NSW Department of Education

School Behaviour Support and Management Plan: Glendale Technology High School 2025

Overview

Glendale Technology High School are committed to ensuring that our students have the skills, knowledge and values to become caring and responsible citizens who realise their full potential.

The school is committed to continually improving effective classroom practices with staff professional learning being the key to ensuring this. This learning will ensure that both literacy and numeracy achievement can be enhanced through improved data collection, analysis and use which underpins our belief in individualised and differentiated learning. The school will also introduce and refine the Pivotal Behaviour Management process and develop a consistent Glendale Way in classroom management and expectations. Foundations for students to achieve success the school will build strong, quality connections with its community. This includes working closely with students, local employers, parents and supporting the continuum of learning as students move from kindergarten through to Year 12. These strong connections will keep students engaged in their education, raise their aspirations to achieve their personal best and ensure they have a strong sense of belonging. Glendale Technology High Schools mission statement is "Educate for Life". This reflects our commitment to ensure that our students have the skills, knowledge and values to become caring and responsible citizens who realise their full potential.

Our strengths have been recognised as:

- an established positive learning environment for both students and staff with a curriculum that meets the needs of our students

- effective Vocational Education and Training programs with strong links with TAFE

- the effective utilization of technology across the school

- the development of outcomes-based reporting procedures in all faculties

- parent and community involvement and participation in school programs

- effective student welfare program that incorporates whole school initiatives

- effective communication with students and parents and the wider school community.

Partnership with parents and carers

Glendale Technology High School will partner with families in establishing expectations for parent engagement in developing and implementing student behaviour management strategies, including for bullying behaviour by:
- inviting families and student feedback through formal and informal means such as Tell Them from Me surveys, school surveys, consulting with the schools P&C Association, Yarn Up's and the local AECG.
- Using concerns raised through the Department of Education's complaints procedures to review school systems, data and school practices.

Glendale Technology High School will communicate these expectations to parents and carers through the school website, newsletters and social media sites and provide links to information and resources.

We use our website, newsletters, and enrolment meetings to communicate these expectations and provide ongoing support to parents and carers.

School-wide expectations and rules

Glendale Technology High School has established the following expectations:

Responsible	Respectful	Personal Best
Dress appropriately by complying with the school uniform or dress code	Treat one another with dignity	Avoid dangerous behaviour and encourage others to avoid dangerous behaviour
Model and follow departmental, school and / or class codes of behaviour and conduct	Speak and behave courteously	Actively participate in learning
Take personal responsibility for behaviour and actions	Cooperate with others	Aspire and strive to achieve the highest standards of learning
Care for self and others	Develop positive and respectful relationships and think about the effect on relationship before acting	Negotiate and resolve conflict with empathy
Attend school every day (unless legally excused)	Value the interests, ability, and culture of others	Avoid dangerous behaviour and encourage others to avoid dangerous behaviour
Be prepared for every lesson	Take care with property	Actively participate in learning
Arrive at school and on class in time.		

Behaviour Code for Students

The NSW Department of Education's Behaviour Code for Students sets the standard for behaviour in all public schools. NSW public schools are committed to providing safe, supportive, and responsive learning environments for everyone. We teach and model the behaviours we value in our students. Glendale Technology High School aligns with this code by fostering a learning environment that prioritises responsibility, respect, and personal best.

At Glendale Technology High School, we teach and model the behaviours outlined in the Behaviour Code for Students, mirroring these principles in our school-wide expectations of being responsible, respectful, and personal best. We are dedicated to creating a community where every student feels supported and is encouraged to engage positively in their learning journey.

The Behaviour Code for Students can be found at https://education.nsw.gov.au/policy-library/policyprocedures/pd-2006-0316/pd-2006-0316-01. This document translated into multiple languages is available here: Behaviour code for students.

Whole school approach across the care continuum

This section outlines Glendale Technology High School's strategies to support positive behaviour, using a multi-tiered approach across prevention, early intervention, targeted intervention, and individual intervention.

Care Continuum	Strategy or Program	Details	Audience
Prevention	Social and Emotional Learning (SEL) Programs	SEL programs provide explicit instruction in social and emotional skills that promote positive behaviours and mental health. Eg, Headspace Presentations	All students

Care Continuum	Strategy or Program	Details	Audience
	PBIS (Positive Behaviour Interventions and Supports)	A proactive approach to behaviour management that involves teaching and modelling positive behaviours, setting clear expectations, and providing support to students.	All students
	Whole School food/wellbeing Program	Initiatives focusing on nutrition, mindfulness, and overall wellbeing through school meal programs, breakfast clubs, and nutrition lessons. Joint initiative with Oz Harvest.	All students
	Interest Groups, e.g./Garden Club, Pokémon, Chess	Clubs and activities based on student interests to help them build friendships, develop hobbies, and engage positively during break times.	All students
	Student & Staff Stepped Care Models	Process for staff to follow to encourage student's self-awareness and strategies to self-regulate emotions using a structured framework.	All students
	Positive Reinforcement	Utilises praise, rewards, and incentives, such as recognition certificates, badges, and extra privileges, to encourage and reinforce positive behaviour.	All students
	Restorative Practices	Implements classroom circles and mediation to build relationships, repair harm, and create a supportive school climate.	All students
Early intervention	Learning Support Team	A multi-tiered framework identifying students struggling academically or behaviourally and providing targeted interventions, including small group instruction and progress monitoring.	Students identified as needing additional support
	Time Away Pass	Pass for students to engage in a structured break and relevant interventions that is monitored by a Deputy Principal or other identified staff member.	Students showing early signs of dysregulation or stress
	Family Engagement	Regular communication with parents/carers, providing resources to support behaviour management at home and collaborating on individualised behaviour plans.	Students needing additional support, in partnership with their families
Targeted intervention	Top Blokes Program	Small group program for male students, focusing on resilience, empathy, and respect. The program mentors' students and builds their decision-making and critical-thinking skills over 3 to 6 months.	Male students identified as needing social-emotional support
	Raise Mentoring	Raise Mentoring is a 20 Week 1 on 1 Mentoring program for students for diverse reasons including ongoing referrals to services at school, moderate attendance concerns, recognised poor or limited social relationships/friendships, lack of connections with positive adults	Students identified to be accessing support but do no require individual interventions

Care Continuum	Strategy or Program	Details	Audience
	Rock and Water	Rock n Water is a 6-week program that utilises a combination of physical activity to develop self-confidence and skills in conflict resolution.	Students identified to be needing additional social-emotional support
	Rhythm to Recovery	Rhythm to Recovery is an 8 Week Program that utilises music to bring about interpersonal connection, emotional regulation and cognitive reflection.	Students identified to be needing additional social-emotional support
	Aspire Program	The Aspire Program is a seven-week program designed for secondary school girls who may be disengaged from learning. Designed for small group presentation, the program is best suited to girls in Years 9 and 10. They may come from dysfunctional families, have experienced hardship or may be having difficulties in establishing positive relationships.	Female students identified as needing social-emotional support
	Feeling Fantastic	Feeling Fantastic teaches healthy ways to process thoughts and feelings, reducing their damaging effects.	Students identified as needing social-emotional support
	Women's Business	A small group program for female students who identify as Aboriginal and/or Torres Strait Islander aimed at increasing wellbeing and self-esteem through positive relationship-building and addressing issues such as bullying.	Female students who identify as Aboriginal and/or Torres Strait Islander identified as needing social-emotional support and cultural connections
	Motivated to Learn Class	Students are identified by their Primary school to be considered for a small class structure. There are fewer teachers, and the class has a SLSO for many of the lessons	Class is structured for students with learning and social difficulties who may benefit from small class structure
	QuickSmart	A program that supports comprehension and vocabulary. 30-minute sessions, 3 times per week with 2 students and 1 tutor	Stage 4 students are identified through external assessment data
	MultiLit	Reading program focussed on building foundation skills where gaps exist. 30-minute sessions, 3 times per week with 1 student and 1 tutor	Stage 4 students are identified through external assessment data
	Minute Mastery	Numeracy foundation skills program that builds automatic recall of facts. 10-minute sessions taken during student Maths class with 2 students to 1 tutor.	Stage 4 students selected from those who meet specific criteria from the results of program specific testing.

Care Continuum	Strategy or Program	Details	Audience
Individual intervention	Functional Behavioural Assessment (FBA) and Behaviour Intervention Support Plans (BISP)	Comprehensive assessments to identify the function of challenging behaviours, followed by developing and implementing tailored intervention strategies.	Students with significant behavioural challenges
	Individual Social and Emotional Learning Programs	One-on-one support focusing on teaching students' skills to navigate their social and emotional environments effectively, including self-regulation, building positive relationships, and making responsible decisions.	Students requiring intensive support to develop social and emotional competencies
	Literacy/Numeracy "Hub" with Speech Therapy assessment/program	Provides students with individualised academic support in literacy and numeracy, coupled with speech therapy for those with communication difficulties. These interventions are designed to enhance learning outcomes by addressing both academic and speech needs.	Students with academic challenges and speech/language difficulties- All students
	Access to Aboriginal Education Officer	Cultural programs and support for staff, students and families associated with Glendale Technology High School.	All Aboriginal students and families in our local community – Glendale Educational Alliance
	Salvation Army Alcohol and Other Drugs Counselling	Drug & Alcohol Counselling is designed to assist young people with mild to moderate substance use address barriers or issues relating to drug & alcohol usage through individual therapeutic interventions.	Students with specific wellbeing needs in relation to Alcohol and Other Drug Use
	Edgeworth Memorial Neighbourhood Centre Mentoring/Case Management	Individual support through referral for mentoring, counselling and help with school or TAFE. EMNC can also help connect students with other services regarding health and mental health, financial hardship, employment and housing.	Students with specific wellbeing needs
	Access to School Counselling/Student Support Officer	Provides mental health support and counselling services for students facing academic, social, emotional, or family issues, helping them manage their challenges and improve their wellbeing.	Students requiring support for social-emotional needs
	Referral to External Agencies	Refers students and their families to external resources for additional support beyond what the school can provide, ensuring a comprehensive support network.	Students and families needing specialised support beyond the school's resources
	Modified Enrolment Programs	Provides flexible enrolment options, including part-time or adjusted schedules for students struggling with full-time attendance. This program supports students in reintegrating into school gradually and offers ongoing behavioural	Students needing modified attendance due to behavioural or wellbeing issues

Care Continuum	Strategy or Program	Details	Audience
		and academic interventions during the transition.	
	Ngaarr Dhuwi Academy	Ngaarr Dhuwi Girls Academy Program is a holistic program that supports our young Aboriginal women through their 7-12 educational journey. A Ngaarr Dhuwi Mentor's role is to support female Aboriginal students through culture, wellbeing and education to increase self-determination and engagement to complete school.	Female students who identify as Aboriginal and/or Torres Strait Islander identified as needing social-emotional support and cultural connections

Planned responses to positive appropriate behaviour, inappropriate behaviour and behaviours of concern, including bullying and cyber-bullying

To effectively support student behaviour, Glendale Technology High School employs a range of strategies tailored to recognise and reinforce positive, inclusive, and safe behaviour, address minor inappropriate behaviour, and respond to more serious behaviours of concern. The following table outlines our school's approach across the continuum of prevention, early intervention, and targeted/individualised responses:

Prevention Responses to recognise and reinforce positive, inclusive and safe behaviour	Early Intervention Responses to minor inappropriate behaviour	Targeted/Individualised Responses to behaviours of concern
Use praise, Egoannas, AIM reward days, GPS reward days and extra privileges to encourage and reinforce positive behaviour.	Engage in brief restorative conversations with students to address minor behavioural issues before they escalate. Follow the 6 steps of The Glendale Way.	Care Continuum, LST process, targeted programs.
PIVOTAL – making connections and building relationships	Time Away: Use short breaks to help students manage stress and refocus during lessons.	Behaviour Support Plans (BSP): Implement individualised plans tailored to address specific behaviours of concern.
GPS targeted wellbeing lessons: These in-depth lessons occur once per term with GPS roll call lessons occurring every 3 weeks.	Zones of Regulation: Guide students in recognising and managing their emotions using self-regulation strategies.	Restorative Conferences: Facilitate conferences to address serious incidents, repair harm, and develop strategies for future positive behaviour.
Morning Routine/Check-In: Wellbeing breakfast club, DP monitoring of vulnerable students.	Family Engagement: Communicate with parents/carers to collaborate on strategies for addressing minor inappropriate behaviours at home and school.	School Counselling and External Referrals: Provide access to school counselling services and refer students to external agencies for additional support if needed

Responses to serious behaviours of concern

Glendale Technology High School adopts a structured and proactive approach to managing serious behaviours of concern, prioritising the safety and wellbeing of all students and staff. Our response process includes the following steps:

1. **Incident Management**:

   - **Immediate De-escalation**: Many staff are trained in **Verbal Interventions and Safety Interventions (VI/SI)**, which equips them with skills to de-escalate situations safely and effectively. Staff immediately use these strategies to ensure the safety of all individuals involved.

- **Assessment and Support**: Assess the student's needs and provide support to help them regain control. This may involve removing the student from the situation to a safe, supervised area for reflection and calming.

- **Involve Executive Staff**: If the behaviour poses a significant risk, executive and senior executive staff are informed to assist in managing the incident.

- **Notification of suspension warning**: Written notification provided to parents / carers of Suspension Warning. Interview conducted with parents / carers to evaluate behaviours and commence relevant plan development.

- **Suspension**: Behaviour Support Plan and Risk Assessments evaluated and updated. Communication with external support services. Review of moderate interventions and consideration of targeted interventions.

2. **Communication**:

- **Document the Incident**: All serious incidents are documented in SENTRAL, including details of the behaviour, interventions used, and outcomes.

- **Inform Parents/Carers**: Parents/carers are promptly informed of the incident and the school's response.

3. **Intervention**:

- **Functional Behavioural Assessment (FBA)**: LST coordinates full functional behaviour assessment by LaST

- **Behaviour Support Plan (BSP)**: Behaviour Support Plan developed in consultation with Functional Behaviour Assessment information, Parents / carers and student. Behaviour Support Plan communicated with all staff for implementation. Plan available to Parents and staff via SENTRAL

- **Restorative Practices**: Conduct restorative conferences to address the impact of the behaviour, repair harm, and develop strategies for future positive behaviour.

- **Complex Case Team Management**: Complex Case Team review targeted interventions. Counsellor review. Access DoE wrap around support.

- **Alternate off site program**: Complete Access Request for alternative program.

4. **External Support and Referral**:

- **School Counselling and External Agencies**: Provide access to school counselling services and refer to external agencies if necessary for additional support.

- **Modified Enrolment or Learning Environment**: In some cases, adjust the student's school day or learning environment to support their needs, through the possibility part day exemptions.

5. **Compliance**: Follow the **NSW Department of Education Student Behaviour Policy** and **Suspension and Expulsion Procedures** in all responses.

6. **Review and Follow-up**:

- **Monitor Progress**: Regularly review the student's progress and adjust the BSP as needed.

- **Family Engagement**: Engage with the student's family to ensure a consistent approach to behaviour support at school and home.

- The NSW Department of Education Student Behaviour policy and Suspension and Expulsion procedures apply to all NSW public schools.

- Responses to all behaviours of concern apply to student behaviour that occurs:
  - at school
  - on the way to and from school
  - on school-endorsed activities that are off-site
  - outside school hours and off school premises where there is a clear and close connection between the school and students' conduct
  - when using social media, mobile devices and/or other technology involving another student or staff member.

Reporting and recording behaviours of concern

Staff will comply with reporting and responding processes outlined in the:

- Incident Notification and Response Policy
- Incident Notification and Response Procedures
- Student Behaviour policy and Suspension and Expulsion procedures.

Detention, reflection and restorative practices

Glendale Technology High School uses a variety of strategies to support students in reflecting on their behaviour and repairing relationships. These practices are designed to be age-appropriate and ensure the wellbeing of the student, including regular food and toilet breaks as needed.

Strategy	When, what and how long?	Who coordinates?	How are these recorded?
Reminder, caution, last chance	Early interventions. Private reminder of school values. Caution is clear verbal caution delivered privately. Last chance is 30 s intervention sate behaviour and value, indicate consequences and remind of previous good behaviour.	Classroom teacher.	Data entry in SENTRAL
Time Out	Following Early intervention. Teacher speaks to student away from others, boundaries reset. Indicate consequences. Remind of previous good behaviour.	Classroom teacher.	Data entry in SENTRAL
Parked	Following Time Out. Student asked to leave room to work in a classroom nearby.	Classroom teachers.	Negative Incident in SENTRAL
Follow up and restore	After the lesson has completed – meeting with student.	Classroom teacher	Data entry in SENTRAL.
Faculty management process	Head teacher Interview. Faculty monitoring process and contact with parent.	Head Teacher	Negative Incident in SENTRAL

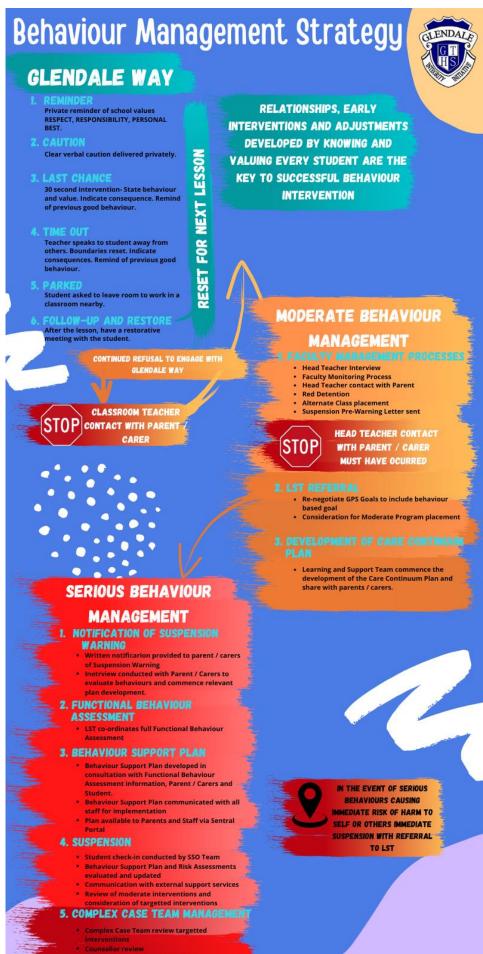| Strategy	When, what and how long?	Who coordinates?	How are these recorded?
Uniform Detention	Recess daily monitored by Head Teacher	Roll call teacher records and SASS staff send reminders for students to attend	Recorded through SENTRAL executive detention roll
Red Detention	Lunch time daily (except Thursday) with a Deputy Principal student completes Restorative Practices worksheet OR silent work on school values and are not allowed to interact.	SASS staff send out student reminders and Senior Executive mark the Red Dention roll at lunch time.	Recorded through SENTRAL executive detention roll
LST Referral	Consideration for moderate program placement.	Head Teacher to refer to HT Wellbeing and LST	LST minutes
Development of Care continuum plan and share with parents and carers	LST commence the development of the Care Continuum plan and share with parents / carers	Senior Executive and SSO	LST minutes and student SENTRAL data

Review dates

Last review date: December, Term 4, 2024

Next review date: December, Term 4, 2025

Appendix 1: Behaviour management flowchart:

Behaviour Management Strategy

GLENDALE WAY

1. REMINDER
Private reminder of school values RESPECT, RESPONSIBILITY, PERSONAL BEST.

2. CAUTION
Clear verbal caution delivered privately.

3. LAST CHANCE
30 second intervention- State behaviour and value. Indicate consequence. Remind of previous good behaviour.

4. TIME OUT
Teacher speaks to student away from others. Boundaries reset. Indicate consequences. Remind of previous good behaviour.

5. PARKED
Student asked to leave room to work in a classroom nearby.

6. FOLLOW-UP AND RESTORE
After the lesson, have a restorative meeting with the student.

RESET FOR NEXT LESSON

RELATIONSHIPS, EARLY INTERVENTIONS AND ADJUSTMENTS DEVELOPED BY KNOWING AND VALUING EVERY STUDENT ARE THE KEY TO SUCCESSFUL BEHAVIOUR INTERVENTION

CONTINUED REFUSAL TO ENGAGE WITH GLENDALE WAY

STOP CLASSROOM TEACHER CONTACT WITH PARENT / CARER

MODERATE BEHAVIOUR MANAGEMENT

1. FACULTY MANAGEMENT PROCESSES
- Head Teacher Interview
- Faculty Monitoring Process
- Head Teacher contact with Parent
- Red Detention
- Alternate Class placement
- Suspension Pre-Warning Letter sent

STOP HEAD TEACHER CONTACT WITH PARENT / CARER MUST HAVE OCURRED

2. LST REFERRAL
- Re-negotiate GPS Goals to include behaviour based goal
- Consideration for Moderate Program placement

3. DEVELOPMENT OF CARE CONTINUM PLAN
- Learning and Support Team commence the development of the Care Continuum Plan and share with parents / carers.

SERIOUS BEHAVIOUR MANAGEMENT

1. NOTIFICATION OF SUSPENSION WARNING
- Written notificarion provided to parent / carers of Suspension Warning
- Inetrview conducted with Parent / Carers to evaluate behaviours and commence relevant plan development.

2. FUNCTIONAL BEHAVIOUR ASSESSMENT
- LST co-ordinates full Functional Behaviour Assessment

3. BEHAVIOUR SUPPORT PLAN
- Behaviour Support Plan developed in consultation with Functional Behaviour Assessment information, Parent / Carers and Student.
- Behaviour Support Plan communicated with all staff for implementation
- Plan available to Parents and Staff via Sentral Portal

4. SUSPENSION
- Student check-in conducted by SSO Team
- Behaviour Support Plan and Risk Assessments evaluated and updated
- Communication with external support services
- Review of moderate interventions and consideration of targetted interventions

5. COMPLEX CASE TEAM MANAGEMENT
- Complex Case Team review targetted interventions
- Counsellor review
- Access DoE wrap around support

6. ALTERNATE OFF SITE PROGRAM
- Complete Access Request for alternate program

IN THE EVENT OF SERIOUS BEHAVIOURS CAUSING IMMEDIATE RISK OF HARM TO SELF OR OTHERS IMMEDIATE SUSPENSION WITH REFERRAL TO LST

Appendix 2: Bullying Response

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.

CONTENTS

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 of 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: • Identify who was involved. • What occurred. • When it occurred. • Where it occurred.	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 (1st 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 (2nd 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 SUPPOPRT

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)

Document history

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1	Peter Henson and Gavin Wilson	November, 2024

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