org.au)

Bullying No Way: [www.bullyingnoway.gov.au](http://www.bullyingnoway.gov.au)

Complaints Handling Procedures:

[https://education.nsw.gov.au/policy-library/associated-documents/School-complaint-procedure\\_AC.pdf](https://education.nsw.gov.au/policy-library/associated-documents/School-complaint-procedure_AC.pdf)

## Principal's comment

Every student at St Ives High School has the right to attend school and take part in our learning programs in an environment that is free from bullying. For this to occur, students, staff and parents need to be vigilant, reporting all incidents with the option to report anonymously. The school will respond to all reports of bullying in a timely manner using our welfare and discipline structures, educating perpetrators and victims, whilst taking

into consideration the victim's point of view. We acknowledge that this will be on-going work.

### Team members:

Nathalie Bodley: Principal

Claire Cartwright: Deputy Principal

Simon Harper: Rel. Deputy Principal

Natasha Mercer: Rel. Deputy Principal

Andrew MacNamara: Rel. Head Teacher Wellbeing

Adriana Zaki: Rel. Head Teacher Wellbeing

Emily McCann: Student Support Officer

Emmy Druce: School Counsellor

## School contact information

St Ives High School

Yarrabung Road, St Ives NSW 2075

PH: 9144 1689

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

<http://www.stives-h.schools.nsw.edu.au/home>