



ANTI-BULLYING PLAN

REVISED APRIL 2023

Bullying behaviour has three key features. It involves the intentional misuse of power in a relationship. It is ongoing and repeated, and it involves behaviours that can cause harm. The NSW Department of Education requires all NSW public schools to have an Anti-bullying Plan which detail the strategies implemented to reduce student bullying behaviours.

Resources

The NSW anti-bullying website (see: <https://antibullying.nsw.gov.au/>) provides evidence-based resources and information for schools, parents and carers, and students. Schools are encouraged to visit the website to support whole-school prevention, early intervention and response approaches and strategies for student bullying behaviour.

Dungog High School's commitment

Our school rejects all forms of bullying behaviours, including online (or cyber) bullying by maintaining a commitment to providing a safe, inclusive and respectful learning community that promotes student wellbeing. Executive staff are committed to establishing evidence-based approaches and strategies that promote a positive climate where bullying is less likely to occur.

1. 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.

1.1. Student assemblies

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

Dates	Communication topics
TERM 1	Inclusion and Diversity presentation during year assembly/meeting Behaviour code for students during year assembly/meeting Revisit School Expectations
TERM 2	Anti-Racism presentation during year assembly 'YSafe' Digital Citizenship talks
TERM 3	Discrimination/ Harassment/ Vilification 'Ysafe' - Digital Citizenship online Hub Australian Institute of Sport resilience and mind strength 'Bully Zero' - leadership and upstander training opportunity for leadership teams
Term 4	'Mind your classmates' – LifeLine mental health talk for senior students Teen mental health training for senior students

1.2. 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.

Dates	Communication topics and Professional learning
Term 1	Revisiting and reviewing whole school expectations Online induction regarding key processes at DHS Teaching and reinforcing respectful relationships via ongoing training such as Understanding Behaviour and Inclusive, Engaging and Respectful Schools
Term 2	Reviewing LST processes and behaviour flow charts with whole school staff. LGBTQIA + guest speakers and presentations.
Term 3 and throughout the year	'Ysafe' Digital citizenship, cyber security and trauma informed practice workshops. Engaging, Inclusive and Respectful Schools policy review/revisit. Disability awareness training Body Kind week Youth mental health
Throughout the year	Aboriginal cultural awareness modules and guest speakers. Mentor training
Term 4	Teen mental health / suicide safe talk

1.3. 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 is provided in a digital induction pack to staff when they enter on duty at the school. Executive staff speak to new and casual staff when they enter on duty at the school as part of the induction process. The principal speaks to new executive staff when they enter on duty at the school, as part of the induction process. TSA modules to be completed.

Mandatory training to be completed.

2. 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.



2.1. 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. Check the boxes that apply.

☒ School Anti-bullying Plan ☒ NSW Anti-bullying website ☒ Behaviour Code for Students

2.2. 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
THROUGHOUT THE YEAR	Parent meetings such as P&C and parent/teacher night - Defining student bullying and school supports Contact with the parents/caregivers regarding student involvement in ongoing cases of discrimination/harassment/vilification.
THROUGHOUT THE YEAR	School website, school Facebook and/or school newsletter - articles relating to Anti-Discrimination Act, Upstander behaviour, Inclusion and Diversity, parent workshops and online webinars.
THROUGHOUT THE YEAR	Guest speakers and presentations relevant to each year group. Parent / Caregiver invitation to these presentations.
Term 2	"Ysafe" workshops for parents/caregivers regarding cyber safety and digital citizenship.

3. 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:

Each academic year staff revise the anti-bullying process/flow chart with their classes; this flow chart is in all classrooms throughout DHS. See Appendix A 'Anti Bully Plan'

Each academic year the Anti-Discrimination Board fact sheet and the anti-bullying flow chart is placed in the Parent/Caregiver Newsletter and Facebook page. See Appendix B Anti-Discrimination NSW Fact Sheet

Each academic year the School Liaison Police Officer (SLP) presents a cyber-safety workshop to junior years.

The SLP also encourages parent/ caregiver to attend these presentations to encourage proactive and appropriate support for those students involved in any incidents. These presentations also communicate to parents/caregivers that they have an important role to play in resolving incidents of discrimination and harassment involving their student.

Throughout the academic year students receive presentations relating to diversity, inclusion, growth mind set, anti-bullying process and racism. This material is also placed in the Parent/Caregiver Newsletter and on the Facebook page to further encourage a shared responsibility to creating a positive environment and to provide clear information on strategies that promote appropriate behaviour, and the consequences for inappropriate behaviour.

Students can expect to take part in learning experiences that address key understandings and skills relating to positive relationships, digital citizenship, safety, gender equity, discrimination, bullying and harassment. These experiences will be guided by the Personal Development, Health and Physical Education syllabi and other Key Learning Areas.

Guest speakers and presentations relevant to each year are hired by DHS to deliver an inclusive/positive message in a creative manner and that will further encourage students to develop positive responses to incidents of discrimination and harassment.

An online hub provided by 'Ysafe' will be available for the community and this group will present workshops to Parents/caregivers and staff regarding cyber safety and digital citizenship www.ysafe.com.au. In addition, [Bully Zero](#) community program, 'It Takes a Village – Understanding Bullying for Parents' will be delivered in the second semester.

Completed by: Kathleen Ballard

Position: Head Teacher Wellbeing

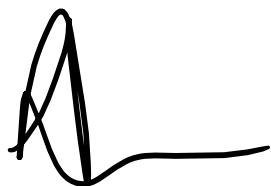
Signature:



Date: 8/12/2022

Principal name: Stephen Harper

Signature:



3-4-2023 Date:



APPENDIX A

ANTI BULLY PLAN

How to report Discrimination Harassment Vilification (DHV)



STAGE 1

Student, parent or friend reports DHV incident to any member of staff.

Investigation and interviews occur.



STAGE 2

Head Teacher Wellbeing sends letters and/or phones parents/carers of those involved in a serious incident.



STAGE 3

If DHV continues, student is placed on an agreement. Parents/carers are notified.

Another report is created.



STAGE 4

If DHV continues, agreement has been broken triggering a parental meeting.

Continued DHV may lead to suspension.





Anti-Discrimination NSW

What we do

We are the New South Wales state government body that administers *the Anti-Discrimination Act 1977* (the Act). We strive to eliminate discrimination in New South Wales by:

- answering enquiries
- resolving complaints
- raising awareness about discrimination and its impacts
- managing applications for exemptions from the Act
- advising the government about discrimination issues.

What we cover

Discrimination is when somebody is treated unfairly because they have, or are assumed to have, a characteristic that is protected by New South Wales law.

Discrimination is against the law if it happens:

- at work
- in education
- where goods and services are provided
- where accommodation is provided
- within registered clubs.

Types of discrimination

We handle complaints of discrimination covered by the Anti-Discrimination Act 1977. These include:

- disability
- race
- sex
- pregnancy and breastfeeding
- age
- carers
- homosexual
- transgender
- marital or domestic status
- infectious disease
- sexual harassment
- vilification
- victimisation



What can I do if I experience discrimination?

If you think that you have experienced discrimination, you can first try speaking to the person or organisation responsible to let them know you have been treated unfairly. If you don't feel comfortable doing this, or if it isn't appropriate, you can contact us to make a complaint of discrimination. You can write your complaint in your language, and we will have it translated for free into English. If writing your complaint is difficult, you can contact us to discuss other ways to submit your complaint.

You can contact our enquiry service if you need more information or are unsure if you have experienced discrimination.

Useful contacts

Translating and Interpreting Service – 131 450

Law Access – 1300 888 529

Complaint case study

Adnan* lives in Australia while the rest of his family lives overseas.

Adnan asked his supervisor for some time off work so he could travel overseas to support his elderly dying father. Adnan's supervisor was unsympathetic to his request and discouraged him from taking leave. Despite this, Adnan was able to travel to see his father.

Shortly after his father's death and his return to Australia, Adnan's sister was involved in an accident and placed on life support. Adnan and his family made the difficult decision to turn off life support. Adnan returned overseas to arrange his sister's funeral and support his family.

After losing two close family members in a short period of time, Adnan was suffering emotionally. When he returned to work, his supervisor continued to show no empathy or support for his situation, assigned him difficult tasks and told him to take sick leave if he could not do them.

Adnan reported his experience to his company's HR department but felt further victimised after a workplace investigation found no wrongdoing.

Adnan lodged a complaint of carer's discrimination, disability discrimination and victimisation with ADNSW.

The complaint was resolved at a conciliation conference when Adnan and his employer agreed on a monetary payment.

*Name has been changed to protect the privacy of the individual

This factsheet has general information about discrimination and there may be some exceptions to the law. Please contact us if you have questions or you would like information about how to make a complaint.

Anti-Discrimination NSW

Enquiries

Phone: 02 9268 5544

Free call: 1800 670 812

Email: complaintsadb@justice.nsw.gov.au

Office location

Locked Bag 5000

Parramatta NSW 2124

Website

antidiscrimination.nsw.gov.au



ANTI-BULLYING PROCEDURES

REVISED NOVEMBER 2022

Contents

Contents.....	2
Rationale and Purpose.....	3
What is bullying?	3
Types of Bullying.....	3
Culture of Safety.....	4
Identifying and Responding to Concerns.....	4
Procedural Fairness	4
Evidence based Practice.....	4
Responsibilities of Students	4
Responsibilities of staff	4
Responsibilities of parents.....	5
What do we do.....	5
What we do about incidents of bullying	5
What do we do at Dungog High School to reduce Bullying?.....	5
Prevention strategies include:	5
Intervention strategies include:	5
Post intervention strategies include:	6
Whole School Approach	6
Reporting Incidents	7
Actions for each Level of Bullying	7
Level 1.....	7
Level 2.....	7
Level 3.....	7
Actions for each level of Bullying	8



Rationale and Purpose

At Dungog High School, we are committed to meeting the learning and welfare needs of our students in a caring, peaceful, safe and positive environment that affirms diversity and respects individual differences. Students at Dungog High School have the right to expect that they will spend the school day free from the fear of bullying, harassment and intimidation.

What is bullying?

Bullying is a systematic and repeated abuse of power. In general bullying is for the purpose of dominating or hurting someone and involves unfair action by the perpetrator(s) and an imbalance of power occurs when the target cannot provide an adequate defence and feels oppressed and humiliated.

Bullying is when someone (or a group of people) with more power than you repeatedly and intentionally use negative words and/ or actions against you, which causes you distress and risks your wellbeing.

While there is no universally accepted definition of bullying, most researchers agree that bullying:

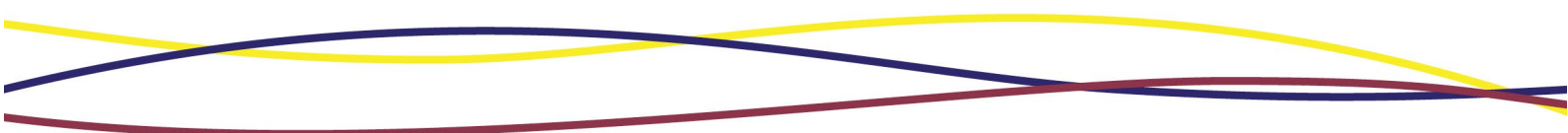
- **Involves repeated actions**
- **Is intended to cause distress or harm**
- **Is grounded in an imbalance of power**

Single incidents and conflict or fights between equals, whether in person or online, **are not defined as bullying**. Other behaviours that do not constitute bullying include:

mutual arguments and disagreements (where there is no power imbalance) not liking someone or a single act of social rejection
one-off acts of meanness or spite, and
isolated incidents of aggression, intimidation or violence.

However, these conflicts still need to be addressed and resolved. Bullying can have a lasting impact on everyone involved, including those who witness it, so it is important to work together to create safe school communities for everyone.

Types of Bullying

- **Physical:** Pushing, hitting, kicking, pinching, tripping, stealing, vandalism of property.
 - **Psychological:** Humiliation, rumours, putdowns, threats, intimidation, insults, bribery and extortion.
 - **Verbal:** Name-calling, sarcasm, mimicking others, abusive phone calls.
 - **Social:** Exclusion from peer group, ignoring and refusing to talk to someone.
 - **Sexual:** Unwanted sexual advances or contact and sexually abusive comments.
 - **Cyber-bullying:** Occurs when the internet, email or mobile phones are used to deliberately and repeatedly engage in hostile behaviour to harm someone. This is often used as an extension of other forms of bullying.
- 

- **Racial:** Offensive language or behaviour that refers to another person's actual or perceived race.
- **Gender:** Offensive language or behaviour that refers to another person's actual or perceived sexual orientation.
- **Religion:** Offensive language or behaviour that refers to another person's actual or perceived religion.

Culture of Safety

The School is committed to maintaining practices that create a culture of safety within which students and employees are supported and protected.

Identifying and Responding to Concerns

Where concerns arise about alleged bullying behaviour, the School is committed to maintaining robust systems for identifying and responding to such concerns. In dealing with allegations, the School will uphold the principles of procedural fairness and any finding and actions will be based on a thorough and fair assessment of evidence.

Procedural Fairness

Dungog High School acts on procedural fairness as a basic right for all when dealing with authorities. Procedural fairness refers to what is sometimes described as the 'hearing rule' and 'right to an unbiased decision'.

The 'hearing rule' includes the right of the person against whom an allegation has been made to:

- know the allegation related to a specific matter and any other information, which will be taken into account in considering the matter.
- know the process by which the matter will be considered.
- respond to the allegation.
- know how to seek a review of the decision made in response to the allegations.

The 'right to an unbiased decision' includes the right to:

- impartiality in an investigation and decision-making.
- an absence of bias by a decision-maker.

Evidence based Practice

The School's response to bullying is built on an evidence-based framework that is informed by current research and includes the Method of Shared Concern and Restorative Practices.

Responsibilities of Students

- Be respectful towards other students, staff and members of the school community.
- Participate in sessions regarding the school's Anti Bullying policy and other sessions regarding expectations.
- Report the incident immediately.
- Support peers to report incidents.
- Be proactive so that bullying and harassment are discouraged through peer influence.

Responsibilities of staff

- Foster positive relationships with students.
- 

- Establish, maintain, make explicit and model the school's expectations related to bullying.
- Support students to be effective up-standers.
- Respond to reported incidents as soon as possible.
- Keep open communication between student, parent and the school regarding the progress of the report.
- Keep the appropriate documentation of the report.
- Ensure that follow up of students occurs after the report has been resolved.
- Be present and visible when in the playground by wearing a fluorescent vest.
- Use 'Restorative Practice' strategies.

Responsibilities of parents

- Provide support for their child to report incidences as soon as possible.
- Communicate in a respectful manner with school staff regarding their concerns.
- To reinforce the message that bullying is not accepted or tolerated.
- To watch for signs that their child may be bullied.

What do we do

What we do about incidents of bullying

- We will listen and talk to the person who has been bullied and the person who has bullied others.
- We will put place consequences, support and education for the person who has been bullying others.
- We will use a process called Restorative Justice to help everyone involved to improve his or her relationships with
- each other.

It is important to realise that these steps may change. At Dungog High School, we do not use a 'one size fits all' approach. This is because each person is different and each incident of bullying is different.

What do we do at Dungog High School to reduce Bullying?

- If an incident of bullying happens at Dungog High School, we use prevention, intervention and post
– *intervention strategies*.

Prevention strategies include:

- Using the curriculum to teach students about respectful relationships; Civics and Citizenship.
 - Developing programs to help students participate and have a say in their learning.
 - Teaching students about violence prevention, conflict resolution, anger management and problem solving and
 - developing policies, which promote student safety.
 - Teaching for and about diversity.
 - Providing professional learning for staff in collaboration with local agencies.
- Surveying students regarding bullying incidents to enable us to act on their concerns.

Intervention strategies include:

- Counselling students who have been bullied.



- Talking with parents or caregivers about the situation.
- Putting consequences in place for those who bully others.
- Teaching students to be better up-standers.
- Ensuring that all staff know how to address bullying effectively and respectfully.

Post intervention strategies include:

- Monitoring the situation between the students to ensure that their safety and wellbeing are maintained.
- Talking with parents or caregivers about strategies.
- Dealing with hotspots in the playground.
- Reviewing and evaluating behaviour codes and policies.

Whole School Approach



HOW TO REPORT DISCRIMINATION & HARASSMENT

Whole School Approach



CLASSROOM

1. Teacher
2. Head Teacher
3. Year Advisor
4. HT Wellbeing
5. Deputy Principal
6. Principal



PLAYGROUND

1. Teacher on Duty
2. Head Teacher on Duty
3. Year Advisor
4. HT Wellbeing
5. Deputy Principal
6. Principal



OTHER TIMES

1. Staff Member
2. Head Teacher
3. Year Advisor
4. HT Wellbeing
5. Deputy Principal
6. Principal



Reporting Incidents

Students can report any incidents via the Notification of Wellbeing form using the following systems:

- **Front office** – complete the form and place in the communication box located in the office.
- **Learning and Support Hub** – complete the form and place in the timber box in the staffroom.
- **Online** – Go to the schools Wellbeing site and selected the Notification of Wellbeing tab at the top. Complete the form online and submit. It will then be emailed directly to the Head Teacher Wellbeing. You can find the site via a link on the Dungog High School Webpage.

Actions for each Level of Bullying

Level 1

A first incident. Students involved to in an attempt to reach shared understanding and mutual concern for the situation. Most issues can be resolved here.

Can involve Restorative Justice, shared controlled discussion and the incident documented (parents contacted).



Level 2

Repeated reports with same or different students/teachers. This is more serious. A formal warning in writing will be given, parents/carers will be contacted and incident documented (parents contacted).

Can involve Restorative Justice, Behaviour plans or contracts, structured learning activities, Counsellor, mentoring, Boys or Girls Advisor support.



Level 3

Repeated incidents and/or an extremely serious incident.

Can Involve Deputy Principal involvement, Restorative Justice, Counselling support, Parent meeting, 1:1 social and emotional mentoring, and Playground contract.

*This may also involve a suspension due to the nature of the incident and the harm caused.



Actions for each level of Bullying

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