



## Anti-Bullying Plan/Procedures – Inverell High School

### Rationale

Every person at Inverell High School has the right to experience positive and respectful relationships amongst all members of the school community. They also have the right to a quality education in a happy, safe, and supportive environment. This document outlines the supports in place to ensure school community have a clear understanding of Bullying, the reporting procedures and the transparent follow up action plan.

### Policy Statement

[Student Behaviour Policy](#)

### Objectives

This policy aims to provide clear and transparent processes to achieve a safe and supportive environment free from bullying behaviour. This policy establishes clear anti-bullying Policies and Procedures for all to follow at Inverell High School. To achieve success, this policy is made available to the wider school community clearly stipulating the roles and responsibilities of all.

### Implementation

### Monitoring Evaluation and Review

At Inverell High School policy monitoring is important to ensure that school processes and procedures align with the goals and educational purpose set out by the Department of Education. In line with this, once a term the SIP Wellbeing/Discipline team will run reports on Sentral (an online record keeping tool) to review both reported incidents, incidence of bullying and follow up procedures to analyse effectiveness of procedures, identify whole school knowledge and understanding of bullying and plan for the upskilling of the wider school community. SIP Teams will work together to develop appropriate professional learning opportunities to ensure a whole school approach to supporting student wellbeing.



## Anti Bullying Procedures

### Version Control

Version Number	Date	Changes	Staff Name
1.	28/01/2023	Creation Date	A.Perkins
2.	28/11/2023	Review and modifications to: <ul style="list-style-type: none"> <li>- Heading 2 Dot point 3 inclusion of "investigation to occur", 1 – omitted, 4 altered to include dot point 1.</li> <li>- Heading 4 Paragraph 1. Inclusion of Investigative process.</li> </ul>	J. Stapleton
3.	22/01/2024	Review and modifications 2024: <ul style="list-style-type: none"> <li>- Added flow chart appendix 3</li> <li>- Addition to monitoring and objectives Page 1.</li> </ul>	J. Stapleton & A. Perkins
4.	22/05/2024	Amendments to policy upon review: <ul style="list-style-type: none"> <li>- Name change to Anti-Bullying Plan and Procedures – Inverell High School</li> <li>- Policy statement link changed from Bullying of Students - Prevention and Response to School Behaviour Policy.</li> </ul> Addition of: <ul style="list-style-type: none"> <li>- dot point 2 under heading <a href="#">"What happens to the student who has reported the bullying behaviour?"</a></li> <li>- dot point 4 "plan of support communicated. Parent meeting may be requested" under heading <a href="#">"What happens to the student who has reported the bullying behaviour?"</a>.</li> <li>- Heading and content <ul style="list-style-type: none"> <li>• <a href="#">School culture and inclusion</a></li> <li>• <a href="#">Partnerships with families and community</a></li> <li>• <a href="#">Support for Wellbeing and Positive Behaviours</a></li> </ul> </li> </ul>	J. Stapleton, L. Walker & A. Perkins



## Anti Bullying Procedures

### What is Bullying/Harassment?

Bullying is defined by three key features:

1. it involves a misuse of power in a relationship
2. it is ongoing and repeated
3. it involves behaviours that can cause harm.

Having a disagreement with a friend, or a single incident or argument is not defined as bullying. These behaviours may be upsetting, and should be resolved, but they are not bullying.

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

Preventing and responding to bullying is the shared responsibility of all school staff, volunteers, contracted staff employed by schools, students, parents and carers.

### 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 following practices to promote a positive school culture:

#### 1. Student Assemblies and Events (these are flexible and may change)

Dates	Communication topics
<b>Term 1</b>	<ul style="list-style-type: none"><li>- Day 1 and 2 Behaviour code for students and Inverell High School's expectations for a safe and supportive environment discussed in Welcome back speech from Principal.</li><li>- Year Meeting/ Week 1 or 2 - Stymie information session including reporting incidents of bullying.</li><li>- Year 7,8,9 PYLO discussion re. internet safety.</li><li>- Harmony Day</li><li>- Year 7 Friendship camp</li></ul>
<b>Term 2</b>	<ul style="list-style-type: none"><li>- Do it for Dolly Day – Week 2 Term 2</li><li>- Crazy Sock day</li><li>- Youth Aware Mental Health program – year 10</li><li>- Safe on social media guest speaker – parent presentations</li></ul>
<b>Term 3</b>	<ul style="list-style-type: none"><li>- Week 3 8th August 2024 Day of Action against Bullying and Violence. 16th Bully no Way</li><li>- Wear it purple day 30th August</li><li>- RUOK Day 12th of September</li><li>- Safe on social media guest speaker 30<sup>th</sup> August – student presentations</li></ul>



## Anti Bullying Procedures

Dates	Communication topics
<b>Term 4</b>	- Love bites

### 2. Staff communication and professional learning

Dates	Communication topic
<b>Term 1</b>	SDD – Anti bullying procedure Flowcharts printed and distributed to all staff. Resilience training
<b>Term 2</b>	Restorative Practise Professional development – staff meeting
<b>Term 3</b>	
<b>Term 4</b>	

### 3. New and casual staff

New and casual staff will complete the staff induction process with HT Teaching and Learning or HT Administration. This process articulates the school procedures in line with the School Behaviour Support and Management Plan.

- information is provided in a handout to staff when they enter on duty at the school.
- HT Teaching and Learning/HT Admin and principal speak to new and casual staff when they enter on duty at the school to complete their induction procedures.

## 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.

### 1. 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 website**
- **Behaviour Code for Students**



## Anti Bullying Procedures

---

### 2. 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:

Dates	Communication methods and topic
<b>Term 3</b>	6- 7 Transition and information night. Face to face presentation. Outline's school processes, procedures and expectations.
<b>Ongoing</b>	Regular information in Sentral announcements, Facebook page and Newsletter. Various topic areas including online safety, Bully/Cyber bullying. Resources available to parents to support including Safe on Social Media.

## 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 foster and embed student wellbeing and positive behaviour approaches and strategies in practices include the following:

- The Resilience Project
- Targeted group programs including "in real life real friends", RAGE program, Peer Support
- Restorative Practice and conflict resolution sessions.
- Targeted wellbeing workshops with youth outreach worker.
- Merit award system
- Student representative council
- Year advisor and mentoring program
- Disciplinary policy and procedures



## Anti Bullying Procedures

---

### How to report bullying or harassment?

Inverell High School utilises various structures to support students and parents to report incidents of bullying, these include:

- [Stymie](#) notification (An on-line anonymous reporting platform)
- Student referral to staff including YA, who refer to P/DP/HT Welfare
- Parent referral – Investigation to occur.
- Classroom Teacher referral to P/DP/HT Welfare and SENTRAL entries recorded. Complete an incident form and attach to entry.

### What happens to the student who has reported the bullying behaviour?

- Complete an incident form or make a Stymie notification which will be investigated by the DP/HT Welfare
- Student may be referred to Youth Worker for ongoing support including coping strategies and potential external referrals where appropriate.
- Student will be referred to the School Counsellor if requested/required
- Parent/Carer may be notified and plan of support communicated. Parent meeting may be requested.

### What happens to the student who has displayed bullying behaviour?

Those found responsible (through an investigative process) for bullying will be entered by P/DP/HT Welfare on the school's discipline data base (SENTRAL) and appropriate discipline action will be taken according to the school anti-bullying procedures.

- Incident forms recording the event will be completed by those involved (including any staff witnesses).
- The individuals may be interviewed by the P/DP/HT Welfare. If it is established that bullying behaviour has occurred, the incident will be recorded on SENTRAL. An informal or formal warning may be issued, and a letter may be sent home advising the parent/carers. Students may also be asked to complete an agreement to cease bullying behaviour.
- If a second incident occurs the student's parents/caregivers may be contacted and may be asked to attend an interview. The student may be placed on Level 3 and given a Formal Caution.



## Anti Bullying Procedures

---

- If a third incident occurs the student may be suspended for up to 10 school days. The school will follow the Departmental Suspension and Expulsion Procedures.

**NB: A student may be suspended immediately at the discretion of the Principal in accordance with the Suspension and Expulsion Procedures [section 2.1 Grounds for suspension](#).**

Where the behaviour involves cyber-bullying the school's anti-bullying programs are also likely to be implemented. Advice should be sought from the Incident Report and Support Hotline as to whether the police should be informed.

## Responsibilities:

### Students

- Respect others: students are expected to treat their peers, teachers and staff with respect and kindness. This includes refraining from any form of bullying, harassment, or discrimination.
- Behave as responsible digital citizens: students are expected to engage in responsible and respectful behaviour on digital platforms. This includes refraining from cyberbullying and being aware of the potential consequences of online actions.
- Follow the school anti bullying procedures
- Report and respond to incidents of bullying behaviour, whether a victim or witness according to the school anti bullying procedures
- Follow the Department of Education Code of Conduct for Students
- Any incidents of cyberbullying need to be reported via the [e-safety commissioner](#) and where appropriate the local police.

### Parents and Caregivers

- Support their children in all aspects of learning, including peer relationships and in becoming responsible citizens, demonstrate respectful and inclusive behaviour in your own interactions.
- Be aware of the school's anti bullying procedures and assist their children in understanding bullying behaviour. Encourage children to report bullying behaviour and emphasize that seeking help from teachers, school counsellors, or other staff members is a responsible and necessary action.
- Support their children in developing positive responses to bullying behaviour
- Contact the school if your child's efforts to deal with bullying behaviour do not appear to be working



## Anti Bullying Procedures

---

- Work collaboratively with the school to resolve incidents of bullying behaviour when they occur
- Foster open communication with your child. Encourage them to share their experiences and feelings, and be attentive to any signs of distress or concerns related to bullying
- Monitor regularly online activities and be actively involved in your child's digital life.
- If your child is involved in bullying behaviour, take immediate and appropriate action. Address behaviour through open dialogue, consequences and, if necessary, seek guidance from school authorities or professionals.

### **Teachers:**

- support the school in maintaining a safe, inclusive and supportive learning environment
- model and promote appropriate relationships and behaviours
- promote a school culture where bullying is not acceptable
- teach students to identify, report and respond to bullying at school and online
- manage reports of bullying and escalate matters to the principal (or delegate) when necessary.

### **Non-teaching staff:**

- refer any report of bullying to a teacher or school executive staff.

### **Principals (or their delegate):**

- complete and implement the Anti-bullying plan (PDF 1223.4 KB) for their school
- maintain a positive school climate that includes respectful relationships
- identify patterns of bullying behaviour and initiate school action to respond
- manage complaints about bullying in accordance with the Complaints Handling policy
- review the Anti-bullying plan every year.

### **Directors, educational leadership:**

- manage complaints about how a school has responded to a report of bullying in accordance with the Complaints Handling policy
- where required, assist schools to implement the Anti-bullying plan, to best meet the needs of the school community





## Anti Bullying Procedures

---

### The School Community

- Model and promote positive relationships that respect and accept individual differences and diversity within the school community
- Support the school's Anti-bullying Procedures through words and actions
- Work collaboratively with the school to resolve incidents of bullying behaviour when they occur

### Enrolment Procedures

Where a student is transferring from one school to another who indicates they have been victimised:

- The school will minute students at risk at LST meetings to discuss whether anything in the counselling file and/or general student file (including issues of past bullying behaviour or incidents of self-harm) requires further action. Eg risk assessment.
- Suggest that the student may benefit from counselling at the new school.



## Appendix 1 – Agreement to Cease Bullying Behaviour

The school and wider community can expect that all members of the school community will be safe at school, free from fear of bullying, harassment, intimidation and victimisation. I understand I have a responsibility to behave appropriately, respecting individual differences and diversity.

I understand that I have shown behaviour that:

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

These behaviours make a person feel humiliated, offended, victimised, threatened, intimidated or afraid.

- I agree to behave in a respectful, tolerant and accepting way towards all students.
- I agree to avoid or minimise contact with the student/s I have shown bullying behaviour towards, unless it is a necessary part of the school curriculum.
- I agree to not encourage other students to engage in bullying behaviour and/or harassing behaviour towards any student.
- I agree to attend a meeting with the school counsellor to help me cease bullying.
- I am aware that if I continue to display bullying behaviour towards this student or other students I may be suspended for continued disobedience.

Student Name:

HT Welfare/DP/P Signature:

Student Signature:

Date:

Date:



## Appendix 2 - Notification of Bullying Incident – Letter to parent (print from Sentral Example Only)

Dear Parent/Caregiver,

Inverell High School has a firm commitment to eliminating the bullying of any person at this school by developing a school environment, which promotes tolerance and respect, and accepts differences in others.

I am writing to advise that (Student Name) has been involved in a bullying incident.

The details of the incident have been discussed with you.

I have spoken to (Student Name) and explained the school's policy on bullying. The consequences of repeating this behaviour may include;

- Formal Caution
- Suspension

It is everyone's responsibility to contribute to the achievement of a happy and safe school. We encourage your support in reinforcing socially acceptable behaviour. An interview with me is available to you and your child if you desire, to discuss behaviour modification strategies.

If you would like support in encouraging positive replacement behaviour, further information and resources can be located on the Department of Education parents/carers resource page <https://education.nsw.gov.au/schooling/parents-and-carers>

Yours sincerely

Principal



## Appendix 3 – Bullying Flowchart

### Bullying behaviour is reported

Stymie notification

Student referral to staff including YA, who refer to P/DP/HT Welfare

Parent referral – Investigation to occur.

Classroom Teacher referral to P/DP/HT Wellbeing and SENTRAL entries recorded. Complete an incident form and attach to entry.



### Bullying behaviour investigated

Initiated by DP/HT Wellbeing and/or delegated staff member for investigation

Interviews may occur in this step of the process.



### Instance of Bullying behaviour confirmed

If it is established that bullying behaviour has occurred, the incident will be recorded on SENTRAL. An informal or formal warning may be issued, and a letter may be sent home advising the parent/carer. Students may also be asked to complete an agreement to cease bullying behaviour.

If a second incident occurs the student's parents/caregivers may be contacted and may be asked to attend an interview. The student may be placed on Level 3 and given a Formal Caution.

If a third incident occurs the student may be suspended for up to 10 school days. The school will follow the Departmental Suspension and Expulsion Procedures.



# Appendix 4 – Investigation Process

