<table>
<thead>
<tr>
<th>Behaviour</th>
<th>You are expected to:</th>
<th>Classroom Teachers</th>
<th>Head Teachers</th>
<th>Senior Executive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Illegal substances</td>
<td>Not to be in possession of, use, deal or promote alcohol, marijuana, ecstasy, amphetamines or any other illegal drug</td>
<td>Refer to HT and record in millennium</td>
<td>HT to escort student to DP and record in millennium</td>
<td>DP to interview student, conduct bag search if necessary, accept first aid if required Alcohol – short suspension, contact parents / carers, Keep Them Safe Tree Report Illegal drugs – Long suspension, contact parents / carers, contact safety and security, police, Keep Them Safe Tree Report</td>
</tr>
<tr>
<td>Language use</td>
<td>Speak politely Treat other in the way you want to be treated Interact with others positively Have polite conversations</td>
<td>Verbal praise directed to students displaying expected behaviours. Remind students of expected behaviour, move to a different seat within the room, isolate outside the room for a short period of time, recess or lunch detention, contact parents / carers, record in millennium If the behaviour continues over several lessons, refer to HT</td>
<td>Verbal praise directed to students displaying expected behaviours Interview student, recess and lunch detention, faculty monitoring card, contact parents / carers, After School Detention If the behaviour persists refer to DP</td>
<td>Schedule time to walk through corridors, playground and classrooms and give verbal praise directed to students displaying expected behaviours Interview student, contact parents / carers, pre-suspension warning letter issued, consequences implemented - isolation, After School Detentions, suspension</td>
</tr>
<tr>
<td>Verbal abuse</td>
<td>Speak politely Treat other in the way you want to be treated Interact with others positively Have polite conversations</td>
<td>Remind student of expected behaviour, move to a different seat, isolate outside the class for a short period of time, send to HT or Staffroom if student is escalated, record in millennium Refer to HT if necessary</td>
<td>Interview student, record on millennium and refer to DP for verbal abuse of staff For verbal abuse of student interview student, record on millennium and implement consequences - isolation, After School Detentions and contact parents. Refer to DP for severe instances</td>
<td>Interview student, contact parents, suspension for aggressive behaviour</td>
</tr>
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<td>---------------------------</td>
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</tr>
<tr>
<td>Physical assaults</td>
<td>Resolve conflicts and problem maturely</td>
<td>Attempt to defuse situation, seek assistance</td>
<td>Interview students, seek first aid if necessary,</td>
<td>Interview students, contact parents / carers, suspension</td>
</tr>
<tr>
<td></td>
<td>Consider other peoples' personal space - Keep hands, fists and feet to yourself</td>
<td>from other staff if necessary, refer to HT,</td>
<td>record in millennium</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Report concerns to staff asap</td>
<td>record in millennium</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Treat others the way you want to be treated</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theft and damage of</td>
<td>Respect everyone’s property</td>
<td>Interview students, record in millennium,</td>
<td>Interview students, record in millennium, contact</td>
<td>Interview students, pre-suspension warning letter,</td>
</tr>
<tr>
<td>property</td>
<td>Leave other people’s property alone</td>
<td>refer to HT</td>
<td>parents / carers, refer to DP</td>
<td>contact police if necessary, implement consequences -</td>
</tr>
<tr>
<td></td>
<td>Obtain permission to borrow items from appropriate people</td>
<td></td>
<td></td>
<td>isolation, After School Detentions, suspension</td>
</tr>
<tr>
<td></td>
<td>Bring expensive personal items to school at your own risk</td>
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</tbody>
</table>
# Student Wellbeing Bullying/Harassment and Student Conflict

<table>
<thead>
<tr>
<th>Single Incident</th>
<th>Student Conflict</th>
<th>Bullying/Harassment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Any inappropriate or disrespectful behaviour towards another student/s. (threats, name calling, physical aggression, taking or damaging property, rumour spreading)</td>
<td>Conflict or fight between two equal individuals or groups. Usually goes back and forth between the students. Both students or groups often think the other party is to blame.</td>
<td>Repeated and one-sided harassment that causes distress or harm. There is a power imbalance – the bully or bullies may have more social status, friends, influence, be physically stronger, or have more resources than the victim.</td>
</tr>
<tr>
<td>➢ Teacher establishes what has happened through Incident reports and interviewing students involved</td>
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</tr>
<tr>
<td>➢ Warning / Mediation / Consequence (Dependent on the incident)</td>
<td>➢ Informal mentoring to help students resolve conflict on their own or mediation between students</td>
<td>➢ Teacher either becomes the contact person or establishes a contact person for the victim. The contact person is responsible for the follow up action. Victim consulted about the Follow UP Action towards bully</td>
</tr>
<tr>
<td>➢ If necessary report to HT or DP (eg physical aggression)</td>
<td>➢ If conflict continues and is interfering with student well-being contract drawn up and recorded on millennium</td>
<td>➢ Follow Up Action completed and documented on millennium</td>
</tr>
<tr>
<td>➢ All actions recorded on millennium</td>
<td>➢ If contract broken student disciplinary action to occur</td>
<td>➢ Repeated Incidents referred to HT or DP</td>
</tr>
</tbody>
</table>
Definition: Bullying and harassment is:

- Repeated incidences of harassment that you do not want and do not return
- A Power imbalance between an individual or group and another individual or group
- Offends, humiliates, belittles, discriminates or intimidates you
- Targets you because of your race, sex, age, sexual orientation, religion, lifestyle, disabilities, appearance, body-shape, interests, mental health, socio-economic status

This could include:

- Physical – pushing, fighting, interfering with belongings and intimidation
- Verbal – teasing, offensive remarks, name calling, continual criticism, racial comments, rumour spreading, homophobic comments, sexual comments, non-verbal offensive notes, texts, graffiti, videos or drawings, stalking
- Emotional – Excluding or ignoring people
- Cyber bullying – including mobile phones, internet, Facebook, SMS, MSM, websites, chatrooms, videoing or photographing someone without permission or misusing such material to hurt or humiliate.
- Group – when a group deliberately targets individual or smaller groups by laughing, intimidating, putdowns, making them feel inferior, humiliating
- Any behaviour that makes people feel inferior or belittles them

At Bathurst High Campus we aim to:

- Recognize and prevent bullying and harassment
- Respond promptly to bullying and harassment if it occurs
- Build Resilience in students
- Provide support for victims
- Recognise that victims are best supported when they can report to people they know and trust
- Educate bullies to prevent reoccurrence
- Educate students on the difference between student conflict and bullying and harassment
At Bathurst High Campus, all students, staff and visitors have the right to:

- Expect an environment where respect, consideration and courtesy to one another are practiced at all times
- Have their property respected by others
- Expect a learning environment free from disruption, so that each student has the opportunity to achieve to their full potential

The issue of bullying and harassment is serious and can affect children’s learning and overall well being. It is an issue we take seriously.

The school provides support for victims as well as support for bullies to change their behaviour

We seek to create a climate where:

- It is alright to tell, report, inform or seek help
- Victims know they will be supported and safe when they report
- Know where they can seek help and that there are support structures in place
- Appropriate support given for bullies to help them understand and manage their own behaviour
- Bullies understand that there serious consequences for their behaviour

Responsibilities
At Bathurst High Campus we believe that all members of the school community have a responsibility to prevent and respond to bullying.

Staff
- Must respond to reports or witnessed incidents of bullying by recording on millennium, investigating, supporting students, ensuring follow up action and in more serious cases referring to HT or DP
- Must ensure that students who report bullying feel safe and that victims of bullying are consulted about the follow up action
- Must ensure that there is follow up action for any bullying that occurs because of student reporting
- Must be active participants in implementing and supporting strategies to prevent bullying

Parents
- Need to report concerns of bullying and harassment to Classroom Teacher, Student Adviser, Head Teacher Welfare, School Counsellor, Deputy Principal or Principal as soon as possible and to continue to communicate their concerns to the school
- Need to support strategies and programs that prevent bullying
- Need to encourage student reporting and actively discourage students intervening themselves
Denison College of Secondary Education

BATHURST HIGH CAMPUS WELLBEING DOCUMENT

Students
- Need to report harassment and bullying to staff
- Must report harassment or bullying they have witnessed to staff
- Under no circumstances are students to take any action to intervene themselves in conflict/ harassment issues

School Procedures
When Bullying is reported or witnessed the following processes will occur:

1. **Every teacher must take some action when they see or are told about a bullying incident.**
   - They will:
     - Take all complaints seriously and act on them
     - Help students to determine whether it is a single incident of inappropriate behaviour, student conflict or bullying and harassment as per the definitions on the Responding to Bullying and Harassment and Student Conflict chart
     - Record all incidents on millennium. If it is a student that they have regular contact with and the student feels comfortable with them they will complete the follow up action. If it is not a student they will see regularly (for example they are a casual teacher or will be going on leave) they must, in consultation with the student, make a referral to a person the students see’s regularly and who they trust. It is their responsibility to make sure that the referral gets to this person.
     - Assess the emotional / physical well-being of the victim at the time of reporting or witnessing the event and ensure appropriate support is provided. This may include but is not limited to: contacting parents, referring for support within school (year advisor, school counsellor, HT Welfare).
     - Ensure that the victim knows who their contact person is and where they can find them. Reassure students that they will be protected and consulted in the follow up action.
     - If millennium entries show that the bully is a repeat offender then it needs to be reported immediately to a HT or DP
2. **Follow Up Action must occur after an incident of bullying is reported or witnessed**
   
   - The teacher who is nominated as the contact person should interview the victim and ensure they are given strategies which will help them to feel as safe and secure as possible. In particular it is important that the victim feels safe and protected in reporting any further incidences of bullying. It is also important that the victim has a say in what the response to the bullying is.
   - The response to the bullying must then be actioned and recorded on millennium. This will vary with each case but some actions may include:
     - having 2 or 3 other people the victim can report to if the contact person is unavailable
     - places to go to, people to be with and activities to do on the playground which will help them feel safe and secure
     - reporting diary
     - notifying classroom teachers via millennium so they can monitor the situation
     - skills to build resilience and confidence
     - referral to school counsellor, or LST for more intensive support
     - Interviewing the bully and going through anti-bullying policy
     - Establishing clear rules and explaining to the bully that repeated incidences will be referred to a Head Teacher or Deputy Principal
     - Completion of Anti-Bullying activities
     - Referral to HT or DP (in serious cases or if repeat offender)
     - Referral to LST or School Counsellor to help Bully manage their own behaviour
     - Contacting parents

3. **Repeat Incidences will be taken seriously**
   
   - If there are repeated incidences of bullying then it will be referred to a Head Teacher or Deputy Principal. Parents will be contacted and disciplinary action will be taken. This could include:
     - Detentions
     - After-school Detentions
     - In-school Isolation
     - Pre-warning of Suspension
     - Suspension
     - Expulsion
Prevention of Bullying

The school has a number of programs and strategies in place to prevent bullying behaviour. These include:

- Targeted Programs such as: building resilience, coolkids, anger-management, bro-speak, sista speak, suspension prevention program
- Year 7 Peer Support Programs
- Referral to external programs such as hYLITE program, Aspire
- School Counsellor
- Resilience Roll Call and Learning Support Roll Call
- Lunchtime activities - Lunch-club, War-Hammer group, Film Club
- Referrals to Headspace, CAHMS
- Cyber-safety presentations
- Modelling and promotion of appropriate behaviour by staff
- Regular year meetings with students to reinforce messages about bullying

Cyber-Bullying

The school recognises that cyber-bullying is a concern in society. The nature of cyber-space also means that it is a rapidly changing environment where new concerns can emerge quickly.

In response to this the school will:

- Ensure students, parents and staff receive as up to date information and advice about cyber-safety as possible. Some ways this will be done is through: cyber-safety presentations, information through newsletter and portal, staff professional learning, reinforcement through year assemblies and assemblies.
- Investigate cyber-bullying that occurs outside school hours if it is something that affects the well-being of students at school. This includes the Deputy Principal and Principal going through phones and other devices if required.
- Ensure the Follow up action and consequences are the same for cyber-bullying as any other form of bullying.