# OPHS Anti-bullying plan 2021

At Oran Park High School, we strive for our students to work effectively as part of a team, be respectful in all situations, achieve their best and always be kind. We believe that students need to be able to uphold their TRAK values in order to create positive relationships with and among our students and staff.

However, we understand that there may be students who are bullied and students who engage in bullying behaviour.

We believe that all school stakeholders, particularly staff, students and parents, need to be aware of strategies to identify and respond to incidents of bullying at school and in online environments.

## 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 you feel anxious, depressed and lonely. It can happen anywhere.

## Types of bullying behaviour

| 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. |

Bullying in person or online might look or feel like being:

- repeatedly hurt physically, or verbally through abusive texts, emails, images, videos, or nasty gossip and chat
- excluded and ignored
- tricked or humiliated by fake accounts

# Signs of bullying

Each individual student who has been bullied or is bullying others will respond and act differently. A student's behaviours and moods can also change for a variety of reasons. However, the following are some signs that may indicate a student is experiencing bullying:

| **Students who are more likely to be bullied are also more likely to:** |
|---|
| - feel disconnected from school and not like school<br>- lack quality friendships at school<br>- display high levels of emotionality that indicate vulnerability and low levels of resilience<br>- be less well accepted by peers, avoid conflict and be socially withdrawn<br>- have low self-esteem<br>- be relatively non-assertive<br>- be different in some way. |

| **Signs of possible bullying online can be the same as signs of other bullying, but include other behaviours with phones and computers. Some examples may include:** |
|---|
| - being hesitant about going online<br>- seeming nervous when an instant message, text message or email appears<br>- being visibly upset after using the computer or mobile phone, or suddenly avoiding it<br>- closes the screen, or hides the mobile phone when others enter the room<br>- spending unusually long hours online in a more tense, pensive tone<br>- receiving suspicious phone calls, emails or packages |

| **Signs a teacher may notice:** | **Signs a parent may report:** |
|---|---|
| - becomes aggressive and unreasonable<br>- starts getting into fights<br>- refuses to talk about what is wrong<br>- school grades begin to fall.<br><br>Less obvious signs<br>- student is often alone or excluded from friendship groups at school<br>- student is a frequent target for teasing, mimicking or ridicule at school<br>- change in the student's ability or willingness to speak up in class and appears insecure or frightened. | - doesn't want to go to school<br>- changes their method or route to school or are frightened of walking to or from school<br>- changes in sleep patterns<br>- changes in eating patterns<br>- frequent tears, anger, mood swings<br>- unexplained bruises, cuts, scratches<br>- missing or damaged belongings or clothes<br>- arriving home hungry.<br><br>https://bullyingnoway.gov.au/understanding-bullying/signs-of-bullying |

## Bullying and conflict: what is the difference?

Conflict can be:

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

Sometimes people think bullying and conflict are the same thing, but they are not. Bullying is a behaviour with intention to hurt, harm or humiliate another person. The targeted person is not able to make the behaviour stop. Conflict is an everyday experience. Typically, conflict does not make someone feel unsafe or threatened.

## How to support a student who is being bullied

Be an upstander. An upstander is someone who does something about bullying. An upstander can do either of the following by:

- speaking up at the time of the bullying event
- reporting the bullying event

# 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.

# Oran 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 to promote a positive climate where bullying is less likely to occur.



Harassment, assault and bullying: What you need to know.

Police School Liaison Officer Presentation



Cyberbullying and Respectful Relationships Online.

Optus Digital Thumbprint Workshop

# 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

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 |
|---|---|
| Every fortnight | **Positive Behaviour for Learning (PBL):** explicit instructions on student behaviour and expectations during TRAK lessons and TRAK roll call. |
| | **Student leadership teams:** student leaders speak about awareness events OPHS promotes. For example, Autism Awareness Day, R U OK? Day and White Ribbon Day. |

| Dates | Communication topics |
|---|---|
|  | **The Behaviour Code and TRAK:** all year advisers to regularly discuss the Behaviour Code for Students at year meetings and in targeted TRAK lessons. |
| Term 1 | **Acceptable behaviour at OPHS**: the Behaviour Code, TRAK values and general school rules. |
|  | **Positive relationships:** strong focus on positive relationships among students and between students and staff. |
|  | **Year 7 introductory lessons:** building awareness of positive relationships, resilience and how to manage and respond to bullying situations. |
|  | **Wellbeing team awareness:** introduction of the wellbeing team, especially year advisors to the school community, outlining their roles. Communication modes and location within the school. |
| Term 2 | **Autism Awareness Day:** presented at whole school assembly. Educating students about autism. Students/ student leadership team wearing blue to support autism awareness. |
|  | **Harmony Week:** celebrates Australia's cultural diversity, inclusiveness, respect and a sense of belonging for everyone. |
| Term 3 | **RU OK? Day:** presented at whole school assembly. Reinforcing services available, help seeking behaviours and effective communication. Students/ student leadership team wearing yellow to support RU OK? Day. |
|  | **Wear it Purple Day:** strives to foster supportive, safe, empowering and inclusive environments for rainbow young people. |
| Term 4 | **White Ribbon Day:** presented at whole school assembly. Raising awareness of acceptable behaviour and how to access support. |
|  | **Police presentation:** cyberbullying and respectful behaviour (ongoing as necessary throughout the year, particularly in response to critical incidents). |

## 1.2 Staff communication and professional learning

Staff will be supported with professional learning that provides evidence-based strategies 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 | Professional dialogue and communication relating to student relationships and wellbeing. |
|  | Individual PLP's shared and communicated with all staff. |
|  | Creation, communication and implementation of TRAK plans. |
|  | Promotion of NSW Anti-bullying website for advice for staff, students and parents. |
| Annually | Executive meeting/conference: review of Wellbeing Procedures, Staff PL on SDD as necessary in response to incidences. TTFM data shared and actioned. |
|  | Accidental Counsellor Course for Year Advisers and Wellbeing Team. |
| Term 1 | SDD induction process. |
|  | Learning Support: Briefing of students requiring support. |
|  | Annual Child Protection update/ training. |
|  | Refresh on the Behaviour Code for Students |

| | Wellbeing Professional Learning – introduction to the wellbeing platform at OPHS including TRAK. |
|---|---|
| | OPHS Staff Handbook information on anti-bullying plan and additional resources. |
| | Support for educators: Behaviour and Engagement – anti-bullying |
| | SDD Day: OPHS Anti-Bullying Plan, procedures and bullying response flowchart including the role of staff in dealing with bullying issues. |
| Term 2 | Anti-bullying plan and reporting and responding to bullying at OPHS flowchart |
| | SDD White Ribbon Presentation for all staff. |
| | Trauma informed practice: PL delivered by School Counsellor. |
| Term 3 | Resource packs available for RU OK? Day |
| Term 4 | PL delivered by School Counsellor and the Wellbeing team on diversity and responding to bullying. |

## 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.

Anti-bullying information is provided in the OPHS Staff handbook and OPHS Casual Staff handbook when new and casual staff enter on duty at the school. The Staff handbook has information on PBL and the schools TRAK values of teamwork, respect, achievement and kindness.

- The casual teacher coordinator to upskill new and casual staff when they enter on duty at the school
- The Principal speaks to new executive staff when they enter on duty at the school with regards to the OPHS Anti-bullying Plan
- Induction coordinator to upskill new and beginning teachers as part of the induction process

All staff (existing, new and casual) are responsible for managing incidences of bullying. They are stakeholders in student wellbeing and Oran Park High School's expectation is that all staff identify, report, respond and support any incidences of bullying that occurs in their class or within their duty of care.

# 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

## 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 |
|---|---|
| Each term | **School website:**<br><br>Bullying prevention materials<br><br>The Behaviour Code<br><br>Links to the NSW Anti-bullying Website https://antibullying.nsw.gov.au<br><br>Links to the OPHS Anti-bullying Plan<br><br>Links to support websites:<br>- Bullying No Way https://bullyingnoway.gov.au/<br>- Kids Helpline https://kidshelpline.com.au/<br>- Parent Line https://www.parentline.org.au/<br><br>**Facebook and Instagram:**<br><br>Posts on Anti-bullying learning experiences for students – Police School Liaison visits, Brainstorm Productions, Digital Thumbprint lessons.<br><br>Posts on awareness raising events such as Autism Day, R U OK? Day and White Ribbon Day.<br><br>**Recognition Letters**<br><br>Recognition letters for students striving to achieve and showing respectful behaviours.<br><br>**School newsletter:**<br>Principal and Deputy Principal updates. Explanation of bullying and support available for students.<br><br>Year Adviser updates on TRAK lessons and TRAK values.<br><br>Every newsletter has an ongoing list of websites and support services available for students and parents. |
| Open Day and Parent information evenings | Discussion on how OPHS manages incidences of bullying. Raising awareness that OPHS has a process for managing complaints of bullying involving classroom teachers, year advisers and the Deputy Principal. Anti-bullying plan and reporting and responding to bullying at OPHS flowchart |

| Dates | Communication methods and topic |
|-------|--------------------------------|
| P&C Meetings | Introduction of the OPHS Anti-bullying Plan. Bullying Response Flowchart to be reviewed by P&C. |

# 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.

| Support | Explicit teaching of positive behaviours |
|---------|------------------------------------------|
| Year meetings (held twice a term) | • Focus on building positive relationships<br>• Educating students on what is classified as bullying and conflict<br>• Preventative strategies<br>• School support available to students who are bullied<br>• School support for students that engage in bullying behaviour |
| Students guided and safeguarded by the Behaviour Code and Reporting and responding to bullying flowchart | • Students signing the Behaviour Code and OPHS Reporting and responding to bullying flowchart on enrolment.<br>• Enrolled students presented the Behaviour Code and Flowchart in the first Term 1 TRAK lesson. Students sign an agreement that they understand the Behaviour Code and the Bullying Flow-chart. Students sign their diary and sign the TRAK register, kept by the TRAK teacher.<br>• TRAK teachers give YA/DP a copy of the register to be used and referred to when an incident of bullying has occurred. |
| TRAK lessons (held 3 times a term) | Targeted TRAK lessons on:<br>• Respectful behaviour<br>• Diversity and difference<br>• Positive relationships<br>• Respectful behaviour on the playground<br>• Belonging at OPHS<br>• Bullying – what it is<br>• Bullying prevention<br>• Cyberbullying<br>• Action on bullying – being an upstander<br>• Resilience |
| Reporting and responding to bullying at OPHS flowchart | Clear structure of the process the school follows if there is an alleged incident of bullying. Flowchart explicitly taught to students in TRAK classes.<br><br>Flowchart displayed in every classroom. |

| Support | Explicit teaching of positive behaviours |
|---|---|
| Tell Them from Me Survey | Students have private access to identifying behaviours of students who cause concern. |
| OPHS PDHPE curriculum | Topics covered in PDHPE in Stage 4 and Stage 5:<br><br>**R.E.S.P.E.C.T:** respectful relationships, discrimination, stereotypes, respecting diversity, inclusiveness, sense of belonging.<br><br>**Don't Be Mean Behind the Screen Covers:** safe and unsafe use of technology, forms of bullying, harassment, abuse, cyberbullying, reporting inappropriate behaviours, adopting an upstander role in bullying situations.<br><br>**You've Got a Friend:** equal and respectful relationships.<br><br>**We Found Love:** rights and responsibilities in relationships, respectful relationships. Protective strategies in abuse or bullying situations. |
| White Ribbon lessons | Teaching students about acceptable behaviour and how to access support |
| OPTUS Digital Thumbprint sessions | Explicit teaching of cyberbullying and appropriate online behaviour and cybersafety. |
| Brainstorm Productions | Live performance anti-bullying programs for all year groups. |
| Anti-bullying noticeboard | Including information about:<br><br>the OPHS reporting and responding to bullying flowchart<br><br>posters about bullying<br><br>list of bullying support websites<br><br>student flowchart for reporting and responding to bullying – what to do, who to report to |
| Library resources | The OPHS Library will resource a quiet space in the library for students to access self-care books on mindfulness, anxiety, gaining confidence and being happy. Additional resources on positive relationships, responses to bullying, resilience and stress management will be added to the collection. |



Library resources for students to access at break times or for borrowing.

# Anti-bullying prevention: responsibilities

School staff have a responsibility to:

- respect and support students
- model and promote appropriate behaviour
- have knowledge of school and departmental policies relating to bullying behaviour https://antibullying.nsw.gov.au/
- respond in a timely manner to incidents of bullying
- follow the OPHS Anti-bullying plan
- create safe and supportive classrooms

Students have a responsibility to:

- adhere to the OPHS TRAK values of teamwork, respect, achievement and kindness at all times.
- behave appropriately, respecting individual differences and diversity
- behave as responsible digital citizens
- follow the OPHS Anti-bullying Plan
- sign and acknowledge the Behaviour Code for Students and the OPHS Reporting and responding to bullying flowchart
- report incidents of bullying according to the OPHS Reporting and responding to bullying flowchart
- behave as responsible bystanders

Parents and caregivers have a responsibility to

- support their children to become responsible citizens and to develop responsible online behaviour
- be aware of the school Anti-bullying Plan and assist their children in understanding bullying behaviour
- support their children in developing positive responses to incidences of bullying
- report incidents of school related bullying behaviour to the Year Advisor by phone or in writing. More serious issues may require a meeting with the Year Advisor
- work collaboratively with the school to resolve incidents of bullying when they occur

All members of the school community have a responsibility to

- model and promote positive relationships that respect and accept individual differences and diversity within the school community
- support the school's Anti-bullying Plan through words and actions
- work collaboratively with the school to resolve incidents of bullying when they occur.

# OPHS Reporting and responding to bullying flowchart

**Staff informed of an alleged incident of bullying.**

**Staff directly witness an incident that they perceive as bullying.**

**An upstander reports the bullying or suspected incident of bullying.**

**Parents report to staff.**

⬇

**Staff reports to the YA that the alleged bullying was witnessed or reported.**

⬇

**YA to gather information, at an appropriate time. Is it bullying?**

**NO** ⬇　　　　　　　**YES** ⬇

**Ongoing monitoring by YA and/or peer mediation if necessary.**

**Year advisor to counsel students involved in the bullying incident. Advised on the responding and reporting bullying flowchart. Advised that continued incidents of bullying with result in DP involvement.**

⬇

**Continued bullying after YA involvement. Referred to relevant DP with written statements from those involved.**

⬇

**DP further investigates. An appropriate disciplinary response, to include parental contact. Referral to the Police School Liaison Officer if necessary.**

⬇

**The student who has experienced the bullying and the student showing bullying behaviours are referred to the School Counsellor and/or YA for restorative mediation.**

⬅

**DP may award TRAK points to 'upstanders' through the OPHS reward system.**