

# ANTI-BULLYING PLAN 2025

## Galston High School

Bullying behaviour has three key features;

1. It involves the intentional misuse of power in a relationship
2. It is ongoing and repeated
3. It involves behaviours that can cause harm.

The NSW Department of Education requires all NSW public schools to have an Anti-bullying Plan which details the strategies implemented to reduce student bullying behaviours.

### 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.

### Galston High Schools 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 that promote a positive climate where bullying is less likely to occur.

## 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. School staff will actively respond to student bullying behaviour.

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
Day 1 Term 1 and throughout term 1	<ul style="list-style-type: none"> <li>• Behaviour code of conduct for students is explicitly spoken about at assemblies and explicitly taught as a part of the pastoral care program</li> <li>• Year meetings focussed on positive recognition of student success and specific values identified and activities developed.</li> <li>• STYMIE promotion</li> </ul>
Term 2	<ul style="list-style-type: none"> <li>• Behaviour code of conduct for students is explicitly spoken about at assemblies and explicitly taught as a part of the pastoral care program</li> <li>• Year meetings focussed on positive recognition of student success and specific values identified and activities developed.</li> <li>• PYLO talks around safe use of social media etc; social media and the law</li> </ul>
Term 3	<ul style="list-style-type: none"> <li>• Assembly - Reinforcing support services, help seeking behaviours and effective communication with in our school and local community</li> <li>• Behaviour code of conduct for students is explicitly spoken about at assemblies and explicitly taught as a part of the pastoral care program</li> <li>• Year meetings focussed on positive recognition of student success and specific values identified and activities developed.</li> <li>• STYMIE promotion</li> </ul>
Term 4	<ul style="list-style-type: none"> <li>• Behaviour code of conduct for students is explicitly spoken about at assemblies and explicitly taught as a part of the pastoral care program</li> <li>• Year meetings focussed on positive recognition of student success and specific values identified and activities developed.</li> </ul>

## 1.2 Staff communication and professional learning

Staff will be supported with professional learning that provides evidence-based ways 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
Term 1	<ul style="list-style-type: none"> <li>Respect, Responsibility &amp; Resilience Policy distributed to staff SDD1</li> <li>Annual Child Protection Training &amp; Wellbeing Professional Learning in term 1 - mandatory training</li> <li>Students at risk and how to support presentation - day 1</li> <li>Learning and Support Meeting and minutes - fortnightly for respective year groups</li> <li>Welfare meetings and minutes</li> <li>Executive meeting updates as needed</li> <li>Staff meeting briefings and reminders as needed</li> </ul>
Term 2	<ul style="list-style-type: none"> <li>Learning and Support Meeting and minutes - fortnightly for respective year groups</li> <li>Welfare meetings and minutes</li> <li>Students at risk and how to support presentation - day 1</li> <li>Executive meeting updates as needed</li> <li>Staff meeting briefings and reminders as needed</li> </ul>
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## 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.

New and casual staff will be informed about the school's approaches and strategies to prevent and respond to student bullying behaviour, when it does occur.

- information is provided in staff handbook when they enter on duty at the school
- New staff induction includes a presentation of SAFE project reporting, procedures and responsibility and requirement that all staff need to be a part of a solution and mandatory reporting a requirement if needed.
- Early career teachers discuss the schools SAFE project in its implementation with their teacher mentor or HT Welfare
- an executive staff member speaks to 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, as part of the induction process

ALL Staff (existing, new and casual) are stakeholders in student wellbeing and Galston High'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. They do this as a part of our 'SAFE' project

## 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.

### Students

- Refrain from any form of bullying
- Report any incidences of bullying
- Provide support for each other
- Support the Anti-Bullying Policy by ensuring all students are and feel 'Safe' at school
- Behave appropriately, respecting individual differences and diversity
- Behave as responsible digital citizens
- Follow the school Anti-Bullying Plan
- Behave as responsible bystanders
- Adhere to the school's Code of Conduct, outlined in the school diary, on the school website and as stated within the school's BYOD Student Agreement and Technology Usage Agreement.
- Learn about how onlookers and bystanders are often tacitly giving approval to a bully or bullies.
- Consider the bullying behaviour from the perspective of the recipient and understand that what determines bullying is how the person on the receiving end feels.
- STYMIE promotion

### Parents and Care Providers

- Support all students in reporting incidents
- Effectively communicate issues regarding bullying to the school
- encourage students to report incidents that are occurring at school
- Support their children in all aspects of their learning.
- Be aware of the school Anti-Bullying Policy and Cyber-Bullying Policy and assist their children in understanding bullying behaviour.
- Support all students of the school to deal effectively with bullying through the strategies of the Anti-Bullying Policy and Cyber-Bullying Policy.
- Support their children to become responsible citizens and to develop responsible online behaviour
- Be aware of what your child is doing online and negotiate clear rules about online activities.
- Support their children in developing positive responses to incidents of bullying consistent with the school's Anti-Bullying Plan
- Work collaboratively with the school to resolve incidents of bullying when they occur.
- STYMIE promotion

### Staff

- Respect and support students
- Promote and maintain respectful relationships
- Model and promote appropriate behaviours
- Have knowledge of school and departmental policies relating to bullying behaviours
- Respond in a timely manner to incidents of bullying according to the school's Anti-Bullying Plan.
- Refrain from any form of bullying
- Ensure that an anti-bullying ('Safe') message is reflected in all learning environments
- Support students and staff in the reporting and resolution of incidents
- Report any incidences of bullying
- Effectively communicate with others as appropriate
- Be aware of procedures and strategies outlined in policy
- Provide students with strategies to respond positively to incidents of bullying behaviour, including responsibilities as bystanders or observers.
- Provide parents, caregivers and students with clear information on strategies that promote appropriate behaviour, and the consequences for inappropriate behaviour.
- Follow up complaints of bullying, harassment and intimidation.
- Regularly train all staff (teaching and non-teaching) to recognise bullying in all its forms and apply strategies to support positive relationships.

In addition, **teachers** have a responsibility to:

- Behave appropriately, respecting individual differences and diversity, behave as responsible digital citizens
- Follow the school Anti-Bullying Plan
- Behave as responsible bystanders
- Report incidents of bullying according to the school anti-Bullying Plan.
- Participate in training and refresher courses in recognising bullying and implementing strategies to support positive relationships.
- Be aware of changes in the policies in the way bullying can occur, especially via digital media.
- Respect and support students in all aspects of their learning.
- Model appropriate behaviour.
- Respond in an appropriate and timely manner to incidents of bullying according to the school Anti-Bullying Policy and Cyber-Bullying Policy.
- Be aware of changes in the Policies in the way bullying can occur, especially via digital media.

## 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. Check the boxes that apply.

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
Term 1	P&C meetings
Term 2	P&C meetings and / or presentations - as per parent / carer requests Grapevine articles
Term 3	P&C meetings and / or presentations- as per parent / carer requests
Term 4	P&C meetings and / or presentations- as per parent / carer requests

## 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;

- Day to day operations of the school Wellbeing and Learning and Support team, to be accessible to students and families & support reporting and follow up of bullying behaviours.
- Year Meetings - updating students on current and changes to support services, including accessing School Counsellor Team
- Tell them from Me Survey - students have private access to identifying behaviours or students who cause concern
- SAFE project procedures and mechanisms for reporting and actions
- Pastoral care lessons - explicit teaching of the SAFE project as well as curriculum to promote managing difficult relationships and prompting positive relationships.
- PYLO officers on cyberbullying, bullying where real life scenarios are discussed and analysed
- Life Ready program - Yr 11 with a focus on relationships, peer pressure and safe respectful behaviour.
- Lesson In all teaching and learning program across the school that explores wellbeing; relationships; seeking support; digital citizenship and online safety
- Publishing SAFE project messages in Grapevine
- Incorporating conflict management discussion in pastoral care lessons - strategies in practices for avoiding, resolving and assisting with conflict.

Examples of other ways our school embeds student wellbeing and positive behaviour approaches and strategies in practices include the following:

- Teachers' act as role models
- Year 10- support leaders at year 7 camps
- SRC enables student voice to be heard
- Student leadership programs which include training and empowerment of leaders with the ability to intervene and address bullying situations and be an 'up stander'.
- Harmony Day and Women's Day celebrations to promote compassionate and inclusive behaviours
- Welfare team provide support and mentoring
- Learning and Support Team - with the development of the appropriate individual learning plans for at-risk students
- Transition programs inclusive of work experience for students when needed
- Welcoming new students to the school with the buddy system
- Year advisers check ins with family and students as needed
- Learning and Support Meeting's and meeting minutes
- Welfare Meeting's and meeting minutes
- Executive Meeting's and meeting minutes
- Staff Meeting's and meeting minutes
- Senior Mentor program
- Stymie reporting

# AN OVERVIEW

## Bullying of Students Prevention and Response Procedures

### Preventative Strategies

1. Building respectful relationships
2. Encouraging personal responsibility
3. Teaching supportive bystander behaviour
4. Building personal resilience to achieve personal best



If a student continues to feel unSAFE, despite preventative measures being implemented, follow the flow chart:



#### The Student

- Reports the incident to a teacher or member of staff.
- Completion of “I want to be Safe” report
- Implementation of the SAFE project’ (SortIt / Solvelt)

#### Upstander

- Reports the incident to a teacher or member of staff.
- Helps the student being bullied by assisting them to complete “I want to be Safe” report
- Implementation of the SAFE project’

#### Parents/Care Providers

- Discuss issues with child.
- Contact child’s teacher/year advisor/Head Teacher / Deputy Principal



Member of Staff takes action according the GHS Student Code of Conduct and SAFE Project. SortIt / Solvelt / Student Code of Conduct processes



Incident taken to Learning and Support Team for action  
LST/ School Counsellor referral



Issue not resolved

Executive Support



## Issue is Resolved

## Glossary of Terms used to SortIt and SolvIt

Term	Definition
<b>Acknowledge</b>	To admit to yourself that you have behaved meanly to somebody without making excuses for your conduct or blaming others; recognising that you need to sort it out with that person or that you need to get some advice on how to sort it out properly.
<b>Apologise</b>	To express genuine regret that you have been mean. This may require some type of reparation to be made to make up for damage that has been caused. This kind of restoration should be in line with the meanness that has taken place.
<b>Identify</b>	This means that you need to list what the issues are, all the people involved, why the situation has reached the point that it has, who can help sort it out and suggestions for sorting it for good.
<b>Intervene</b>	The onlooker is the most powerful person in any mean situation. You have the power to retrain the meanie by letting them know that their behaviour is causing others to think badly of them. If you are not able to do this directly at first, then you may intervene by getting the advice of your Year Advisor.
<b>Learn</b>	By developing skills in addressing meanness, you become confident to face other issues which you or your friends may face in the future both at school and in your adult life
<b>Mediate</b>	To bring about agreement between parties and to assist in moving towards a reconciliation, by acting impartially, understanding to both points of view and assisting the parties to come to agreement fairly
<b>Move On</b>	It is important after an issue has been dealt with that all parties let the matter go rather than dredge up old matters again and again. Every person must have the freedom to make mistakes, learn from them and mature as individuals.
<b>Negotiate</b>	This involves each party/ies outlining <b>all</b> their issues and their preferred outcome, identifying ways to move on and reaching an agreed outcome/s together. This can involve impartial students or teachers acting as support to ensure fairness in the process.
<b>Report</b>	If you are a witness to mean behaviour and are not in a practical position of being able to assist in a mediation, you must tell someone about the incident/s. This may be you Year Advisor who will ensure that your role is kept confidential.
<b>Resolve</b>	May mean making up in some way for your meanness so that all parties are satisfied and in a positions to move on. It may involve some form of reparation. For instance, if a student has been injured in public, they may require a public apology.
<b>Solve</b>	To do whatever it takes to ensure that the situation does not occur again. This may mean getting advice, then making a private interview with the meanie, each with a support person so you can let them know assertively that the meanness must stop.
<b>Support</b>	To enlist others who will advise you about conflict resolution. These others should have skills in certain roles. For instance a friend may help emotionally; a Year Advisor will help with advice about process.

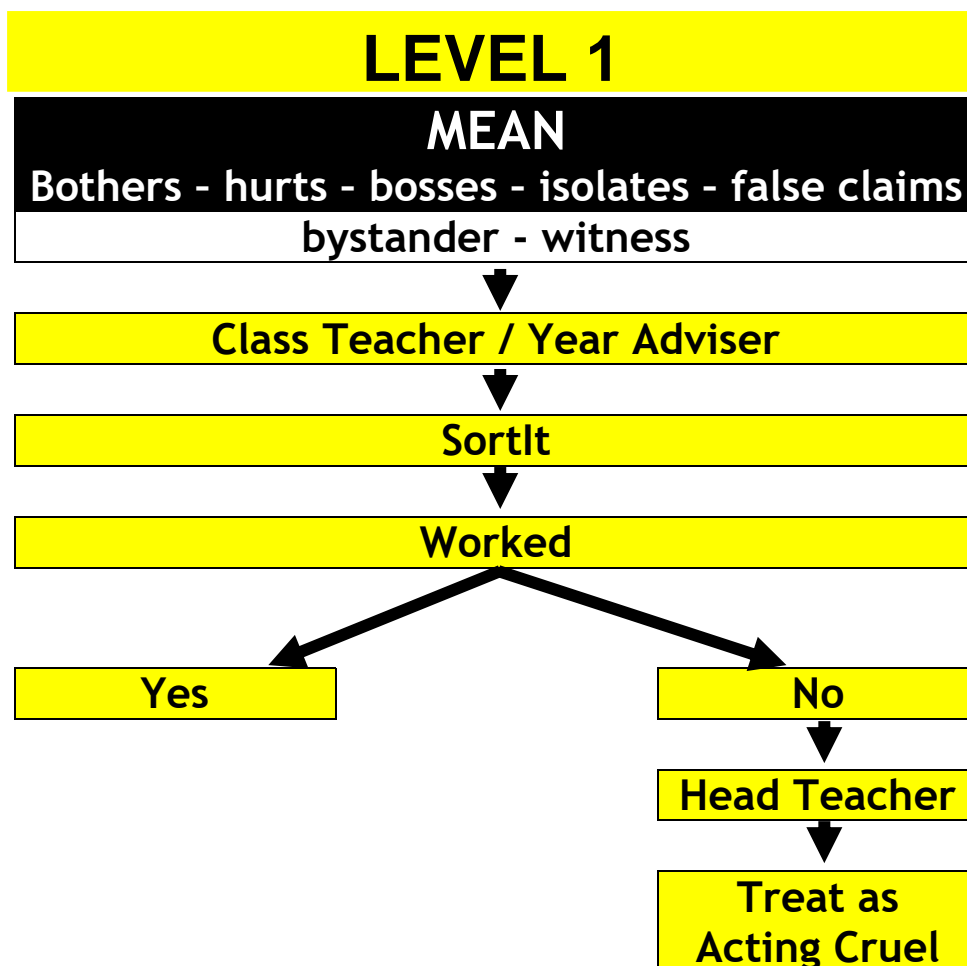
## The K3Y to maintain HARMONY at Galston High

We achieve this daily by demonstrating our 3 core values, respect, responsibility and personal best for self and others.

The K3YS to maintain harmony will be promoted by:

- Pastoral care lessons focussing on our K3YS, managing relationships
- In PDHPE lessons throughout junior years, aspects of 'self', bullying and harassment are addressed.
- Reinforced by police talks each year
- Utilising student leaders as a support for students.
- Student leadership teams being proactive on assemblies and in Grapevine promoting KEYS to maintain harmony

**LEVEL 1 - Year Adviser or other staff member**  
**The K3Y to SortIt at Galston High**  
**Working with students who are MEAN**





Name of the person completing this form: \_\_\_\_\_ Date: \_\_\_\_\_

Name of the person/s who make me feel unSAFE:


Have you completed a STYMIE?

- Yes
- No

I feel unSAFE because I am experiencing people demonstrating the following behaviours:-

*(Tick the appropriate box/es)*

- Verbal:** e.g. Name calling, causing embarrassment. Sexual, racist or homophobic comments
- Isolation:** e.g. Exclusion from your "bay"
- Physical:** e.g. Pushing, hitting, threatening etc.
- Cyber Bullying** e.g. phone, internet, social media
- Other**

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When did the first actions / behaviours start?

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When was the last time actions / behaviours were directed at you?

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How often has it happened? *(Tick the appropriate box/es)*

- |   |   |
|---|---|
| <input type="checkbox"/> Once a day           | <input type="checkbox"/> every night            |
| <input type="checkbox"/> Several times a day  | <input type="checkbox"/> several nights a week  |
| <input type="checkbox"/> Several times a week | <input type="checkbox"/> on the weekends only   |
| <input type="checkbox"/> Once a week          | <input type="checkbox"/> weekends and week days |

Where does it happen? *(Tick the appropriate box/es)*

- |                                     |  |
|-------------------------------------|--|
| <input type="checkbox"/> Classroom  | <input type="checkbox"/> SMS                       |
| <input type="checkbox"/> Playground | <input type="checkbox"/> On the Bus                |
| <input type="checkbox"/> Emails     | <input type="checkbox"/> Coming to and from school |

Social Media sites – name sites: \_\_\_\_\_

Other – please explain: \_\_\_\_\_

Describe what happened and name those involved:

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*"I want to be Safe" Form (continued)*

Have you talked to anyone about this? If so, who? *(Tick the appropriate box/es)*

- Teacher –If Yes - please name \_\_\_\_\_
- Student Leader –If Yes - please name: \_\_\_\_\_
- Parent or family member- If Yes - please name: \_\_\_\_\_
- Family friend- If Yes - please name: \_\_\_\_\_
- Other - If Yes - please name: \_\_\_\_\_

**Has anyone else witnessed these behaviours?**

- No
- Yes, if so who?: \_\_\_\_\_

**What (if anything) have you tried to do to make this feeling of being unSAFE stop?**  
(Tick the appropriate box/es)

- Ignore
- Talk to and try and sort it out with other person/s.
- Told someone not involved and talked about it.
- Other – please explain : \_\_\_\_\_

**Because you are feeling unsafe, how is it affecting you? (Tick the appropriate box/es)**

✓	What you Feel?	Never	Sometimes	Always
	I do not want to come to school			
	I cannot go to sleep at night			
	I wake up in the night and cannot go back to sleep			
	I feel sick when I am on the way to school			
	I feel sad			
	I cry at night in bed so no one hears me			
	I feel sick at school			
	I want to sleep all the time			
	I cannot concentrate in class because I feel nervous			
	I think about the person and what they do all the time			
	I cannot concentrate in class because I feel scared			
	I cannot concentrate in class because I have to stop myself from crying			
	I cannot concentrate in class because I feel angry			
	I cannot concentrate on assignments, homework and study at home			

**Identify 2 teachers you feel comfortable talking to about this situation:**

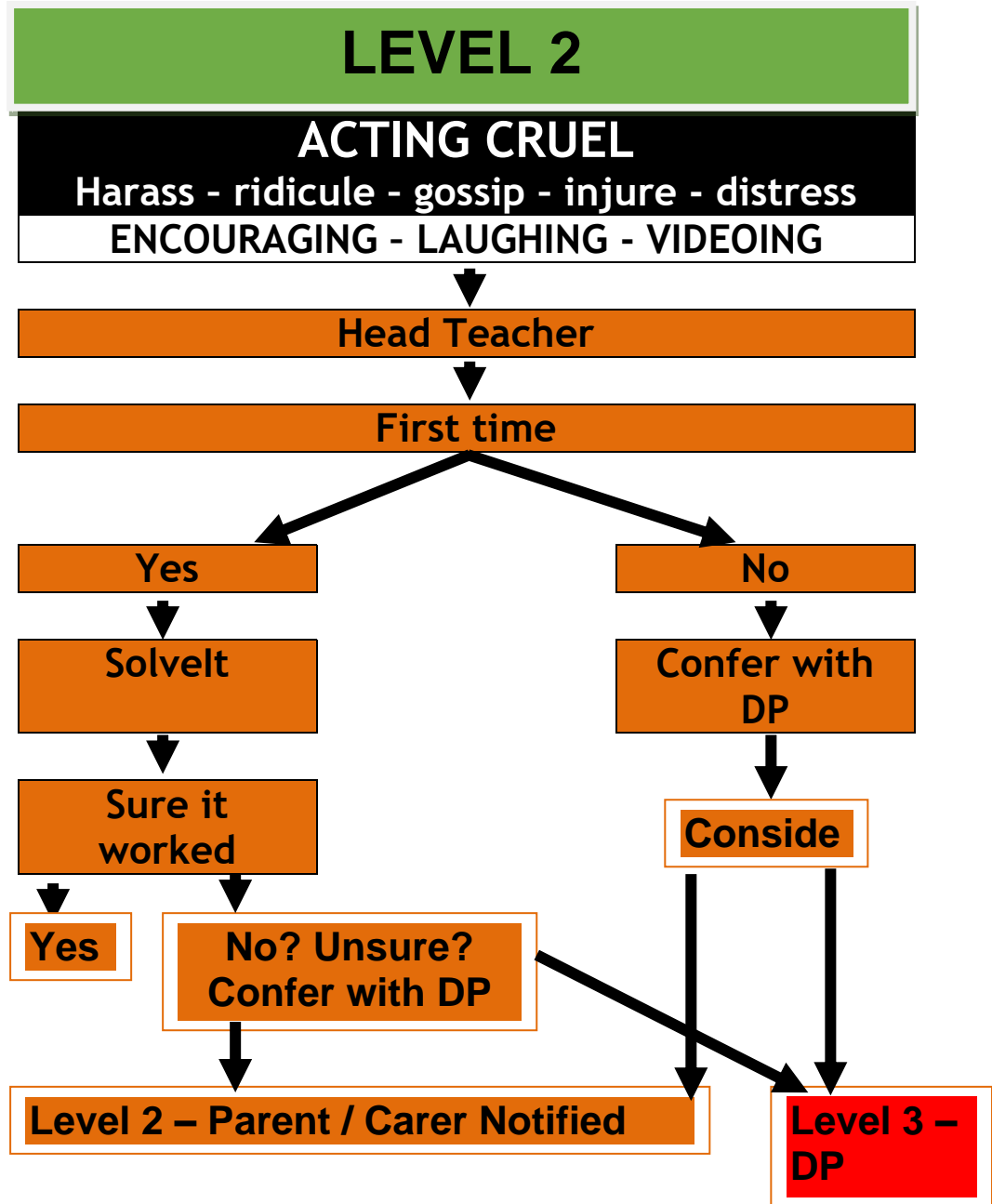
1 \_\_\_\_\_ 2 \_\_\_\_\_

*You have taken a positive step towards solving the problem by completing this form.  
A staff member will make contact with you soon.*

## LEVEL 2 - Head Teacher

The K3Y to SortIt at Galston High

Working with students who continue to be **MEAN** or potentially could be participating in behaviour that is **CRUEL**.





## LEVEL 2 SolveIt Refection Plan

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Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher Name: \_\_\_\_\_

Subject: \_\_\_\_\_

1. What Harmony values have you followed at school?

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2. What Harmony values have you not followed at school?

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3. Why am I completing this form?

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4. If I continue to be cruel, what are the consequences for myself?

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5. What is the impact of me being cruel having on another person and/or group of people?

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Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Parent Contact:  Yes  No

## LEVEL 3 - Referral to Deputy Principal (continued disobedience)

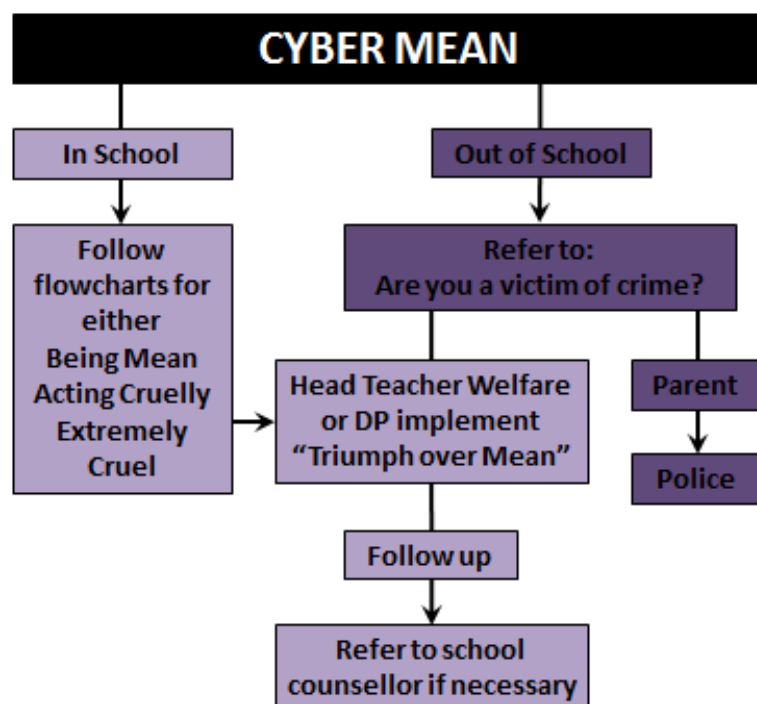
### The Key to Solveit at Galston High

Working with students who have been **CRUEL** and / or are continuing to be **MEAN**.

In instances where students are CRUEL, they will be referred to the Head Teacher . If this is the first time the student has been referred to them, they will undertake the 'Solveit' process. If it is successful, the student will demonstrate our K3YS.

If the student has been referred to the Head Teacher before for a similar matter of being 'CRUEL', or the 'Solveit' process has not been successful, the Head Teacher will confer with the Deputy Principals to determine if the matter should be referred through the school **Code of Conduct**.

## Where the K3YS to being SAFE may not apply?



**Threatening Others  
Physical Assault  
Stealing  
Extortion**

**These behaviours ARE NOT bullying. They are criminal behaviours**

**Department of Education Suspension and Expulsion policy has clear guidelines on the consequences for these behaviours.**

[Taken from: McGrath, Helen & Noble, Toni 'Bullying solutions: evidence based approaches to bullying in Australian schools' French's Forest, Pearson, 2006]

**Prepared and completed by:**

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