



Maitland High School

Procedure

Anti-Bullying



Education

Purpose

This document explains how we provide a safe, supportive and responsive learning environment for students and how we address conflict and bullying behaviours. It also outlines how we teach, model and respond to conflict and bullying.

Applicability

These procedures apply to all members of the school community – students, parents/carers and staff.

Defining Bullying behaviour

Bullying, harassment, discrimination and violence are all interpersonal behaviours that can create or contribute to negative social situations and school environments. Bullying is an ongoing misuse of power in relationships through repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm. It can involve an individual or a group misusing their power over one or more persons. Bullying can happen in person or online, and it can be obvious (overt) or hidden (covert).

Bullying has three main features:

- It involves a misuse of power in a relationship
- It is ongoing and repeated, and
- It involves behaviours that can cause harm.

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.

-Bullying No Way!

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.

Behaviour Expectations

Maitland High School does not tolerate bullying behaviour in any of its forms. All students have a right to be free from anti-social, aggressive or threatening behaviour in the playground. Students will not engage in harassment or conflict with other students. All people in the Maitland High School community are expected to care for people and property: students are expected to behave in a respectful and considerate manner towards others and seek non-aggressive ways to deal with interpersonal conflict.

Students at MHS are expected to actively discourage bullying behaviours in peers and report all instances of bullying behaviours to a member of staff. All students at MHS are aware that transgressing the basic rights of fellow students is not tolerated and our response to transgressions is timely and thorough, based on the fair and transparent application of: The Behaviour Code for Students; Student Discipline in Government Schools; Suspension and Expulsion of School Students DoE policies and procedures. Teachers educate students on the impact of bystander behaviour, promote anti-bullying and respond to all allegations of harassment and conflict.

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Anti-bullying school culture

Preventing bullying involves everyone talking together openly and respectfully. The school community recognises that there are individual and shared responsibilities of students, parents/caregivers teachers and support staff, when dealing with bullying behaviour. At MHS the culture enables students to feel able to seek help from: the nearest Teacher/Support Staff, their Year Adviser, Deputy or Principal and any incidences of anti-social behaviour are acted on swiftly so that the negative behaviour is stopped.

Ensuring a shared definition of bullying is important. Our Wellbeing initiatives, weekly communications to students at Assembly, Student Representative Committee, Prefecture, Peer Support Leaders and classrooms are all utilized to promote an understanding of prosocial behaviours and an understanding of what bullying is and what we can do about it individually and collectively as a school. One of the biggest and best-supported days on the school calendar is 'Pink Day' where all students participate in visibly demonstrating their stand against bullying.

Proactive Wellbeing Programs

The school's Wellbeing and Positive Behaviour for Success programs explicitly target the teaching of expected behaviours and the interpersonal skills needed to support these. MHS also offer small group programs targeting peer groups with a set goal to building resilience, improve emotional intelligence, control emotions with anger management, build community connections and improve self-esteem. Additionally, we have Brainstorm Productions perform, bringing positive social change through theatre. Performers empower students with practical strategies to enhance their mental health, resilience and wellbeing. Brainstorm Productions and our Community Police Liaison Officer also provide students with advice on Cyber Safety.

Maitland High School Anti-Bullying Plan

Maitland High School's Anti-Bullying Plan engages the whole school community in developing an effective and cohesive set of strategies to ensure that bullying is addressed using a proactive and preventative foundation through targeted education and intervention. This involves educating the school community about what constitutes bullying. This is done through year group meetings, staff meetings and via electronic media, such as our Skoolbag App, Facebook and newsletters.

Preventing Bullying is everybody's responsibility

All MHS staff must be active in attempting to stop harassment and conflict. Staff are encouraged to report via Sentral, deal with harassment and conflict between students when they are notified, or when they witness an incident. Students are actively encouraged by staff to report incidents of harassment and conflict. Students are provided many ways to report to make them feel comfortable. This means that whenever someone in the school community feels they are not able to handle a situation by themselves, or it has been ongoing, they should ask for help. If any student sees someone else in a similar situation, they should also ask for help from a staff member. Teachers and or Support Staff are the first people who have a responsibility to help students reporting incidences of harassment and conflict.



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Addressing identified bullying behaviour

If bullying behaviour is identified, Wellbeing staff (i.e. the Head Teacher Wellbeing, School Counsellor, Student Support Officer) and Senior Executive (i.e. Principal and Deputy Principals) may use:

- a range of Restorative Justice approaches to mediate conflict and to develop understanding and empathy
- parent interviews
- Student Support Officer or School Counsellor support around self-regulation, self-esteem and anxiety
- Formal Caution of Suspension (Senior Executive), and
- the Principal may implement disciplinary consequences, such as suspension.

The Senior Executive determine if there is a sustained record of harassment which constitutes bullying behaviour and if evidence indicates that this is the case, the Principal will suspend the offending student. In the return from suspension process, the student will be required to demonstrate through restorative justice reflection and personal commitment, that they no longer pose a threat to the wellbeing of others. At times, this may also include the development of a Risk Management Plan and/or a Safety Plan to manage risk, and the safety and wellbeing of the victim of bullying behaviour.

The anti-bullying procedures at MHS implement the DoE's Student Discipline in Government Schools Policy PD20060316 in a timely, transparent and considered manner.

These processes are transparent and regularly communicated to the school community to sustain our positive learning environment. They are addressed weekly on Assembly, through Newsletter and across classrooms. Educative, preventative and Restorative Justice processes are implemented to ensure bullying behaviours and their harmful effect on others, are minimised.

People with special responsibility for student wellbeing and support

The Principal is a member of the Learning & Support Team. The Principal also conducts Learning & Support meetings with students and parents/carers. She conducts return-to-school meetings when students are returning from long suspensions, mediates conflicts with students, prepares conflict management and return from suspension plans and ensures that disciplinary action around conflict and harassment is managed promptly and fairly.

The Head Teacher Wellbeing coordinates the Wellbeing Team, and conducts weekly team meetings. This HT also receives referrals from teachers and allocates an appropriate case manager. S/he works with teachers, parents and student to formulate a plan to support the student, implemented by all teachers. The Head Teacher Wellbeing can coordinate support for students involved in conflict or who have experienced harassment through The Wellbeing Centre.

Year Advisers are members of the Learning & Support Team. They can meet with parents/carers and students to review and update any learning support plans. They can act as mentors and touch-base person for students who are involved in or are victims of harassment and conflict. Reporting back to HTW to monitor and support students.

Deputy Principals belong to the Learning & Support Team. They also conduct Learning & Support Team meetings with students and parents/carers to review and update any learning support plans. The Deputy Principals can conduct return-to-school meetings following short suspensions. They can allocate mentors and a 'check in' person for students who are involved in, or impacted by, harassment and conflict. The Deputy Principal informs parents and discusses how the school has responded to redress the impact and manage the safety and wellbeing of the victim.



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The School Counsellors provide counselling for students. These students can be referred by the Learning & Support Team, by parents or they can self-refer. Parent/carer permission is required unless a student self-refers. Our counsellors can provide strategies around resilience for students who are victims of harassment and conflict.

The Student Support Officer (SSO) provides individual advice on resilience, friendship, anti-bullying, cyber-bullying and general wellbeing issues. The SSO coordinates programs such as *Love Bites*, *Youth Mental Health First Aid*, *Drug & Alcohol Awareness* and small group activities such as friendship, hygiene, emotional regulation and body image as well as anti-bullying behaviours. The SSO can offer mediation between conflicting students when appropriate, and able to act as an advocate for the student if they are not comfortable approaching Teaching staff.

The Learning Centre conducts a withdrawal learning space for students whose behaviour or mental health prevents them from attending a regular class for short periods. These teachers also support students to self-manage and transition back to their regular classes.

The Learning & Support Team is coordinated by the Head Teacher Wellbeing, and consists of the Principal, both Deputy Principals, Head Teacher: Support, PLC Teacher, Year Advisers, LaSTs, SSO and Counsellors. The team meets weekly to discuss the wellbeing of students.

Reporting bullying behaviour

Teachers will respond to all incidents of harassment and conflict by:

- Actively listening to the student reporting the incident, ensure the immediate safety of the student and provide appropriate support whilst following the Wellbeing Flow Chart.
- Determine a course of action depending on the nature of the incident and ensuring that bullying behaviour and harassment is brought to the immediate attention of the Deputy Principal responsible for the year group.
- The teacher may discuss the situation with the student(s) involved as soon as practical and as a priority. This should occur on the same day as the student reports harassment or conflict where possible. The teacher will assist the student to identify strategies they could use to overcome conflict and/or develop an action plan to use to avoid further conflict.
- The teacher must record the details of the incident on Sentral. The referral must be forwarded to the appropriate Deputy Principal if it involves serious or protracted conflict. Physical aggression or verbal abuse should be immediately reported to the appropriate Deputy Principal or to the Principal.
- Where the student report involves less obvious but ongoing harassment which may have escalated over time, the intervention of the Deputy Principal should be sought. The Deputy Principal should inform the parents about the harassment and of how the school has responded.
- Where teacher intervention has determined that the situation could be resolved through implementing an action plan and assisting the victim to use a variety of strategies, the responsible teacher should monitor the situation for 4-5 school days and contact the student at the end of the agreed time to determine if the situation has been resolved. Details of the follow up with the students involved should be recorded on Sentral. Where further action is required, the Sentral report should be referred to the Deputy Principal for further action under the discipline procedures.



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- Where a student exhibiting bullying behaviours has been identified by the Senior Executive, the student may be supported through interventions from the Student Support Officer or the School Counsellor. Senior Executive may contact the parent via a phone call or letter or may request a parental interview.
- Where bullying of a significant or physical nature is identified by the Senior Executive, timely contact with the parent and disciplinary consequences, in line with the MHS Discipline Policy, may be implemented.

These reporting procedures are also contained in the New Student Handbook, the Year 7 Information Booklet, and the New Staff Handbook. They are also publicised in newsletters, at parent meetings and through the P&C meetings.

Parent/carer support and actions

Parents and carers are encouraged to contact the school early if they feel their child is experiencing difficulty in their peer group or is being targeted and bullied by others. If a parent /carer is wondering whether they should contact the school, the answer is always 'yes'. A problem is much easier to address while it is small or nascent than it is once it has become entrenched and significant. It is important for all adults to remember that issues that may appear trivial to an adult can have a big impact on a young person if timely support is not provided. Sometimes reassurance of support, understanding and the knowledge that adults will act to alleviate and address anxieties and issues is enough to prevent increasing anxiety. If the matter is a minor one or involves a student struggling with peer friendships, the Year Adviser is an appropriate person with whom to discuss concerns. If the issue involves bullying, parents should contact the Deputy Principal of the year group, or the Principal as soon as possible.

Link to policy

Preventing and Responding to Student Bullying in Schools Policy. Reference Number: PD/2010/0415/V01

The [Student Discipline in Government Schools - Support Materials \(PDF 439.04 KB\)](#) offers guidance and support. You can go to detwww.det.nsw.edu.au/lists/directoriesaz/stuwelfare/studiscipline/index.htm

Mindmatters: <http://www.mindmatters.edu.au>

Kidsmatter: www.kidsmatter.edu.au

Cybersmart: www.cybersmart.gov.au

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

Bullying. No Way!: www.bullyingnoway.gov.au

Date of implementation: 30 January 2018

Written by the MHS Wellbeing.

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Last updated: 19 November June 2021

Review date: November 2022

Further Information

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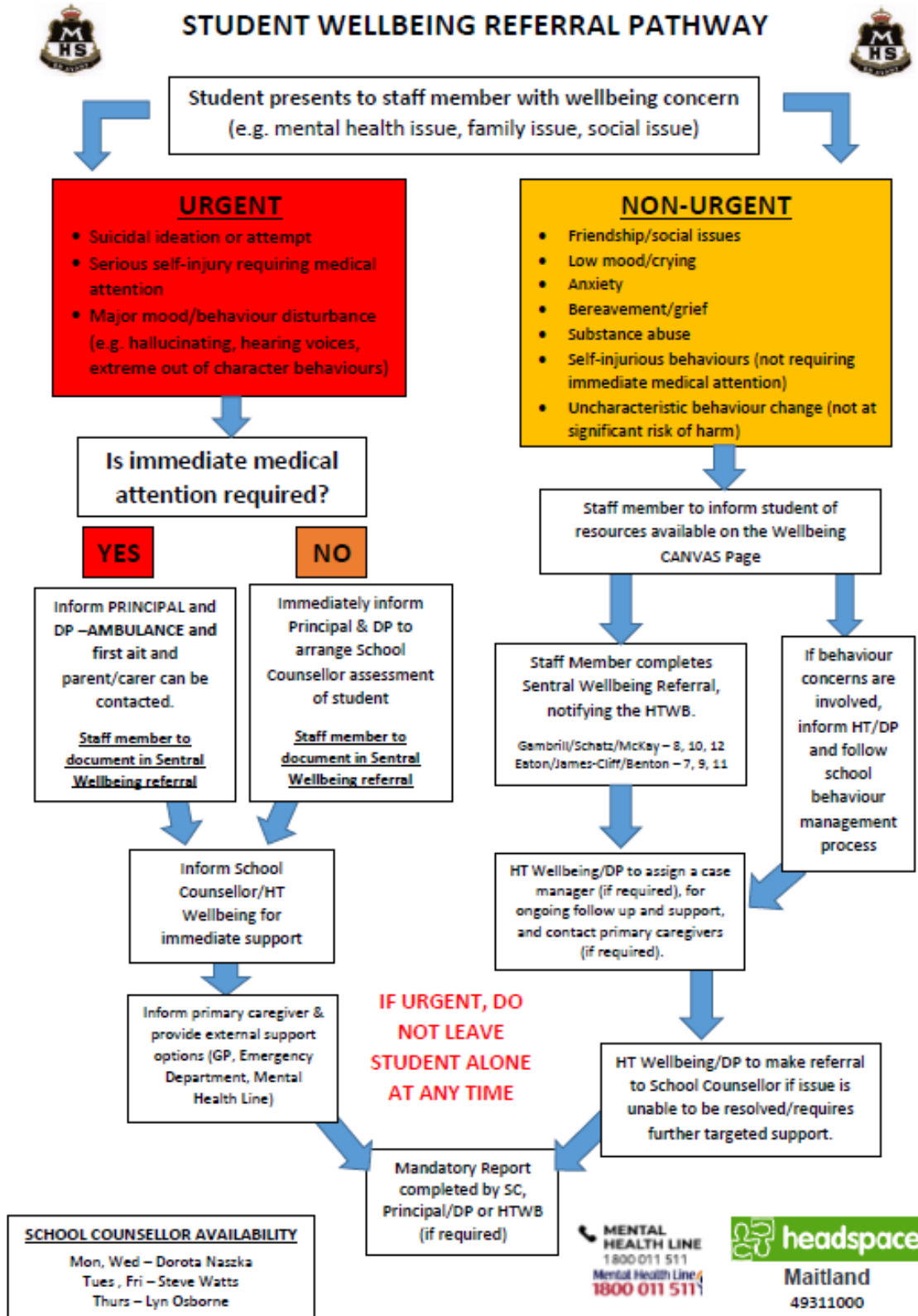
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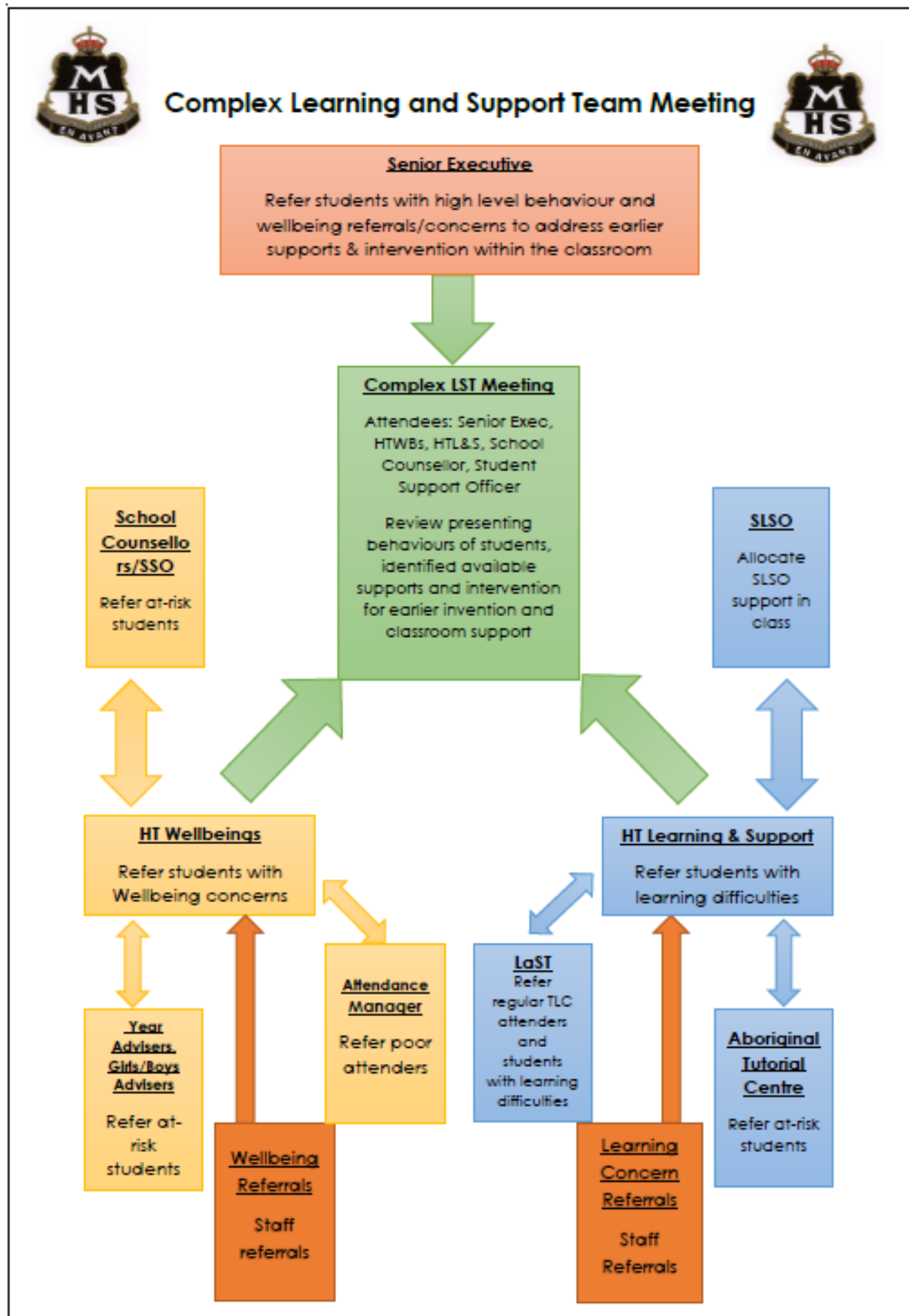
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A guide to accessing Support at MHS via SENTRAL

<p>WELLBEING REFERRALS:</p> <p>All Sentral Wellbeing Referrals must be forwarded to HTWB.</p> <p>Sarah Gambriell: Years 7, 9 & 11 Robert Eaton: Years 8, 10, 12</p> <p>Please do not refer directly to Year Advisor. HTWB will refer on to the necessary support person, based on the type of incident or support that may already be offered to the student.</p>	<p>LEARNING SUPPORT:</p> <p>Referrals for the 'The Learning Centre' (TLC) or 'Aboriginal Tutorial Room' (ATR) should be referred to HTL&S Genevieve Henry.</p> <p>Students will then be allocated time in the respective learning space. Alternatively, support may be offered within the classroom, if available/applicable.</p>	<p>PARENT/CARER CONTACT:</p> <p>All contact (phone, email and interview) with Parent/Carer should be documented in Sentral.</p> <p>This provides evidence of support offered by classroom teachers and assists other staff to see frequency of contact home, prior to making contact themselves.</p>	<p>NEGATIVE INCIDENTS:</p> <p>Negative incidents should be referred to Faculty Head Teacher or Deputy Principal depending on the severity of the incident.</p> <p>Melissa Schatz: Year 7 & 11 Belinda James-Cliff: Year 8 & 12 Brittany Benton: Year 9 John Lawson: Year 10</p>		
<p>Wellbeing Team</p> <ul style="list-style-type: none"> Conflict Mental Health Physical Health Personal Health School pressures Immediate or other concerns <p>Please tick 'Confidential' if the content within the referral is sensitive eg: Self-harm, family breakdown, gender identity or abuse.</p>	<p>Learning Support</p> <ul style="list-style-type: none"> Progress Report Aboriginal Education Tutorial Room TLC placement 	<p>Parent / Carer contact</p> <ul style="list-style-type: none"> Contact Re: Behaviour Contact Re: Learning Concerns Contact Re: Class Attendance Contact Re: Truancy Parent Interview Contact Re: Visiting N. Determination Concerns Anti-social parent/carer behaviour 	<p>Negative Incidents</p> <ul style="list-style-type: none"> Attendance Behaviour Learning Equipment / Technology Serious Incident Formal Caution Suspension HT / Senior Placement 		
<p>How to send a referral to the correct staff member:</p> <p>Under the heading 'Follow Up Actions' in the referral form, select the appropriate staff member for the referral (either Head Teacher, Deputy Principal or HT Wellbeing).</p> <p>Please mark 'complete' if no further action is required <u>OR</u> 'further action required' if action is required.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> ➡ Completed ⚠ Further Action Required </div> <div style="border: 1px solid #ccc; padding: 5px; margin-top: 10px;"> <p>Follow Up Actions — All Students</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 2px;"> <input type="checkbox"/> Notification <input type="checkbox"/> Mediator-SSD <input type="checkbox"/> Mentoring support <input type="checkbox"/> Target intervention program <input type="checkbox"/> Attendance modification (iPr-ONL) </td> <td style="width: 50%; padding: 2px;"> <input checked="" type="checkbox"/> Check & Refer Deputy Principal HT Senior Services HT Wellbeing HT Spec Ed Yr Principal Yr Advisor SSD Aboriginal Education Centre Counsellor Robert Eaton (NMI) Ops Advisor Ops Advisor </td> </tr> </table> </div>				<input type="checkbox"/> Notification <input type="checkbox"/> Mediator-SSD <input type="checkbox"/> Mentoring support <input type="checkbox"/> Target intervention program <input type="checkbox"/> Attendance modification (iPr-ONL)	<input checked="" type="checkbox"/> Check & Refer Deputy Principal HT Senior Services HT Wellbeing HT Spec Ed Yr Principal Yr Advisor SSD Aboriginal Education Centre Counsellor Robert Eaton (NMI) Ops Advisor Ops Advisor
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