GPHS Anti-bullying Plan 2023

What is bullying?

Bullying behaviour has three key features:
- It involves the intentional misuse of power in a relationship
- It is ongoing and repeated
- It involves behaviours that can cause harm

Bullying can happen in person or online. It can be hidden or obvious. Bullying can involve humiliation, domination, intimidation, victimisation and all forms of harassment including that based on sex, race, disability, sexual orientation or gender identity. Bullying can make a person feel anxious, depressed and lonely. It can happen anywhere.

Types of bullying behaviours

Bullying behaviour	Examples
Verbal	Name calling, teasing, abuse, putting someone down, sarcasm, insults, threatening to cause someone harm.
Physical	Hitting, punching, pushing, kicking, scratching, tripping, or spitting
Social	Ignoring, excluding, ostracising, alienating, making inappropriate gestures
Psychological	Spreading rumours, dirty looks, hiding or damaging possession, malicious social media posts and private messages, SMS, email messages and inappropriate use of camera phones
Cyber bullying	Bullying through information and communication technologies, social media networks such as Snapchat, Instagram and Facebook.

The New South Wales Department of Education requires all NSW public schools to have an Anti-bullying Plan which details the strategies implemented to reduce student bullying behaviours.

Resources

The NSW anti-bullying website, 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.

Glenmore Park 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. Our school engages in the following practices to promote a positive school culture.

1.1 Student assemblies

Dates	Communication topics
Every week	**Positive Behaviour for learning (PBL)**: explicit instructions on student behaviour and expectations delivered weekly. Student Diary incorporated in all these lessons. **Morning Year Assemblies**: Expectations and positive behaviour and relationships reinforced.
Term 1	**School Expectations for GPHS**: general school rules, the Behaviour Code, GPHS Mobile Phone Policy **Wellbeing Team Awareness**: students introduced to the Wellbeing Team, outlining their roles, accessing them and location in the school. **Harmony Week:** Activities celebrating Australia's cultural diversity, inclusiveness, respect and a sense of belonging for everyone. Year 7 **Year 7 Peer Support Lessons**: building awareness of positive relationships, resilience and responding to bullying situations. **National Day of Action against Bullying and Violence:** Further building whole school awareness of positive relationships, resilience and responding to bullying situations.
Term 2	**Further education around the GPHS Anti- bullying Plan:** What is bullying, forms of bullying, responding to bullying, being an upstander. **Autism Awareness Day:** Further educating students about autism. Whole school involved, students and staff. **Brainstorm "Cyberia":** Incursion for Years 7, 8, 9 and 10.
Term 3	**RU OK? Day**: Presented to whole school. Educating students on services available, help seeking behaviours and effective communication strategies. Student Leadership Teams lead activities for this. **Police Presentations:** Cyberbullying and respectful behaviour presentations (ongoing and throughout the year addressing current issues)., Love Bites- positive relationships.

Term 4	**White Ribbon Day:** To raise awareness of unacceptable behaviour and how and where to access support. **DoE Program**: Youth Aware of Mental Health- Year 9
Ongoing	**Behaviour Code** for students outlined at Year Meetings by Year Advisers regularly. **RAGE Program**: a strengths-based anger management program. It is a solution focused program that is hands on, practical and also fun for participants. **Love Bites Program**: a Respectful Relationships Education Program for young people aged 15-17 years. **Rock and Water**: A program delivered through exercise and games, to develop confidence and self-reflection.

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
Ongoing	Weekly Wellbeing Team Meetings: data reviewed with wellbeing needs of students a focus. Wellbeing Team targeted Professional Learning each Term. Weekly whole school wellbeing updates presented to staff at Wellbeing morning tea meeting. Individual student plans, including PLPs and IEPs, communicated to staff. Promotion of anti-bullying website for staff, students and parents. Professional dialogue and communication relating to student relationships and wellbeing.
Annually	School Development Day: Review of School Expectations, including Behaviour Flowchart and Behaviour Code for Students, and staff PL on wellbeing team supports and processes. Annual Child Protection Update/training Code of Conduct. Tell Them From Me data shared and actioned.
Term 1	Review of Wellbeing processes and revision of GPHS Anti- Bullying Plan. Learning and Support briefing on students requiring extra support. Induction for new staff on SENTRAL at GPHS.
Term 2	Reviewing policy and processes utilising staff and student voice. Reviewing GPHS Flowchart- Responding to Bullying Ongoing provision to staff of whole school PBL lesson material.
Term 3	Staff resources for RU OK? Day Safe-Guarding Kids Together.
Term 4	Counsellor PL for staff.

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 handout to staff when they enter on duty at the school
- An executive staff member speaks to new and casual staff when they enter on duty at the school
- The Senior Executive speak to new executive staff when they enter on duty at the school, as part of the induction procedures
- Casual staff are provided with the Staff handbook when the commence at the school as part of the induction process.
- Beginning Teachers are supported through the Early Career Teacher Induction.

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.

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