



HORNSBY GIRLS HIGH SCHOOL

Excellence in Girls' Education

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HORNSBY GIRLS HIGH SCHOOL ANTI-BULLYING PLAN

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Rationale

Hornsby Girls High School has a unique culture of positive connections between staff, parents, and students. Mutual respect and an environment focusing on positive education, study-life balance and growth mindset is key to maintaining this culture.

Our Anti-Bullying Plan is underpinned by our school values of respect, kindness, inclusivity, social responsibility, personal bests, intellectual curiosity, and resilience. These values have been agreed to by our school community and our responses to harassment and bullying reflect them.

Hornsby Girls High School is committed to a whole school approach to bullying which seeks to proactively prevent the behaviour and implement research-based responses in addressing bullying issues when they arise.

The Hornsby Girls High School Community rejects all forms of bullying.

Audience

- All staff
- All students
- All parents

What is Bullying?

The nationally agreed definition of bullying is set out here:

*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, whether in person or online, are not defined as bullying.*

(National Safe Schools Framework)

Bullying has three key features:

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

More information can be found here: <https://bullyingnoway.gov.au/>

Types of Bullying

The four main forms of bullying are:

Type	Examples
Physical	Hitting, pushing, shoving or intimidating or otherwise physically hurting another person, damaging or stealing their belongings. It includes threats of violence.
Verbal / written	Name calling, insulting someone about a physical or personal characteristic or attribute.
Social (emotional or relational)	Deliberate exclusion, spreading rumours, sharing information that will have a harmful effect on another person or damage their reputation or social acceptance.
Cyberbullying	Any form of bullying occurring online or via phone. It can be verbal or written and include threats of violence; posts designed to harass or intimidate someone; misuse of photographs, video files, audio files and images.

What is not Bullying?

- Mutual conflict because of a disagreement where there is no power imbalance.
- Single events of nastiness or physical aggression (this behaviour is managed through the Student Behaviour Policy).
- Social rejection is not bullying unless it is deliberate and repeated in an attempt to cause distress, exclusion or dislike of others.

Shared Responsibility

The entire school community is responsible for preventing and responding to bullying behaviour. Staff, students, parents, caregivers and members of the wider school community have a role in preventing and responding to bullying behaviour.

School Staff:

- Staff model and promote positive relationships and respect
- Apply school and departmental policies related to bullying behaviour
- Promote upstander behaviour
- Respond to incidents of bullying in a timely manner
- Use Sentral to record incidents of bullying
- Complete professional learning on anti-bullying strategies.

Students:

- Follow our school values and behave with respect towards others
- Use technology responsibly both at school and at home - read and sign Technology Charter
- Follow the school anti-bullying plan
- Learn to be a responsible and effective upstander
- Report incidents of bullying to staff.

Parents and Carers:

- Support their child to become responsible citizens and to develop responsible online behaviour
- Discuss the role of bystanders and upstanders
- Engage in age appropriate monitoring of technology use
- Support their children to respond positively to bullying situations and adhere to the school's Anti-Bullying plan
- Are familiar with the school's Anti-Bullying Policy and use it to support their children in understanding and responding to bullying behaviour according to the plan
- Report incidents of school related bullying behaviour to the school
- Work collaboratively with school staff to resolve incidents of bullying when they occur.

Whole school strategies:

- Staff training – staff access DoE training on strategies to manage bullying.
- Professional Learning based on the [What works best? Anti - Bullying](#) Report
- Awareness posters around the school including in student toilets
- Explicit instruction to students in Year Assemblies on how to be an upstander rather than a bystander
- Positive connecting building activities – Peer Support, Spirit Week, Year 7 Transition, Student led concerts
- Bullying No Way Promotions - National Day of Action Against Bullying Activities
- SWL-being sessions
- P&C presentation on HGHS Anti-Bullying Policy which is also published on website
- School values postcards - staff and students highlight positive behaviour that reflects our school values.
- Data gathering - Tell Them From Me analysed
- Data gathering from Wellbeing team to inform programming each year
- Announcements in the Torch highlighting resources to support parents on the E-safety Commissioner's website.

Other programs that develop and awareness about bullying include:

- Year 7 Peer Support
- Year 11 Life Ready Program
- Year 7-9 Digital Thumbprint workshops
- Police Youth Liaison workshops- Anti-Harassment/violence
- Year 7 Cybersafety program
- Year 10 Life and Resilience week
- Year 7 transition program term 1 and 3
- Other self development activities that address the social and emotional wellbeing of students. These develop resilience and positive self-image. Examples include: Butterfly Foundation, Elevate Study Skills, RAISE mentoring
- Year 11 Batyr - Look out for your mates workshop
- Wear it Purple Day
- Diversity Group

Individual Reports of Bullying

Students may report bullying to any staff member. When a report of bullying is made staff should:

1. Reassure the student that you will try to help them;
2. State that it is important that the student feels safe and included at school;
3. Ask who they would like to discuss the report with. If the staff member is able to take the initial report Antibullying! No Way provides the following advice:
 - reassure them that you will try to **help them**
 - **avoid minimising** the issue, or saying dismissive things that imply the issue is not important
 - find a **suitable place** to talk, or make a time to discuss the problem privately
 - ensure that your **voice is calm** and your body language is open as you listen
 - **listen** without interrupting, using only encouraging questions or sounds to show you are listening
 - only after you have **heard their whole story** should you ask specific questions if you need more details
 - if they haven't already told you, ask the student **when, how and where** the bullying happens, including:
 - what words have been said or written
 - has anyone been physically hurt and how
 - who is usually around
 - who else have they told about this
 - if it is happening online ask if there is any evidence of what has happened
 - Is there any evidence of this e.g. screenshots of texts messages or online chats
 - ask questions to help you **distinguish** between single incidents of conflict and an ongoing pattern of bullying
 - **write down** the information and enter into Sentral
 - **reassure** the student it's never okay to be bullied
 - reassure the student it is **not their fault** and **praise** the student for speaking out, acknowledging that talking about it takes lots of courage
 - ask the student what **they want you to do** and whether they want you to do anything at this stage

- if they want your assistance to stop the bullying, tell them you will now start **your school's procedures** to investigate and respond to their report
 - reassure them that the school takes this seriously and that you will **get back to them** as soon you can
 - ask the student if they **feel safe in the short term** in case you need to take preventative safety measures.
4. Any conversations of reported bullying must be documented in Sentral with notifications ticked for the Wellbeing Team and Deputy Principals.

Responding to Reports of Bullying

1. Once a report has been received in Sentral, the Wellbeing Team will investigate the complaint.
2. The NSW Centre for Education Statistics and Evaluation 'Anti-bullying interventions in schools: what works best?' 2017 provides a model of **shared concern** that is well adapted to our High Potential and Gifted Education school context. A reconciliation meeting may be appropriate at this stage. The situation is then monitored by the YA and wellbeing support offered in the form of an SSO referral.
3. Concerning bullying behaviour may be included in the Wellbeing Report which is tabled at Executive and circulated to all staff. Staff should then report any concerns observed in class or in the playground via Sentral and notify HT Wellbeing and Faculty HT. HT Wellbeing and HT Faculty to determine who is responsible for follow up based on the individual circumstances i.e - in some cases this will be a classroom management issue with some wellbeing support needed.
4. If **bullying and harassment continues** a warning will be issued to those engaged in bullying behaviour and parents will be contacted by the HT Wellbeing / Deputy Principal. A 1st warning letter will be sent home for the parent/guardian to sign and return.
5. If the bullying and harassment **further** continues the Deputy Principal interviews student, contacts parents and issues an after school detention. Students may lose other privileges as appropriate. A parent meeting may be necessary to discuss management strategies.
6. The detention includes awareness training on bullying. Research Tasks are provided on this [link](#).

Resources

<https://bullyingnoway.gov.au/>

<https://education.nsw.gov.au/about-us/educational-data/cese/publications/literature-reviews/anti-bullying-interventions-in-schools>

<https://www.esafety.gov.au/>

<https://schools.au.reachout.com/>