



Denison College of Secondary Education

BATHURST HIGH CAMPUS WELLBEING DOCUMENT



Student Wellbeing Document



At Bathurst High Campus we aim to provide a **safe** and **respectful** teaching and learning environment, where **achievement** and **positive behaviours** are **recognised** and **rewarded**



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Positive Behaviour for Learning

Rights and Responsibilities

Staff	
<p>Staff have the right to:</p> <ul style="list-style-type: none"> ○ be recognised as professional educators ○ carry out their duties in a safe and supportive environment ○ be treated fairly and with dignity in an environment free from disruption, intimidation, harassment and discrimination ○ have reasonable requests carried out promptly ○ discipline students fairly and according to the policies of New South Wales DEC ○ expect their property to be safe 	<p>Staff have a responsibility to:</p> <ul style="list-style-type: none"> ○ Prepare learning programs that cater for the individual needs, differences and interests of all students ○ Be fully prepared for classes ○ Teach to the best of their ability ○ Contact parents / carers regarding student progress and concerns ○ Treat students and school community members with respect, courtesy, fairness and justice ○ Follow agreed school and departmental policies and procedures including being punctual to class and playground duties ○ Act in a professional and collegiate manner according to The Revised Code of Conduct, Values in NSW Public Schools and the Teaching Services Act ○ Assume responsibility for professional growth ○ Undertake an active role within the Bathurst High community



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Students

Students have the right to:

- a quality education
- learn in a safe and supportive environment
- be treated fairly and with dignity in an environment free from disruption, intimidation, harassment and discrimination
- be treated according to agreed school and New South Wales DEC policies and procedures as emerging young adults
- be recognised and rewarded for their positive contributions and achievements

Students have the responsibility to:

- participate in learning to the best of their ability
- respect the rights of others to learn
- respect the rights of others to participate in and enjoy school activities
- reflect on and build on their own resilience
- be courteous to others
- wear the correct and appropriate school uniform
- be prepared and on time for classes
- care for the school environment
- adhere to safety regulations
- understand the expected behaviours of emerging young adults

Parents / Carers

Parents / Carers have the right to:

- expect their child will be educated in a safe and supportive environment
- be treated with courtesy by staff, students and other members of the school community
- express their opinions about school matters
- have access to school personnel at mutually arranged times
- educational support from the school
- be kept informed on all aspects of their child's education

Parents / Carers have a responsibility to:

- recognise the professional role of teachers in educating their children
- cooperate with staff and other members of the school community
- support their child's education
- support the well-being of their child, including helping them to build resilience
- encourage their children to be safe, respectful learners
- support staff in maintaining a safe, respectful learning environment
- approach the school for appropriate support as needed



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Student Wellbeing Expectations

	Be Safe	Be Respectful	Be a Learner
	How students can be Safe in:	How students can be Respectful in:	How students can be a Learner in:
All Settings	<ul style="list-style-type: none"> • Obtaining permission to leave any setting • Listening to and following teacher instructions • Reporting any concerning problems • Considering other peoples' personal space - Keeping hands and feet to yourself • Being in the correct place • Wearing the appropriate uniform 	<ul style="list-style-type: none"> • Speaking politely • Being patient • Treating other in the way you want to be treated • Considering other peoples' opinions and differences positively • Remaining settled 	<ul style="list-style-type: none"> • Being an active participant • Doing your best
Classroom	<ul style="list-style-type: none"> • Using equipment safely/appropriately 	<ul style="list-style-type: none"> • Using "hand-up" and waiting • Facing the teacher or front of the room • Mobile phones and MP3 players are switched off and out of sight • Keeping areas clean and tidy (food in bags) • Listening to and acknowledging others' contributions • Removing hats when indoors 	<ul style="list-style-type: none"> • Bringing all required equipment • Completing all tasks to the best of your ability • Remaining focused and on task • Working productively with others • Asking appropriate questions when needed • Playing games fairly – showing good sportsmanship



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Student Wellbeing Management

Behaviour	You are expected to:	Classroom Teachers	Head Teachers	Senior Executive
Equipment	Be prepared for class, bring all required equipment including: Books, pens, calculator, fully charged BYOD devices	Record no equipment on Millennium. If behaviour persists determine if welfare or discipline issue Refer to HT if welfare Contact parents/carers if discipline issue	Implement appropriate welfare support Interview student, if behaviour persists contact parents/carers and place on monitoring card Refer to DP if behaviour persists	Interview student, phone call to parent / carer, HT Isolation, After School Detention,
Uniform	Wear the correct and appropriate uniform	Roll call teacher to record out of uniform on Millennium Provide 'Out of Uniform' note if parents have provided reason Roll call teachers contact DP if continued behaviour		DP send persistently out of uniform letter home Determine if: Welfare issue – organise appropriate support Discipline issue: issue an After School Detention
Uniform - Shoes in TAS and Science	Wear the correct and appropriate uniform	Record out of uniform on Millennium Organise alternative class to workshop / lab for student and provide theory work Contact parents / carers for repeated incidences Refer to HT if this behaviour persist	Interview student, Contact parents / carers, After School Detention, Head Teacher isolation, Faculty monitoring cards Refer to DP if this behaviour persists	Interview student, contact parents / carers
Uniform – Out of Uniform Days	Wear appropriate clothing with sleeves, enclosed shoes and no offensive language or symbols	Roll call teacher send student to DP for alternate clothing or in school isolation		DP coordinate in school isolation or provide school uniform, contact home



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Behaviour	You are expected to:	Classroom Teachers	Head Teachers	Senior Executive
Attendance	Be on time and attend school each day	<p>Record absence on Millennium Roll call teacher</p> <p>make 5 minute call for 20% absence from class (4 periods in 4 weeks)</p> <p>Follow N Award process for Senior students</p> <p>Attendance Trackers and HT Admin send attendance letters</p> <p>Discuss with Faculty Head Teacher – Refer to HT Admin or Welfare if necessary</p>	<p>HT Admin to:</p> <p>Phone home for students with <70% attendance</p> <p>Send letter for students with 70%-85% attendance</p> <p>Make referrals to HSLO, LST, YA, HTs as per identified needs</p>	<p>Provide 'Principal's Award' for exemplary attendance at Commendation Assembly</p> <p>Consider alternative programs and liaise with outside agencies as required</p>
Late to School	Be on time for school each day Bring a note with a valid reason explaining the lateness	<p>Send students to Late roll call after 9:00am</p> <p>Students who arrive after 9:15am are to be sent to DP</p>	<p>Office generate late letters from millennium, HT Admin or DP Senior sign and post home weekly letters for late students</p>	<p>After School Detention issued for students that have been late twice within one week period</p> <p>DPs manage further consequences on case by case basis</p>
Late to Class	Be on time for class Note: Teachers record late students in Millennium	<p>Interview student to ascertain reason for being late. If no acceptable reason, place on recess or lunch detention.</p> <p>If behaviour persists - phone call to parents / carer and recess or lunch detention.</p> <p>If behaviour continues, refer to HT.</p>	<p>Interview student – After School Detention. If behaviour persists - referral to DP for placement on Attendance Monitoring Card</p> <p>Head Teacher on Duty Be actively instructing students to get to class after breaks</p>	<p>Interview student – placement in Green Card Roll call, phone parent/carers and pre-suspension warning letter posted.</p> <p>When possible assist with instructing students to get to class after breaks</p>



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Behaviour	You are expected to:	Classroom Teachers	Head Teachers	Senior Executive
Leaving School	Leave the school in a safe, respectful manner; with a leaver's pass or after signing out at the office	Check students leavers pass. If pass – ensure they leave at correct time No pass / permission – direct the student back into the school, record in millennium and refer to HT on duty or Faculty HT	Interview student, contact parents / carers, After School Detention If behaviour persists, refer to DP	Interview student, contact parents / carers, pre-suspension warning letter, place on Attendance Monitoring card, suspension
Leaving Class	Leave the class in a safe, respectful manner with an out of class pass obtained from the teacher Return promptly to class	Provide the student with an out of class note – date, name & time included. Student leaves without permission Follow up student and place on recess or lunch detention Phone call to parents/carer If behaviour continues over multiple lessons – refer to HT	HT places student on recess or lunch detention. If student refuses to attend, Phone call to parent / carer and After School Detention or HT Isolation issued. If student continues to refuse or persists with behaviour, refer to DP	DP Interviews student. Places on Attendance Monitoring card and issues a pre-suspension warning letter. If the behaviour persists, suspension
Corridor Behaviours	Walk as individuals in a calm and civilised manner Keep left and move efficiently to class Keep thoroughfares clear Give way to others Use your 'inside voice'	Remind students of expected behaviour	Remind students of expected behaviour	Remind students of expected behaviour
Lining up	Line up for class in an orderly fashion Have polite conversations Keep areas clean and signage untouched. Use an "inside voice" Keep close to the wall	Remind students of expected behaviour Practice lining up before entering the room behaviour persists, practice lining up at recess and lunch		
Mobile Phones	Mobile phones are switched off and out of sight during class and	Remind students of expected behaviour If student persists, phone taken by teacher	HT confiscates phone and sends letter home.	Parents/carers will be contacted to collect the



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Behaviour	You are expected to:	Classroom Teachers	Head Teachers	Senior Executive
	<p>assembly times and examination style assessment tasks</p> <p>Note: These may be used as a teaching tool under teacher direction only</p>	<p>to be returned at the end of the day. Phone labelled with name and placed in a safe locked area within staffrooms. If student refuses to follow teacher directions refer to HT or DP if HT unavailable</p>	<p>If student continues to refuse or HT unavailable, refer to DP</p>	<p>confiscated phone from the office.</p> <p>Student continues to refuse, suspension</p> <p>Student persistently refuses to follow directions related to mobile phones, suspension</p>
iPods / MP3s	<p>iPods and MP3 players are switched off and out of sight during class times unless permission given by class teacher.</p> <p>Note: These may be used as a teaching tool</p>	<p>Remind students of expected behaviour. If student persists - iPod / MP3 taken by teacher to be returned at the end of the day. iPod / MP3 labelled with name and placed in a safe locked area within staffrooms. If student refuses to follow teacher directions refer to HT or DP if HT unavailable</p>	<p>HT confiscates iPod / MP3 and sends letter home. If student continues to refuse, refer to DP</p>	<p>Parents/carers will be contacted to collect the confiscated iPod / MP3 from the office.</p> <p>Student continues to refuse, suspension</p> <p>Student persistently refuses to follow directions related to iPod / MP3, suspension</p>
Assessment tasks	<p>Complete all tasks to the best of your ability</p> <p>Remain focused and on task</p> <p>Work productively with others when necessary</p> <p>Ask appropriate questions when needed</p> <p>Be an active participant</p>	<p>Positive letters / phone calls for quality tasks and improved achievement</p> <p>Poor effort or non-completion of task (yr 7/8)</p> <p>Negotiate extension if appropriate & record in millennium, send letter home</p> <p>Yr 9-12 – Follow the ‘N-determination’ Policy and record in millennium</p>	<p>Faculty Awards, Positive letters / phone calls, Outstanding assessments referred to DP/P</p> <p>Yr 9-12 – Follow the ‘N-determination’ Policy and record in millennium</p>	<p>Positive letters/phone calls, issue canteen voucher</p> <p>Yr 9-12 – Follow the ‘N-determination’ Policy and record in millennium</p>
Classroom Behaviour	<p>Use “hand-up” and wait</p> <p>Face the teacher or the front of the room</p> <p>Ask appropriate questions when needed</p>	<p>Remind students of expected behaviours, move to a different seat, isolate within the classroom, remove student from the classroom for a short period of time. If behaviour persists, recess or lunch</p>	<p>Recess or lunch detention, isolation within another class, Faculty monitoring card, phone call to parent / carer, HT isolation, After</p>	<p>Schedule time to visit classrooms, verbal praise for students displaying expected behaviour</p> <p>Interview student, phone call to</p>



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Behaviour	You are expected to:	Classroom Teachers	Head Teachers	Senior Executive
	<p>Listen to and acknowledge others' contributions in a positive way</p> <p>Allow others to learn without disruption</p> <p>Be in the correct place</p>	<p>detention, phone call to parents / carers.</p> <p>If behaviour persists over several lessons, refer to HT.</p>	<p>School Detention.</p> <p>If behaviour persists, refer to DP</p>	<p>parent / carer, pre-suspension warning letter, HT Isolation, placed on monitoring card, After School Detention, suspension.</p>
Laptops and BYOD	<p>BYODs are switched off and out of sight during class times unless permission given by class teacher. Appropriate screensavers, volume and content.</p> <p>Note: These may be used as a teaching tool</p>	<p>Remind students of expected behaviour</p> <p>If student persists - BYOD taken by teacher to be returned at the end of the day. BYOD labelled with name and placed in a safe locked area within staffrooms.</p> <p>If student refuses to follow teacher directions refer to HT or DP if HT unavailable</p>	<p>HT confiscates BYOD and sends letter home.</p> <p>If student continues to refuse, refer to DP</p>	<p>Parents/carers will be contacted to collect the confiscated BYOD from the office.</p> <p>Student continues to refuse, suspension</p> <p>Student persistently refuses to follow directions related to BYOD, suspension</p>
Classroom Work	<p>Remain focused and on task</p> <p>Work productively when instructed to do so</p> <p>Complete all tasks to the best of your ability</p> <p>Keep organised notes and handouts</p> <p>Come prepared to learn and complete work</p> <p>Ask appropriate questions when needed</p> <p>Be an active participant</p> <p>Get settled quickly</p>	<p>Verbal praise directed to students displaying expected behaviours. For students consistently producing quality classroom work, positive letters / phone calls home. General classroom rewards</p> <p>Remind students of expected behaviours, clarify if student understands the work to be completed within the set time frame, move to a different seat, isolate within the classroom, remove student from the classroom for a short period of time. If behaviour persists, recess or lunch detention to complete work, phone call to parents / carers. If behaviour persists over several lessons, refer to HT. If concerned about student's ability to complete the set tasks - discuss with HT and refer to LST if appropriate.</p>	<p>Faculty Awards, HT and DPs visit classroom as positive</p> <p>Recess or lunch detention to complete set work , isolation within another class, HT monitoring card, phone call to parent / carer, HT Isolation, After School Detention, faculty monitoring card</p> <p>If behaviour persists, refer to DP</p>	<p>Schedule time to visit classrooms, verbal praise for students displaying expected behaviour</p> <p>Interview student, phone call to parent / carer, pre-suspension warning letter, HT Isolation, After School Detention, pre-warning of suspension, isolation, suspension.</p>
Conflict	<p>Resolve conflicts and problem maturely</p> <p>Report any concerning problems</p>	<p>Remind students of expected behaviours</p> <p>Provide opportunity for involved student to write statements</p>	<p>Interview students to determine issue. Attempt mediation if appropriate,</p>	<p>Interview student, conduct mediation, establish clear expectations in implementing</p>



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Behaviour	You are expected to:	Classroom Teachers	Head Teachers	Senior Executive
	<p>asap</p> <p>Interact with others positively</p> <p>Speak politely</p> <p>Treat other in the way you want to be treated</p> <p>Consider other peoples' opinions and differences positively</p> <p>Consider other peoples' personal space - Keep hands and feet to yourself</p>	<p>Organise a mediation session for the students if necessary</p> <p>Record incident on millennium</p> <p>If conflict resolution unsuccessful refer to HT/DP</p> <p>If conflict is escalating rapidly – seek assistance from HT/DP</p>	<p>identify strategies to be used by the students, implement consequences for threatening behaviour – recess / lunch detention, HT isolation, After School Detention</p> <p>Record intervention in millennium, contact parents / carers if resolved</p> <p>If conflict resolution is unsuccessful – refer to DP</p>	<p>strategies, implement consequences for threatening behaviour – isolation from playground, HT isolation, After School Detention, Pre-suspension warning letter, suspension.</p> <p>Contact parents / carers to discuss incident and outcome</p>
Physical contact	<p>Consider other peoples' personal space – Keep hands, feet and lips to yourself</p> <p>Encourage appropriate social contact including greetings (hand shaking) or comforting someone who is upset</p>	<p>Remind students of expected behaviour in the classroom and the playground, move to a different seat within the room, remove from the classroom for a short period of time, recess or lunch detention, contact with parents / carers, record on millennium</p> <p>If the behaviour persists, refer to HT</p>	<p>Interview student, place into Head Teacher isolation, contact parents / carers, issue an After School detention, record on millennium</p> <p>If the behaviour persists or is significant refer to DP</p>	<p>Interview student, contact parents / carers, pre-suspension warning letter issued, consequences implemented - isolation, after school detentions, suspension</p>
Out of Bounds	<p>Be in the correct place</p> <p>Remain in bounds</p> <p>Obtain permission to leave any setting</p>	<p>Remind student of expected behaviour, Ensure students are reminded regularly via school notices and year assemblies about areas out of bounds</p> <p>Recess or lunch detention, record on millennium</p> <p>Refer to HT on Duty for persistent behaviour</p>	<p>Interview student, recess or lunch detention, send letter to parents / carers, After School Detention</p> <p>If behaviour persists refer to DP</p>	<p>Interview student, removal from playground, contact parents / carers</p>
Smoking	<p>Follow DEC policies regarding smoking and not smoke in or near school grounds</p>	<p>Remind students of expected behaviour. Confiscate any remaining items; cigarettes and lighters, record in millennium, letter sent home to parents / carers for first offence. If behaviour persists refer to HT</p>	<p>After School Detention issued to complete Anti-Smoking booklet, notify DP to issue a pre-suspension warning letter</p>	<p>Interview student with parents / carers, clear expectations, consequences and supports outlined.</p> <p>If behaviour persists -</p>



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Behaviour	You are expected to:	Classroom Teachers	Head Teachers	Senior Executive
			If behaviour persists refer to DP	suspension
Illegal substances	Not to be in possession of, use, deal or promote alcohol, marijuana, ecstasy, amphetamines or any other illegal drug	Refer to HT and record in millennium	HT to escort student to DP and record in millennium	DP to interview student, conduct bag search if necessary, access first aid if required <i>Alcohol</i> – short suspension, contact parents / carers, Keep Them Safe Tree Report <i>Illegal drugs</i> – Long suspension, contact parents / carers, contact safety and security, police, Keep Them Safe Tree Report
Language use	Speak politely Treat other in the way you want to be treated Interact with others positively Have polite conversations	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	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	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
Verbal abuse	Speak politely Treat other in the way you want to be treated Interact with others positively Have polite conversations	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	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	Interview student, contact parents, suspension for aggressive behaviour



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Behaviour	You are expected to:	Classroom Teachers	Head Teachers	Senior Executive
Physical assaults	<p>Resolve conflicts and problem maturely</p> <p>Consider other peoples' personal space - Keep hands, fists and feet to yourself</p> <p>Report concerns to staff asap</p> <p>Treat others the way you want to be treated</p>	<p>Attempt to defuse situation, seek assistance from other staff if necessary, refer to HT, record in millennium</p>	<p>Interview students, seek first aid if necessary, record in millennium, refer to DP</p>	<p>Interview students, contact parents / carers, suspension</p>
Theft and damage of property	<p>Respect everyone's property</p> <p>Leave other people's property alone</p> <p>Obtain permission to borrow items from appropriate people</p> <p>Bring expensive personal items to school at your own risk</p>	<p>Interview students, record in millennium, refer to HT</p>	<p>Interview students, record in millennium, contact parents / carers, refer to DP</p>	<p>Interview students, pre-suspension warning letter, contact police if necessary, implement consequences - isolation, After School Detentions, suspension</p>



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Student Wellbeing Bullying/Harassment and Student Conflict

<p><u>Single Incident</u> Any Inappropriate or disrespectful behaviour towards another student/s. (threats, name calling, physical aggression, taking or damaging property, rumour spreading)</p>	<p><u>Student Conflict</u> 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.</p>	<p><u>Bullying/Harassment</u> 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.</p>
<ul style="list-style-type: none"> ➤ Teacher establishes what has happened through Incident reports and interviewing students involved 	<ul style="list-style-type: none"> ➤ Teacher establishes what has happened through Incident reports and interviewing students involved 	<ul style="list-style-type: none"> ➤ Teacher establishes what has happened through Incident reports and interviewing students involved
<ul style="list-style-type: none"> ➤ Warning / Mediation / Consequence (Dependent on the incident) 	<ul style="list-style-type: none"> ➤ Informal mentoring to help students resolve conflict on their own or mediation between students 	<ul style="list-style-type: none"> ➤ 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
<ul style="list-style-type: none"> ➤ If necessary report to HT or DP (eg physical aggression) 	<ul style="list-style-type: none"> ➤ If conflict continues and is interfering with student well-being contract drawn up and recorded on millennium 	<ul style="list-style-type: none"> ➤ Follow Up Action completed and documented on millennium
<ul style="list-style-type: none"> ➤ All actions recorded on millennium 	<ul style="list-style-type: none"> ➤ If contract broken student disciplinary action to occur 	<ul style="list-style-type: none"> ➤ Repeated Incidents referred to HT or DP



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Student Wellbeing Bullying and Harassment

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



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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 wellbeing. 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



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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



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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



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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.



Denison College of Secondary Education

BATHURST HIGH CAMPUS WELLBEING DOCUMENT

