



North Sydney Boys High School

Anti-Bullying Plan

This plan outlines the processes for preventing and responding to student bullying at North Sydney Boys High School. A large and growing body of research indicates that school-based interventions can be successful in reducing bullying behaviours. Evidence indicates that bullying is most effectively addressed through interventions that take a holistic, whole school approach as well as providing support and professional development to teachers.

Statement of purpose

North Sydney Boys promotes a culture that is inclusive, respectful and safe with all members of the school community active participants in building the school culture that values diversity, and fosters positive relationships and student wellbeing.

North Sydney Boys High School has a zero tolerance policy towards bullying in all its forms. Teachers, students, parents, caregivers and members of the community have a responsibility to address bullying. This plan will outline the strategies to effectively prevent and respond to bullying behaviour at the school.

Applicability

Applies to all student bullying behaviour, including online (cyber) bullying, and applies outside of school hours and off school premises where students have been involved and there is a clear and close connection to the school.

Shared understanding

Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause 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 (overt) or hidden (covert). 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 conflict or fights between equals are not defined as bullying.

Key features of bullying

Bullying has three key features:

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

Bullying can be physical, verbal, or social. Bullying can be easy to see (overt), or hidden (covert), such as spreading rumours about another person or excluding them.

Bullying can also happen online using technology such as the internet or mobile devices. This is known as online bullying or 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 any other ways they may be different. Some students are bullied about their academic or sporting achievements or hobbies.

Four main types of bullying behaviour

Physical – examples include: hitting, pushing, shoving or intimidating or otherwise physically hurting another person, damaging or stealing their belongings. It includes threats of violence

Verbal/written – examples include: name-calling or insulting someone about an attribute, quality or personal characteristic

Social (sometimes called relational or emotional bullying) – examples include: deliberately excluding someone, spreading rumours, and sharing information that will have a harmful effect on the other person and/or damaging a person's social reputation or social acceptance

Cyberbullying – any 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

Our responsibility and partnerships

It is the collective responsibility of all students, staff and parents as partners to:

- Treat everyone with dignity, courtesy and respect
- Behave as responsible digital citizens
- Not be involved in behaviour either verbal or physical which intimidates or discriminates against another person
- Express dissatisfaction if and when confronted with intimidation or discrimination, and to intervene and report such incidents
- Respect school and personal property
- Report incidents of bullying
- Be aware of grievance procedures and follow through incidents where necessary
- Support students who are victims of bullying

Creating a positive climate of respect

Bullying is less likely to occur in a school which maintains a positive climate of respectful relationships. At North Sydney Boys High School the strategies to create this are:

- Reinforcing Falcon Pride and developing consistent shared values through the Falcon Code
- Recognising students' efforts and achievements through the Merit system, school assemblies, newsletters and personal recognition within the classroom
- Ensuring that students' needs are addressed through the school's wellbeing support mechanisms, such as counselling services
- Providing opportunities for students to develop the skills involved in positive relationships, social responsibility, problem solving, dispute resolution, global citizenship and leadership training such as PBL and High Resolves
- Broadening opportunities for all students to maximise their leadership abilities and potential through events such as LEAP (Leadership, Enrichment and Activities Program)
- Organising whole school activities on a regular basis to promote a sense of belonging such as the Walkathon, Trivia Nights, Healthy Week
- Providing opportunities for students to work as productive members of a team e.g. Falcon and Grade Sport and enrichment activities
- Incorporating students' views into planning related to school organisation, such as the School Plan, Merit Recognition, Volunteering program, etc
- Providing opportunities for whole school appreciation initiatives such as the SWAT Gratitude Project
- Encouraging students to participate in the broader community such as Duke of Edinburgh, Charities Committee, Social Justice Committee and the Environment Committee

- Encouraging students to organise and/or participate in activities such as school assemblies, open days and sporting events between staff and students
- Recognising student involvement by reporting on activities (extracurricular/cocurricular) in the Half-Yearly and Yearly school reports
- Providing opportunities for students to succeed and develop resilience in academic and extracurricular competitions such as Olympiads, Robotics, Chess, Debating and Drama.
- Providing positive activities and safe spaces for students during breaks

Prevention

At North Sydney Boys High School we have an ongoing commitment and focus on the prevention of bullying. Establishing preventative strategies that target key environments in which bullying is known to occur - including the classroom and the playground - is an important means of developing a positive school climate.

Our preventative strategies below are embedded into the curriculum of all year groups and is backed by research:

- A strong transition program which emphasises anti-bullying, including Year 7 “Falcon Family presentation ” which educates new students about bullying
- Presentations from the Police Youth Engagement Officer to 7-10 cohorts
- Anti-bullying events through the Student Wellbeing Action Team such as National Day of Action Against Bullying and Harmony Day
- An anti-bullying box managed by SWAT to encourage reporting
- A peer support program which encourages positive relationships
- Regular collection of student and staff survey data (Tell Them From Me) regarding bullying and development of appropriate

programs, where necessary

- The ‘buddy’ program for new students in all cohorts
- Individual cohort wellbeing presentations/drama performances regarding bullying, the role of a bystander and digital citizenship
- Teaching and learning regarding bullying and relationships in the PDHPE curriculum
- Increase of parent/caregiver awareness through Falcon Bulletin and P&C meetings
- Active supervision in the playground and classrooms
- Professional learning activities for staff on strategies for dealing with bullying and the management of student behaviour
- Induction for new staff and casual teachers on strategies to respond, identify and prevent student bullying as well as developing positive relationships between teachers and students.
- Regular professional learning for staff on classroom management.
- Social and emotional learning
- Promotion of upstander behaviour
- Staff to reinforce the rules of the school and the Behaviour Code for Students
- Staff to use positive terms, and focus on what students should be doing rather than what they shouldn’t be
- Make expectations clear - keep requests simple, direct and specific

Early Intervention

Early Intervention enables support before an issue emerges or escalates

such as support for students who: are identified as being at risk of developing long-term difficulties with social relationships; or students who are identified at or after enrolment as having experienced bullying behaviour.

At North Sydney Boys, the strategies for early intervention include:

- Contact with main feeder primary schools regarding student concerns and support for students identified at risk
- An early transition program for students who require additional assistance socially
- Consistent reporting of student wellbeing issues onto the Sentral database for monitoring
- Regular wellbeing team meetings to discuss strategies to support students
- Active supervision in the playground and in classrooms
- A Peer Mediation program to diffuse minor conflict
- Student access to the Wellbeing Team - Year Advisers, Assistant Year Advisers, Student Support Officer, Head Teacher Wellbeing, Deputy Principal's and Principal
- Referral of identified students to appropriate support staff and external agencies such as Headspace
- Mentoring programs to assist students with social issues such as the Falcon mentoring program (peer mentoring)
- Setup of online referral forms to the School Support Officer
- Review technology access at school
- Consider timetable or class changes
- Develop behavioural support plans
- Establish a student support group if necessary
- Empower students to tell adults when bullying occurs

Response

All reports of bullying are treated very seriously. When bullying behaviour does occur, a number of responsive strategies are considered and utilised:

- Direct sanctions: verbal reprimands, meetings with parents, temporary removals from class, withdrawal of privileges, detentions and in some instances, suspension
- Restorative practices
- Mediation
- Support groups

Staff Responsibility

- Staff should deal immediately with situations of bullying.
- Incidents should be reported to a Wellbeing Team member for follow up with the Senior Executive and recorded on Sentral.
- Be aware of any prior bullying incidents between students and be sensitive to this in the classroom.

Student Responsibility

It is right for students to report incidents of bullying, whether it is due to being bullied or having witnessed another student being bullied.

If a student is a **bystander** to someone being bullied they should:

- Report the bullying to a staff member
- Report the bullying to any member of the Wellbeing Team
- Or, enter the incident in the anti-bullying box on the SWAT noticeboard
- Stand up for the student being bullied
- Take them away from the situation
- Try to change the subject/diffuse the situation
- Offer support and understanding
- Refuse to take part
- Ask the victim how they would like your help and

support

If a student is **being bullied** they should:

- Report the bullying to a staff member
- Report the bullying to any member of the Wellbeing Team
- Or, enter the incident into the anti-bullying box on the SWAT noticeboard
- Not retaliate
- Tell the person acting like a bully to stop
- If they can, walk away
- Avoid giving them attention
- Diffuse the situation by using appropriate humour

Parent Responsibility

Watch for signs that their child is being bullied. Some of the following may indicate bullying:

- School avoidance/poor attendance
- a pattern of headaches or stomach aches
- becoming withdrawn
- nightmares
- bruising
- disappearance of property or damaged clothing
- aggression towards others at home
- significant change in time spent online

If a parent suspects that their child is being bullied they should inform the Year Adviser/school immediately for follow up. Parents must address the issue with the school regardless of what is desired by their young adult. Parents must NOT encourage their young adult to retaliate in any way.

School Actions in response to bullying:

Bullying incidents will be dealt with immediately by the relevant behaviour management team. Parents and external authorities will be informed of the incident once a preliminary investigation has occurred and evidence has been gathered.

Students will be reassured throughout, counselled, consulted and kept informed of the processes by which the bullying will be dealt with.

Actions for the bullying victim/bystander:

- Involvement in the resolution process
- Counselling
- Mediation or peer mediation
- Support sessions with Year Advisers and the Police Youth Engagement Officer
- A creation of a plan for future safety at school
- Interviews with parent/caregivers
- Referral to outside agencies such as Headspace
- Year meetings with the Year Advisers
- Use of a Falcon mentor/peer mentor to provide support
- Targeted intervention and/or Referral to the Child Well-Being Unit if appropriate: <http://www.keepthemsafe.nsw.gov.au/>
<https://reporter.childstory.nsw.gov.au/s/>

Actions for the bully:

Bullying incidents are considered serious misbehaviour. Disciplinary action for bullying lie within the school's Level System. The Wellbeing Team will work with students identified as bullies to correct their behaviour. Bullying will immediately be relevant to the following levels and consequences:

Level		Consequences
4	Inappropriate behaviour, serious breach of the school behaviour management policy or second or third placement on Level 3 will result in placement on Level 4. Responsibility is now with the DP	<ul style="list-style-type: none"> • Time out (Withdrawn from class) • Parent notification and record on Sentral • Parents and student interviewed by Deputy Principal • Referral to School Counsellor • Homework, conduct, class work to be monitored across all subjects on return to the classroom • Loss of privileges for up to one term (to be decided by Behaviour Management Team) • Behaviour contract • Restorative Practices explored
5	A major breach of the school behaviour management policy, failure to modify Level 4 behaviour/or second placement on Level 4 will result in placement on Level 5. Responsibility is now with the DP and Principal	<ul style="list-style-type: none"> • Parent notification and record on Sentral • Parents and student interviewed by Principal or Deputy Principal • Referral to School Counsellor • Homework, conduct and class work monitored across all subjects on return from suspension • Loss of privileges for up to one term. (To be decided by Behaviour Management Team) • Behaviour contract • Restorative Practices explored
6	Serious misbehaviour Responsibility is now with the DP and Principal.	<ul style="list-style-type: none"> • Long suspension of 5 to 20 days and possible expulsion from the school • All other consequences as for Level 5

NSBHS is committed to supporting students to re-engage with school life after the completion of their period of caution or suspension. To assist with re-integration of the student, a dedicated member of the wellbeing team will set up appropriate measures of peer mediation with the individual and the victim using strategies such as harm circles and apology letters.

Bullying or cyberbullying that appears to involve criminal behaviour such as violence, threats and intimidation will be reported to the Police and to the School Security Unit hotline number on 1300 880 021.

Patterns of bullying behaviour will be consistently monitored and assessed through the following means:

- Sentral data collection
- Weekly Wellbeing Team meetings
- Observations by the Senior Leadership Council and the Student Wellbeing Action Team
- Entries into the anti-bullying box
- Tell Them From Me and MindMatters survey data
- Suspension rates

This plan will be included in the school's Wellbeing Policy which is available to all students and staff. The individual plan will also be available to parents and the community via the school's website and Sentral Parent Portal.

North Sydney Boys High School will continue to conduct biannual Tell Them From Me surveys and annual MindMatters surveys to provide bullying data. These and Sentral data analysis will contribute to evaluating and reporting on the effectiveness of the Anti-bullying plan in the Falcon Bulletin or School Report.

This plan will be reviewed in 2025 by the school community. This will begin with suggestions for adjustments by the Wellbeing Team and the Student Wellbeing Action Team.

Additional Information

Youth Engagement Police Officer

Detective Senior Constable Lynda Hart

North Sydney Police

(02) 9956 3199

Websites

Headspace: www.headspace.org.au

Reach Out: www.au.reachout.com

Kids Helpline: www.kidshelpline.com.au

Lifeline: www.lifeline.org.au

Beyond Blue: www.beyondblue.org.au

National Centre Against Bullying: www.ncab.org.au

Raising Children: www.raisingchildren.net.au

Bullying No Way: www.bullyingnoway.com.au

I Am A Witness: www.iwitnessbullying.org

Principal's comment

North Sydney Boys High School rejects bullying in all its forms. The whole community has a responsibility for addressing incidents of bullying either as a victim or a bystander. The school will address concerns raised and encourage a positive school culture through education programs and professional learning for its community.

Updated by:

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