



NEWCASTLE HIGH SCHOOL

respect • responsibility • participation

ANTI-BULLYING PROCEDURE 2024

Purpose/Rationale

At Newcastle High School we are committed to creating a safe and positive environment that affirms diversity and respects individual differences. This document outlines processes to address instances of bullying behaviour in our school context.

Scope

This procedure covers bullying behaviour within the school through any medium. It applies to all students, employees, volunteers and visitors to the Newcastle High School.

This procedure establishes the process for preventing and responding to student bullying. The NSW Department of Education has a range of policies and procedures, including those relating to wellbeing and behaviour, that apply to support positive student behaviour and wellbeing.

The Newcastle High School Anti-bullying Plan is reviewed annually and published on our school website at newcastle-h.schools.nsw.gov.au

- > link to Department of Education's [Anti-bullying](#) webpage
- > link to Newcastle High School's [Behaviour Code](#) document

What is Bullying?

At Newcastle High School we define bullying as:

- The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power, and the person or group feels unable to stop it from happening. Bullying can be verbal, physical, social, cyber, or sexual.
- Bullying can have immediate, medium- and long-term effects on those involved including bystanders. Single incidents and conflict or fight between equals, whether in person or online, are not defined as bullying.

Adapted from the National Definition of Bullying for Australian Schools and Kids Helpline.

Type of Bullying	Example Behaviour
Verbal	Name calling, insulting, teasing, abuse, put downs, sarcasm, insults, threats, making racist remarks and jokes, using homophobic language and intimidation.
Physical	Hitting, punching, kicking, scratching, tripping, spitting, damaging property such as bags, possessions.
Social	Ignoring, excluding, ostracising, alienating, making inappropriate gestures, gossiping and spreading rumours, manipulating friendship groups, gaslighting.
Cyber	Sending unwanted, malicious or abusive messages or images via social networking sites, chat rooms, text message or any other electronic media; misusing technology including phones by filming, photographing or recording others without their permission.
Sexual	Making unwanted sexual comments or touching in a sexual way.

Bullying behaviour is different to a child being rude or being mean:

Rude Behaviour	Mean Behaviour	Bullying Behaviour
Inadvertently saying or doing something that hurts someone else.	Purposely saying or doing something to hurt someone once or twice.	Intentional behaviour repeated over time that involves a power imbalance.
Being reactive, unplanned, thoughtless, and displaying inconsiderate behaviour.		Bullying behaviour can be physical, cyber, verbal, social or psychological.

The Newcastle High School Community has the following responsibilities.

STUDENT RESPONSIBILITIES

- Follow the school's Anti-bullying Plan.
- Respect and value individual differences and diversity by modelling appropriate behaviour which shows respect, consideration and support for others.
- Be a responsible digital citizen, which means to interact with others in a positive and respectful manner whilst online, to ensure that images, comments, videos and any other material shared online demonstrates respect for the reputation and privacy of all citizens.
- If you believe you are being bullied or believe you have seen another student being bullied inform a responsible adult such as a teacher, parent, Year Advisor, Counsellor, Head Teacher or Deputy Principal as soon as possible. You could also use the anonymous NHS digital platform RAFT.
- Be a responsible "Upstander" where possible. "Upstanders" have the most power in bullying incidents. They are the people that make it clear to the bully that their behaviour is "not ok" and they support the target of the bullying and report it to a trusted adult.
- Respond appropriately to instances of bullying utilising safe strategies taught through Positive Education Lessons at Newcastle High School.

SCHOOL STAFF RESPONSIBILITIES

- Follow the school's Anti-bullying Plan and review regularly.
- Model and promote respect and the value of individual differences and diversity by modelling appropriate behaviour which shows respect, consideration, support for others.
- Listen calmly without interrupting student voice and document their concerns.
- Encourage students to behave as an "upstander".
- Respond in a timely manner to incidents of bullying.
- Actively participate in professional learning on bullying and prevention strategies.
- Make connections between home and school to respond to bullying situations if they arise.

PARENTS AND CARER RESPONSIBILITIES

- Encourage their young person to show respect and consideration for others.
- Implement effective management strategies in the home environment that monitors bullying behaviour (including online).
- Model appropriate behaviour that promotes positive, respectful relationships and behaviours at home and in the community.
- Support their children to develop resilience in dealing with challenges and encourage the reporting of bullying appropriately.
- Be aware of the Anti-bullying Procedure at Newcastle High School and assist their young person in understanding bullying and anti-social behaviour.
- Report bullying behaviour.
- Work collaboratively with the school to resolve bullying and anti-social behaviour at Newcastle High School when appropriate.
- Continue to be updated and informed about changes with technology.



ANTI-BULLYING PROCESS

Bullying Behaviour

RECOGNISE:

- **identify the antisocial behaviour: is it bullying, rude, threatening?**

ACT:

- **talk to a trusted adult or submit a RAFT report as soon as possible**
- **a Deputy, Year Advisor or HT Wellbeing will investigate the matter**
- **serious incidents involving violence will be directly referred to a Deputy Principal as per our school's behaviour code**

FOCUS:

- **focus on working with trusted adults to find a solution to the issue**
- **mediation may be organised where it is thought appropriate**
- **focus on restoring positive relationships & ongoing monitoring**

THRIVE:

- **the RAFT reporting system promotes pro-social behaviours so students can connect, succeed, thrive & learn in a safe school environment**

Principal's Statement

Newcastle High School (NHS) has a firm commitment to embedding positive behaviour support in every classroom and encouraging students to make responsible decisions surrounding their behaviour choices at every opportunity. We do not accept or tolerate any form of bullying in our school.

We actively seek to engage with parents and the community to ensure NHS embodies a positive and inclusive school culture in which every student can succeed and feel a sense of belonging. NHS staff work collaboratively with students and parents/carers to establish firm, fair and respectful behaviour procedures, and practices, based on our core school values of Respect, Responsibility and Participation.

There are many intervention strategies in place at NHS to address inappropriate behaviours, which can negatively impact on the learning environment. This procedural document outlines the processes by which teachers shape their classroom environment and target individual behaviours for support and intervention in relation to Anti-bullying as everyone has the right to feel physically and emotionally safe at NHS.

Additional Information

ASSISTANCE

Kids Helpline **1800 551 800** • Parentline **1300 130 052** 24/7 • Lifeline **13 11 14** 24/7
eSafety Commissioner <https://www.esafety.gov.au>

WELLBEING CONTACTS

Y7 Advisor **Shane Kegel**
Y8 Advisor **Jamie Grove**
Y9 Advisor **Liz Morris**

Y10 Advisor **Gemma Gibson**
Y11 Advisor **Deb Ellis**
Y12 Advisor **Samone Dinnery**

Head Teacher Welfare	Tom Deane
School Counsellor	Richard Stanley, Natlie Lantry Parkway Avenue
School Counsellor	TBA Cooks Hill Campus
Student Support Officer	Amy King Parkway Avenue
Anti-Racism Contact Officer	Marissa Deaves

CONTACT DETAILS

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e. newcastle-h.school@det.nsw.edu.au
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Anti-bullying Agreement

Bullying at Newcastle High School is defined as:

- The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power, and the person or group feels unable to stop it from happening. Bullying can be verbal, physical, cyber, social, or sexual.
- Bullying can have immediate, medium- and long-term effects on those involved including bystanders. Single incidents and conflict or fight between equals, whether in person or online, are not defined as bullying.

Click [Anti-bullying Plan](#) to access our website and read the full plan.

This plan is formally reviewed regularly and details how we respond to bullying behaviour in our school: we recognise if bullying has occurred, act through a collaborative approach, **focus** on restoring relationships that have been damaged through a focus on Restorative Practices so students can **thrive**.

Everyone has the right to feel physically and emotionally safe at Newcastle High School.

Please read through the anti-bullying procedures and acknowledge that:

- I will do everything I can personally, as a member of my school's community, to create and preserve a physically and emotionally safe environment.
- As a member of the Newcastle High School community, I will strive to treat everyone with respect and care regardless of any differences.

Student's responsibility:

By enrolling at Newcastle High School, you commit to:

- Engaging in pro-social behaviour.
- When I witness bullying, I will report it to an adult, use the RAFT reporting system or complete a pink form from the Deputy Principal or Head Teacher Wellbeing.

Parent/Guardian's responsibility:

- I commit to encouraging my child to always respect others. I have instructed my child not to bully. I have advised my child to report bullying behaviour.
- We understand that bullying will result in consequences and agree to support the use of Restorative Practices to assist in the resolution of any conflict that occurs.

If you have questions or concerns with the above, please contact your relevant Deputy Principal, Year Advisor or Head Teacher Wellbeing.



NEWCASTLE
HIGH SCHOOL



R.A.F.T. REPORTING

RECOGNISE . ACT . FOCUS . THRIVE



Recognise anti-social behaviour
Act by reporting or self-referring
Focus your attention on solutions
Thrive

make a report



A RAFT Report supports psychological safety by empowering young people with the self-belief they can say something on behalf of themselves or as a bystander for others.