

# **Glendale Technology High School**



## **Anti-Bullying Processes**



# Glendale Technology High School

## Antibullying Policy

Bullying can unfortunately happen at school, home or online. It is never okay, and it is not a normal part of growing up.

At Glendale Technology High School, we reject all forms of bullying and ensure that we are committed to proactively providing a respectful, supportive, inclusive, and safe environment for all our students to attend and engage in quality lifelong learning. We are dedicated to establishing effective evidence-based approaches to promote a positive environment where bullying is less likely to occur.

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## WHAT IS BULLYING?

There is a nationally agreed definition of bullying which all Australian schools now use.

### DEFINITION OF BULLYING:

Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.

Bullying can happen in person or online, via various digital platforms and devices and it can be obvious/easy to see (overt) or hidden (covert), such as spreading rumours or excluding others. Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records).

Bullying of any form or for any reason can have immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflicts or fights between equals, whether in person or online, are not defined as bullying.

Bullying has three key features. It;

1. Involves a misuse of power in a relationship.
2. Is intentional, ongoing and repeated.
3. Involves behaviours that can cause harm.

Bullying can also happen online using technology such as the internet or mobile devices, which is known as cyberbullying.

A person can be bullied about many different things such as how they look, sound or speak; their background, religion, race or culture including Aboriginality; having a disability; their sex; their size or body shape or other ways they may be different. Some students are even bullied about their academic or sporting achievements or hobbies.

### TYPES OF BULLYING:

There are four types of bullying behaviour:

1. Physical – examples include hitting, pushing, shoving or intimidating or otherwise physically hurting another person, damaging or stealing their belongings. It includes threats of violence.
2. Verbal/Written – examples include; name calling or insulting someone about an attribute, quality or personal characteristic.
3. Social (sometimes called relational or emotional bullying) – examples include: deliberately excluding someone, spreading rumours, sharing information that will have a harmful effect on the other person and/or damaging a person's social reputation or social acceptance.
4. Cyberbullying – and form of bullying behaviour that occurs online or via a mobile device. It can be verbal or written, and can include threats of violence as well as images, videos and/or audio.

### INFORMATION ON BULLYING:

What is not bullying? There are also some behaviours, which, although they might be unpleasant or distressing, are not bullying:

1. Mutual conflict that involves a disagreement, but not an imbalance of power. Unresolved mutual conflict can develop into bullying if one of the parties targets the other repeatedly in retaliation.
2. Single episode acts of nastiness or physical aggression directed towards many different people, is not bullying.
3. Social rejection or dislike is not bullying unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others.

## **GTHS POSITIVE SCHOOL CULTURE**

Glendale Technology High School staff are strong advocates in upholding a safe and supportive environment where everyone is welcome, and our school culture celebrates inclusiveness, diversity and positive/respectful relationships. At the core of our school's positive promotion of respectful relationships is the key focus that bullying is not accepted or tolerated in both online and offline environments. Our staff respond in an active and supportive manner to all forms of student bullying behaviours.

### **PROFESSIONAL LEARNING**

Over the years, GTHS have been involved with and implemented strategies and supports based on the professional support from Brett Murray and The Make Bullying History Foundation, who presented to staff, students and the community. Professional learning is extended to all staff on an annual basis as presented collaboratively by the Wellbeing Team and Senior Executive Team. This includes processes, procedures and policies as implemented by the department and GTHS itself.

### **GTHS WELLBEING FOCUS**

Glendale Technology High School has implemented our Glendale Ways of Wellbeing, which is based off Martin Seligman's PERMA model (Positive Emotions, Engagement, Relationships, Meaning and Accomplishment) and the 5 Ways to Wellbeing (Connect, Give, Be Active, Take Notice, Keep Learning), whilst also including Cultural Awareness. Glendale Technology High School's Ways of Wellbeing are;

1. Connect/Relationships
2. Give
3. Be Active
4. Take Notice/Recognition
5. Keep Learning/Engagement
6. Cultural Awareness

Glendale Technology High School has a dedicated Wellbeing Hub for all our students to utilise and be supported. Our Student Support Officer (SSO) and the Aboriginal Education Worker (AEW) will implement the running of the Wellbeing Hub, which will also be overseen by our Head Teacher Wellbeing.

### **WELLBEING PROGRAMS**

Wellbeing Programs at GTHS are implemented based on the Wellbeing Scope and Sequence, that is continuously maintained and informed via data collection and evaluation processes. The Wellbeing Programs or Targeted Intervention Programs focus on the following data-informed, key themes: Resilience, Self-Esteem/Self-Worth, Empathy, Emotional Regulation, Self-Efficacy, Satisfaction with Life, Grief and Loss, Communication/Life Skills, Alcohol and Other Drug Education and Transition to High School. Based upon need appropriate students will be offered support through these programs.

### **STYMIE**

GTHS has implemented Stymie, where students are able to anonymously report concerns to key wellbeing staff members who then action roles and responsibilities to support the safety of all students.

The Stymie implementation has been found to;

- Empower youth to say something and ask for help – creating the first critical step on the pathway to healing harm and a positive future.
- Proactively let teachers know about incidents before they have happened.
- Significantly and proactively reduced the number of incidents of harm in their schools.
- Provide a safe mechanism for youth to report issues that are concerning them and reach out for help on behalf of their peers or themselves.
- Enabled the school to help students who would otherwise not have been identified.
- Increase school attendance rates.

### **PARENT/CARER AND COMMUNITY AWARENESS**

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. Awareness raising through the Glendale Technology High School newsletter
2. Advice to parents in Student Information Booklets
3. P & C support of policy
4. Published policy and procedures through the Glendale Technology High School newsletter

## **PARENT/CARER REPORTING**

Parents who feel their child may be a victim of bullying should contact their child's Year Adviser, Head Teacher Wellbeing, Anti-Racism Officer or Deputy Principal in order that the school may support the child in a caring, protective manner. After initial contact and a feeling of cooperation have been established, the procedures for managing a bullying incident should be implemented.

## **STAFF AWARENESS AND REPORTING**

The Safety and Wellbeing of each and every student is a whole staff responsibility. A proactive and consistent response to bullying increases the ability to resolve incidents. Teachers are expected to deal with the incident **IMMEDIATELY** in an appropriate manner. At all stages teachers' professional judgement should be exercised to determine the severity of bullying behaviour and an appropriate course of action.

## **STUDENT AWARENESS AND REPORTING**

Staff members investigate all reports made by students to teaching staff as the bullying act may, in some cases, appear to be minor, but its effect on the victim may be more serious. Students are encouraged to report any incident that they feel constitutes bullying in the following ways:

1. In the **classroom** – to the classroom teacher or Head Teacher
2. In the **playground** – to the teacher on duty or the Head Teacher on Duty
3. **Travelling to and from school** – to the Year Advisers, Head Teacher Wellbeing, Parents
4. **At Sport** – to the supervising teacher of the sport being undertaken

# SCHOOL PROCEDURES

## Antibullying Processes

### Initial Actions

Students	Teachers	Parents
Notify a teacher or enter a Stymie Notification indicating that an incident has occurred. This should: <ul style="list-style-type: none"> <li>• Identify who was involved.</li> <li>• What occurred.</li> <li>• When it occurred.</li> <li>• Where it occurred.</li> </ul>	Be observant in classes and playground so they can intervene where any bullying / harassment activities are noticed. All these issues should be documented into Sentral via the Bullying and harassment tab.	Are requested to make the school aware that their student has reported an incident to them and that their child is worried about reporting it.
Students may be asked to provide further information about who else may have witnessed the incident.	Listen to the student who approaches you about an issue occurring with them.	Be prepared to support them making a statement to the YA or DP.
Steps will be planned to try to limit chances of reoccurrence.	Document via Sentral in the Bullying and harassment tab.	Continue to support their child as they receive feedback regarding the actions taken.
Be prepared to receive feedback from actions taken following notification.	Refer incident to YA and DP.	

### EXECUTIVE FOLLOW UP

1. Student interview (1<sup>st</sup> incident)
  - a. Bully warned of behaviour
  - b. Victim notified of action and asked to continue to report further incidents
2. Pre-warning of suspension - Parent informed (2<sup>nd</sup> incident)
  - a. Behaviour identified as ongoing by victim
  - b. Victim notified of action and asked to continue to report
  - c. All parents notified of steps taken
3. Formal caution (ongoing behaviour)
4. Suspension

### RECORDING INCIDENTS OF BULLYING (SENTRAL DATABASE)

All reported incidents of bullying should be recorded in the Sentral Database. A section for this within Sentral has been established and recommends the following information to be recorded. Students should be identified as a reporter or someone who has been reported as having undertaken bullying behaviour.

#### Teacher witnessed

Teachers who witness bullying behaviour should provide a clear description of the incident in the incident details of this section. They are encouraged to check the wellbeing of the target of the bullying and ensure they know it has been noticed and that follow up actions will occur. Students may be asked to write a statement of the incident in addition to the details provided by the teacher.

#### Student reported

Students are encouraged to report any incidents of bullying they face. Students will be asked to write a statement outlining the issue they faced, who was involved, where it occurred, when it occurred and if anybody else was there

to witness it. Students who face issues of on-line bullying are asked to take screen shots and present these to the teacher.

These written statements and / or screen shots should be scanned and added to the incident as a record. The person entering the incident should outline how they were approached by the student in the details section of the Sentral record.

## **Follow Up Actions**

All incidents should have follow up actions which are recorded in Sentral. These may include but not be limited to;

- Student interviews (Teacher, Deputy Principal)
- Parent Phone calls
- Executive detentions
- Referral for action to Year Advisor, HT Wellbeing and/or Deputy Principal
- Pre-Warning of Suspension
- Formal Caution
- Suspension
- Engagement in wellbeing programs\*
- Mediation\*

### **\* WELLBEING FOLLOW UP**

Where incidents of bullying have created wellbeing concerns for individuals, referral onto wellbeing programs and / or mediation may be appropriate to help support both the person experiencing the bullying and the person who has undertaken inappropriate actions towards others.

#### ***Wellbeing Programs***

GTHS focuses on delivering programs that support students impacted by bullying and develop skills and understanding for those who have acted inappropriately. These programs help students build resilience and awareness of the effects bullying can have on others. GTHS offers a range of programs to assist all students, with two key initiatives being Raise Mentoring and the Top Blokes Program. Additionally, GTHS is dedicated to educating students on the impact of bullying through its GPS program, ensuring that education is tailored to each year group as needed for maximum effectiveness.

#### ***Mediation***

Mediation can be a highly effective tool in the aftermath of bullying, helping to address the emotional, relational, and psychological effects that bullying can cause. Here's how it works:

Mediation offers a controlled, neutral setting where both the victim and the bully (or those involved in the bullying behaviour) can express their feelings and perspectives in a safe, structured way. This helps break down barriers of fear or defensiveness and opens the door for constructive dialogue.

In mediation, the person who engaged in bullying is encouraged to take responsibility for their actions and understand the harm they have caused. This sense of accountability can help prevent denial or defensiveness, and it can be a key part of personal growth for the person who engaged in bullying behaviour. It also gives the victim a sense of justice, as the issue is addressed directly and appropriately.

Through mediation, victims can feel heard, validated, and empowered. Knowing that their experience is being taken seriously can help them heal emotionally and rebuild their self-esteem. Mediation can also provide closure, especially when there is a focus on understanding and addressing the root causes of the bullying behaviour.

The goal of mediation is not just to resolve the immediate conflict but also to promote lasting positive change. For example, the person who bullied might agree to certain actions to demonstrate accountability and commitment to not repeating harmful behaviours. This can lead to clear agreements between the parties on how to move forward. These agreements may include behaviours to avoid, positive actions to take, or ongoing check-ins to ensure that the bullying behaviour does not continue.

Mediation creates a broader support network and reinforces a collective commitment to preventing bullying in the future. Students knowing that actions are taken following reports of bullying provides the support they need to continue to communicate their experiences moving forward.

Overall, mediation focuses on repairing relationships, restoring dignity, and helping all parties involved learn and grow from the experience, rather than simply assigning blame or punishment. It's a proactive approach to healing and preventing future harm.



## APPENDIX - INFORMATION AND SUPPORT

### GET HELP FOR BULLYING

If you're being bullied or you see others being bullied, get help.

- Tell someone – a parent or carer, a relative, an adult friend, a teacher or the school's counsellor or psychologist. Ask for advice.
- If you want to talk to someone other than the school or your family, contact Kids Helpline. You can call them for free on 1800 55 1800.

### MAKING A STYMIE REPORT

Students have been given a card with a QR Code on it which is a link to the school specific Stymie Reporting page. This report will ask the reporter to identify the who, when, where and what about incidents occurring. This will result in the Principal, Deputy Principal and Head Teacher Wellbeing anonymously receiving the information provided by the student making the report. If a report wishes to be made by a student and they don't have their card, they can access the QR Code in each Deputy Principal's office or the front office.

### USEFUL WEBSITES & LINKS

- Bullying No Way website: <https://bullyingnoway.gov.au/>
- NSW Department of Education Anti-bullying website: <https://antibullying.nsw.gov.au/>
- Reach out bullying website: <https://au.reachout.com/bullying/about-bullying>
- Behaviour code for students: [Behaviour code for students \(nsw.gov.au\)](https://www.nsw.gov.au/behaviour-code-for-students)

### Document history

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