



BEHAVIOUR SUPPORT AND MANAGEMENT PLAN

**WOLLONGONG HIGH SCHOOL OF THE
PERFORMING ARTS**

Overview

Wollongong High School of the Performing Arts aims to provide quality learning and teaching opportunities that are personalised, differentiated, evidenced based and promote ongoing and rigorous improvement. The school offers a fully integrated academic and arts curriculum that focuses on excellence, providing quality teaching and learning. The school aims to develop confident, empowered life-long learners who have a passion for, and value learning. The school also aims to develop students who value their community and believe in their ability to positively influence their world. To this end the school has established strategies and practices to encourage positive student behaviour, recognise and reinforce student achievement and wellbeing, and manage disruptive student behaviour along the Care Continuum. The school cultivates holistic wellbeing through the core values of Safety, Tolerance, Achievement and Respect which provide the basis for a dynamic and caring school.

Partnership with Parents and Carers

At Wollongong High School of the Performing Arts, we seek to develop positive partnerships with parents, carers and the broader community to promote positive behaviour and ensure that all children can thrive in a safe learning environment. The school, students and their families and carers have a shared responsibility to ensure that school-wide expectations and rules are met. The school will communicate with parents and carers regarding their child's achievement and behaviour through phone calls and emails, parent/teacher evenings, via the WHSPA App, P & C meetings, social media posts and the school website. The link to the DET School Community Charter below outlines in greater detail the responsibilities of parents, carers, educators and school staff in NSW public schools to ensure our learning environments are collaborative, supportive and cohesive. (<https://education.nsw.gov.au/schooling/parents-and-carers/going-to-school/school-community-charter>)

Behaviour Code for Students – School wide Expectations and Rules

NSW public schools are committed to providing safe, supportive and responsive learning environments for everyone. We teach and model the behaviours we value in our students. At Wollongong High School of the Performing Arts the expectation is that students will adhere to the NSW DET Behaviour Code for Students.

Student are expected to:

- 1** show respect to other students, their teachers and school staff and community members
- 2** follow school and class rules and follow the directions of their teachers
- 3** strive for the highest standards in learning by being prepared for every lesson and participating actively
- 4** act in a courteous and respectful way that makes all members of the school community feel valued, included and supported
- 5** resolve conflict respectfully, calmly and fairly
- 6** wear correct school uniform
- 7** use technology in an appropriate manner
- 8** attend school every day (unless legally excused) and be punctual
- 9** respect all property
- 10** be safe and not be violent or bring weapons, illegal drugs, alcohol, vapes, e-cigarettes or tobacco into our school
- 11** not bully, harass, intimidate, or discriminate against anyone in our school

Further details about the Behaviour Code for Students can be found at

<https://education.nsw.gov.au/policy-library/policyprocedures/pd-2006-0316/pd-2006-0316-01>.

This document translated into multiple languages is available here: Behaviour code for students.

WHSPA Policies

Specific policy documents pertaining to expected behaviours can be found via the following links:

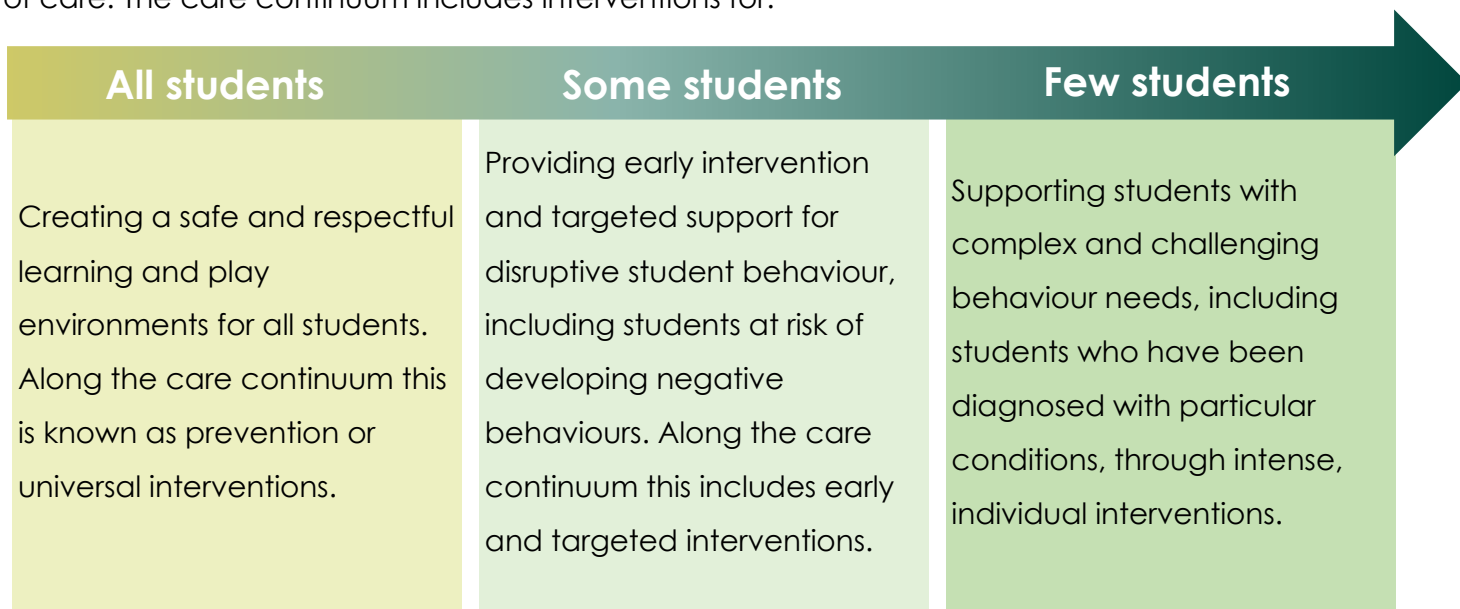
- Bring Your Own Device/ Technology policy
- Uniform Policy
- Digital Devices Policy (mobile phones)
- Attendance policy
- Merit System
- Assessment Policy
- N Award Procedures

Whole School Approach Across the Care Continuum

At Wollongong High School of the Performing Arts a whole school approach is taken to facilitate the implementation of prevention-focused, positive approaches to behaviour support to meet the needs of all students along the Care Continuum.

Interventions Across the Care Continuum

Students may require different types of intervention delivered in different ways along a continuum of care. The care continuum includes interventions for:



Prevention

The following outlines preventative strategies targeted at the whole school. Each program or initiative is listed alongside a description and its specific benefits to our student population. This approach ensures proactive support for students, fostering a positive and inclusive school environment.



Audience: All students

Calm and engaged classroom

Fostering a positive classroom climate involves establishing and teaching clear, explicit rules, delivering engaging lessons, maintaining active supervision, and using proactive strategies to guide student behaviour effectively.

Year Meetings

Year group meetings provide an opportunity for the explicit teaching of key school expectations, values, and behaviours, ensuring consistency across the student body.

Explicit teaching of School Rules:

- Uniform standards
- Attendance and punctuality
- Safe travel guidelines
- Playground conduct
- Appropriate use of mobile phones and technology

Promotion of School Values and Expected Behaviours:

- Emphasis on diversity, inclusion, and respect
- Clear guidance on how to report concerns or incidents

Targeted Education Initiatives:

- Anti-Bullying education to promote a safe and supportive environment
- Anti-Racism seminars to foster understanding and inclusivity
- Gender diversity awareness to encourage acceptance and equity

These meetings ensure that all students understand their responsibilities, feel supported, and contribute to a respectful, inclusive, and positive school culture.

Recognition of student achievement and positive behaviour

Our school implements a range of reward strategies to recognise and celebrate student achievements, fostering a positive and motivating environment:

Quick Merit Reward System:

- Provides immediate recognition for positive behaviour, effort, and achievement.
- Encourages consistent student engagement and promotes a culture of acknowledgment.

Achievement Assemblies:

- Celebrates academic excellence and effort across all year groups.
- Highlights individual and group successes to inspire and motivate peers.
- Publicly recognises student achievements in various areas, including academics, extracurricular activities, and community contributions.
- Strengthens school spirit and reinforces a culture of appreciation and pride.

These strategies work together to support student development, encourage ongoing effort, and build a positive school community.

Year Group Seminars

Our school provides a variety of targeted seminars and workshops to promote student wellbeing and personal growth. These initiatives are designed to address age-appropriate challenges and equip students with essential skills for their development:

- Year 7 Girls: Friendships – Building healthy and supportive peer relationships.
- Year 8 Girls: Healthy Boundaries – Learning to set and maintain respectful personal boundaries.
- Year 7 Boys: Mateship – Fostering positive friendships and teamwork.
- Year 8 Boys: Man Cave – Exploring themes of identity, emotions, and resilience.
- Year 10 Boys: Man Up – Promoting emotional intelligence and redefining masculinity.
- Digital Thumbprint – Educating students on safe and responsible online behaviours.
- Preventure – Enhancing coping skills and reducing risky behaviours through personality-targeted interventions.
- Butterfly Foundation (Years 8–10) – Addressing body image and self-esteem concerns.
- Bite Back Mental Fitness (Years 8 & 10) – Building mental fitness and resilience.
- Consent Labs – Providing education on consent and respectful relationships.
- Drugs and Alcohol Education (e.g., Paul Dillon) – Informing students about the risks of substance use.
- Year 11: Life Ready Course – Preparing students for adulthood with a focus on life skills, relationships, and wellbeing.

These programs empower students with knowledge, resilience, and strategies to navigate challenges, fostering a safe, supportive, and informed school community.

Police Youth Talks

The Police Youth Talks program provides valuable education on critical topics to promote safety and responsible decision-making among students. Key areas of focus include:

- **Cyberbullying:** Raising awareness about the impact of online harassment and providing strategies to prevent and respond to it effectively.
- **Risk-Taking Behaviours:** Addressing the dangers of alcohol and drug use, the importance of safe driving practices, and the legal and personal risks associated with carrying weapons.

These sessions equip students with the knowledge and tools needed to make informed and safe choices and contribute to a secure and respectful school and community environment.

Peer Support Program

The Peer Support program provides Year 9 students with leadership training to prepare them for mentoring and supporting Year 7 students. The training focuses on developing key social and emotional skills, including:

- **Effective Communication:** Teaching clear and empathetic communication to build trust and rapport with younger peers.
- **Teamwork:** Encouraging collaboration and leadership within peer groups to model positive behaviours.
- **Conflict Resolution:** Equipping students with strategies to manage and resolve conflicts constructively.

This program not only enhances Year 9 students' leadership and interpersonal skills but also fosters a sense of connection, belonging, and support for Year 7 students as they transition into high school.

Key Transition Point Supports

Our school offers a range of targeted programs to ensure smooth transitions at key stages of a student's educational journey. These initiatives provide both students and families with the information, support, and guidance needed to thrive in high school:

- **Year 6 to Year 7 Transition:** Orientation Day is a comprehensive introduction to the school environment, routines, and expectations. The Peer Support Program offers Modules 'Strengthening Our Connections' and 'Welcome to High School': Encouraging friendships, confidence, and a sense of belonging.
- **Parent and Student Information Night:** Focuses on Stage 4 assessment, study skills, and expectations, helping families prepare for the demands of high school.
- **Subject Selection Support:**
 - 'Market Days' (Years 7–10): Interactive events showcasing subject offerings, providing students with insight into available choices.
 - Individual Interviews: Year 10 to Year 11: One-on-one guidance with the Deputy Principal to ensure informed subject and pathway selections. Year 11 to Year 12: Tailored advice to align course choices with future goals and aspirations.

These initiatives support academic success, personal development, and informed decision-making, ensuring students feel confident and equipped as they navigate key transitions.

Celebration and Commemoration Days

Our school observes a variety of celebration and commemoration days designed to foster a sense of belonging, inclusion, and social cohesion within our community. These events promote awareness, respect, and unity among students and staff:

- Harmony Day: Celebrating cultural diversity and promoting inclusivity.
- ANZAC Day: Honouring the service and sacrifice of Australian and New Zealand military personnel.
- Sorry Day: Acknowledging the impact of policies on the Stolen Generations and supporting reconciliation.
- Reconciliation Week: Building respect, trust, and understanding between Aboriginal and Torres Strait Islander peoples and the wider community.
- NAIDOC Week: Celebrating the history, culture, and achievements of Aboriginal and Torres Strait Islander peoples.
- Bullying No Way – National Week of Action: Raising awareness about bullying prevention and creating a safe school environment.
- Wear it Purple Day: Supporting LGBTQIA+ students and promoting acceptance and equality.
- R U, OK? Day: Encouraging conversations about mental health and supporting emotional wellbeing.

These days play a vital role in creating a positive and inclusive school culture, empowering students to embrace diversity and actively contribute to a respectful and united community.

PDHPE Curriculum

The PDHPE (Personal Development, Health, and Physical Education) curriculum equips students with essential knowledge and skills to lead confident, balanced, and fulfilling lives. Key focus areas include:

- Safe, Active, and Healthy Lifestyle Choices: Promoting physical activity, healthy eating, and personal safety to enhance overall wellbeing.
- Respectful Relationships (Including Consent): Teaching the foundations of respectful communication, consent, and positive interpersonal behaviours.
- Identity, Belonging, and Change: Supporting students in understanding their sense of self, navigating life transitions, and fostering a strong sense of belonging.

Through engaging and relevant content, the PDHPE curriculum empowers students to make informed decisions, build resilience, and cultivate meaningful relationships in all aspects of their lives.

Aboriginal and Torres Strait Islander Cultural Programs

Our school actively celebrates culture through programs that highlight dance, music, art, and traditional customs, fostering pride, respect, and cultural awareness among students. Key initiatives include:

- Community Engagement: Collaboration with Elders, the Aboriginal Education Consultative Group (AECG), families, carers, and feeder primary schools to strengthen cultural connections and support transitions.
- Personalised Learning Pathways (PLPs): Development of tailored learning pathways to support individual student growth, wellbeing, and academic success.

These initiatives promote cultural understanding, inclusion, and a strong sense of community, ensuring all students feel valued and connected to their heritage and learning journey.

Early Intervention

Some students require early intervention to deal with emerging, low-level behaviours of concern. Early interventions provide early support for students or groups of students who are identified as being at risk of developing behaviours of concern.



Audience: Student Groups or Individuals

Wellbeing Hub

The Student Wellbeing Hub, known as The Hub, provides a welcoming and supportive space where students can seek guidance and assistance. Students are encouraged to drop in to connect with the Student Support Officer (SSO) for advice, support, or simply a listening ear. The Hub plays a vital role in promoting student wellbeing, offering a safe environment where individual needs are met with care and understanding.

Programs to improve school engagement and develop social/ emotional skills

Our school offers a variety of targeted programs designed to support student engagement, personal growth, and academic success:

- Go Fish: A fishing group aimed at building social connections, resilience, and mindfulness through outdoor activities.
- NRL In League In Harmony: A program promoting respect, inclusion, and teamwork, using the platform of rugby league to inspire positive change.
- LIFT (Weightlifting Program): Encouraging physical fitness, goal setting, and discipline, this initiative helps students build both strength and confidence.
- Woolyungah Indigenous Centre - My Future Matters Program: Supporting Aboriginal and Torres Strait Islander students in exploring pathways for their future through education and personal development.
- MCCI – Accelerate Them, Accelerate Her: Empowering students with skills and opportunities to excel, with a focus on leadership and personal empowerment.
- Year 12 Mentoring – Managing the HSC: Providing tailored support for Year 12 students to navigate the challenges of the HSC, with guidance on study strategies, stress management, and goal achievement.

These programs offer students meaningful opportunities to grow, connect, and achieve their potential in a supportive and inclusive environment.

Attendance Team

Attendance is actively monitored using Millennium data to track student presence and identify patterns of absenteeism. For any unexplained absences lasting three days or more, phone calls are made to families to

check in, provide support if needed, and reinforce the importance of regular attendance for student wellbeing and academic success.

Targeted Intervention

Some students may require targeted support to encourage positive behaviours, particularly if they exhibit more complex and challenging behaviours, or where the frequency of the behaviour of concern may put students' learning and social success at risk if it is not addressed quickly.



Audience: Student Groups or Individuals

Wellbeing Hub

Students can access The Hub using a time-out card as part of their Individual Education Plan (IEP), Personalised Learning Plan (PLP), or Attendance Improvement Plan. This support allows students to regulate their emotions, refocus, and receive assistance tailored to their individual needs.

Group Interventions

Small group interventions are designed to develop students' social and emotional skills, providing a supportive environment to build confidence, resilience, and positive relationships. Programs such as 'Be Proud, Be Empowered', 'Be Strong, Be Spirited' and 'Stay Strong' specifically support Aboriginal students by fostering cultural pride, self-empowerment, emotional wellbeing and promoting individuals capacity to stay safe. Additionally, boys' mentoring programs offer guidance and role modelling to help young men navigate challenges, build character, and develop strong interpersonal skills. These targeted initiatives ensure students receive tailored support to thrive both socially and emotionally. They are facilitated and delivered by a combination of staff in the Wellbeing team including the School Counsellor, Student Support Officer and Head Teacher Wellbeing.

PCYC

The PCYC offers a series of programs, including *Fit for Change*, *Fit for Life*, and *Fit for Work*, designed to promote physical fitness, personal development, and employability skills. These initiatives focus on building resilience, fostering healthy habits, and equipping students with the tools they need for success in both their personal and professional lives.

Individual Intervention

Students with highly complex and challenging behaviours may need comprehensive systems of support that require regular reviews in consultation with parents, the WHSPA Wellbeing Team and Team Around a School (district office staff). Strategies for these students require individual assessment, planning, implementation, monitoring and evaluation.



Audience: Individual Students

Individual Case Management

The Wellbeing and Learning Support Teams, along with Deputy Principals, work closely with parents and carers, the Aboriginal Coordinator/AECG, Team Around Schools, the HSLO, and external providers or medical professionals to ensure students with complex behavioural/mental health/learning needs receive the necessary support to achieve their educational outcomes.

This collaboration facilitates the development and implementation of:

- Behaviour Plans/Contracts: To address and improve student conduct.
- Mental Health and Student Support Action Plans (distress tolerance): To support students' emotional wellbeing and coping strategies.
- Individual Education Plans (IEPs): To tailor learning approaches to individual student needs.
- Risk Management Plans: To proactively address safety concerns and mitigate potential risks.
- Attendance Improvement Plans: To enhance student attendance and engagement.

Aboriginal Education Coordinator/ Aboriginal SLSO

The Aboriginal Education Coordinator and Aboriginal Student Learning Support Officer (SLSO) provide targeted support for Aboriginal and Torres Strait Islander students, fostering cultural pride, improving engagement, and assisting with academic, social, and emotional development to help students achieve their full potential.

School Counsellor

The school counsellor provides individual and group counselling to support students' mental and emotional wellbeing. They work as part of a team of psychologists who provide counselling and assessment support to help them thrive both in and out of the classroom. This can involve advocating for students needs, collaborating teachers, parents/carers and external agencies, crisis response support and facilitating referrals to external services for further professional help.

Police Youth Officers

Officers may visit the school or the home of a student to discuss their behaviour with them and their parents or carers. These visits provide an opportunity to address concerns, offer guidance, and support the student in understanding the importance of their actions, including advice on how to appropriately report an offence.

Anti Racism Contact Officer

The Anti-Racism Contact Officer (ARCO) plays a key role in promoting a safe and inclusive school environment by addressing issues of racism. They provide direct support to students making a report of racism, ensuring their concerns are heard and addressed appropriately. Additionally, the ARCO delivers targeted anti-racism education to students who have been involved in incidents of racism, helping them understand the impact of their actions and fostering a culture of respect and understanding within the school community.

Further details about the programs above can be found via this link: [WHSPA Wellbeing Site](#)

Behaviour Management Levels

Detention, reflection, restorative practices, suspensions and expulsion

At WHSPA, clear expectations for behaviour are communicated as per the 'Prevention' measures outlined in the Care Continuum table above. At every level a reflective and restorative based approach is taken to support and educate our students about appropriate behaviours and therefore reach their full potential. It is our goal that students take responsibility for their actions, understand that there are rules and boundaries, and understand that there will be consequences for unacceptable behaviour. The table below is an indication of different levels and types of behaviours and possible disciplinary action – *it is not intended to be exhaustive*.

Responses to Serious Behaviours of Concern

In responding to serious behaviours of concern the school will adhere to the NSW Department of Education [Student Behaviour policy](#) and [Suspension and Expulsion procedures](#) that apply to all NSW public schools.

- Responses to all behaviours of concern apply to student behaviour that occurs:
- at school
- on the way to and from school
- on school-endorsed activities that are off-site
- outside school hours and off school premises where there is a clear and close connection between the school and students' conduct
- when using social media, mobile devices and/or other technology involving another student or staff member.

Reporting and Recording Behaviours of Concern

Staff will comply with reporting and responding processes outlined in the:

- [Incident Notification and Response Policy](#)
- [Incident Notification and Response Procedures](#)
- [Student Behaviour policy](#) and [Suspension and Expulsion procedures](#).

- Child protection - responding to and reporting students at risk of harm

Level 1 Behaviours - Teacher (Classroom/Playground/Excursion)

Examples	Possible Consequences	If continued
<p>Level 1 Behaviours refer to low-level disruptive or disrespectful actions that impact the learning environment, demonstrate a lack of effort or focus, or involve failure to follow basic instructions.</p> <p>Examples of Level 1 behaviours include:</p> <ul style="list-style-type: none"> • Distracting others during class • Displaying disrespectful behaviour towards peers or staff • Being in out-of-bounds areas • Persistently arriving late to class • Not wearing the correct uniform • Truanting a single lesson <p>These behaviours, while not severe, require intervention to ensure a positive and productive learning environment is maintained.</p>	<ul style="list-style-type: none"> • Verbal Warnings: The teacher will explicitly identify the behaviour of concern and redirect the student to appropriate actions. • Restorative Conversation: A discussion with the student to explain how their behaviour does not align with school rules and values. The <i>Student Reflection</i> sheet or Google Doc may be used to guide this conversation and develop strategies for improvement. • Lunchtime Detention (up to 20 minutes): Students may engage in a restorative discussion or use the time to complete unfinished classwork. • Parent/Carer Contact: A phone call will be made to inform parents/carers of the behaviour and discuss strategies for improvement. • Apology: A verbal or written apology may be required to address the impact of the behaviour on a teacher or peer. • Incident Recording: All incidents and consequences are recorded on Millennium, which is mandatory for tracking and accountability. <p>These consequences are designed to address behaviours constructively, encourage self-reflection, and promote positive changes.</p>	<p>If behaviours are repeated, or increasing in seriousness, or if further advice/support is needed, the teacher escalates to the relevant Head Teacher</p>

Level 2 Behaviours – Head Teachers

Examples	Possible Consequences	If continued
<p>Level 2 behaviours involve actions that may disrupt learning, show a lack of compliance, or demonstrate continued behaviours from Level 1 where guided instruction and restorative practices have not been followed. These behaviours may include physical actions without the intention to harm or incidents that impact the learning environment.</p> <p>Examples of Level 2 behaviours include:</p> <ul style="list-style-type: none"> • Malpractice, such as plagiarism • Minor or accidental damage to property • Continued lateness to class or truancy of a single subject • Repeated refusal to follow directions • Significant class disruption • Persistent failure to wear the correct uniform 	<p>Restorative Conversation: A discussion with the student to explain how their behaviour does not align with school rules and values. The <i>Student Reflection</i> sheet may be used to guide this discussion and identify strategies for improvement.</p> <p>Mediation: Facilitated mediation between students to resolve conflicts or misunderstandings.</p> <p>Lunchtime Detention: Up to 20 minutes to engage in restorative discussions or complete classwork.</p> <p>Behaviour Monitoring Card (Yellow): A tool to track and improve behaviour over a set period.</p> <p>Temporary Withdrawal: Students may be withdrawn from class to a <i>buddy class</i> or complete work under the supervision of the Head Teacher (HT).</p> <p>Afterschool Detention: In consultation with the Deputy Principal (DP), an afterschool detention of up to 50 minutes may be implemented, with appropriate toilet breaks allowed.</p> <p>Withdrawal of Privileges: Certain privileges may be removed, in consultation with the DP and in alignment with the student's Behaviour or Risk Management Plan.</p> <p>Community Service: Students may engage in tasks that contribute positively to the school environment, as approved by the DP.</p> <p>Parent/Carer Contact: Communication with parents/carers is mandatory to inform them of the incident and discuss strategies for improvement.</p> <p>Recording on Millennium: All incidents and consequences must be recorded on Millennium to ensure accountability and monitoring.</p>	<p>If behaviours are repeated, or increasing in seriousness, or if further advice/support is needed, the teacher escalates to the relevant Deputy Principal or Principal</p>

Level 3 Behaviours (Deputy Principal)

Examples	Possible Consequences	If continued
<p>Level 3 behaviours are serious actions that pose a risk to the safety of the student or others, involve illegal activities, or demonstrate ongoing disobedience and disruption despite previous interventions and restorative practices. These behaviours require immediate attention and intervention to maintain the safety and wellbeing of the school community.</p> <p>Examples of Level 3 behaviours include:</p> <ul style="list-style-type: none"> • Unsafe actions that put oneself or others at risk • Persistent truancy • Possession or use of drugs, alcohol, or vapes • Sexual misconduct • Physical aggression towards others • Discrimination based on race, gender, or sexuality • Continued bullying or harassment of peers • Deliberate damage to or theft of property • Non-adherence to the mobile phone policy <p>These behaviours are addressed with significant interventions to ensure the safety, integrity, and positive culture of the school community are upheld.</p>	<p>Restorative Conversation: A discussion with the student to explain how their behaviour does not align with school rules and values. The <i>Student Reflection</i> sheet may guide this conversation and help develop strategies for improvement.</p> <p>Mediation: Facilitated mediation to resolve conflicts between students.</p> <p>Lunchtime Detention: Up to 20 minutes for restorative discussion or completing work.</p> <p>Behaviour Monitoring Card (Red): Used to track and address ongoing behaviour concerns.</p> <p>Attendance Monitoring Card (Green): Implemented to monitor and improve attendance.</p> <p>Afterschool Detention: A 50-minute detention (with toilet breaks as required) to address behaviour.</p> <p>Community Service: Tasks that contribute positively to the school environment.</p> <p>Withdrawal of Privileges: Privileges may be removed in alignment with the student's Behaviour or Risk Management Plan.</p> <p>Parent/Carer Contact: Mandatory communication to inform and involve families in addressing the behaviour.</p> <p>External Agency Communication: Involvement of agencies, such as Police Youth Officers, where necessary.</p> <p>Mandatory Reporting: Completion of mandatory reporting procedures, as required by policy.</p> <p>Incident Recording: All incidents and consequences must be recorded on Millennium to ensure accountability and monitoring.</p> <p>Formal Caution of Suspension: Issued in consultation with the principal as a warning of further action.</p> <p>Suspension: Implemented in consultation with the principal, when behaviour poses a significant risk or breach of school policies.</p>	<p>Cases will be addressed on an individual basis, considering the specific circumstances, needs, and context of each situation to ensure fair, appropriate, and effective responses.</p>

See appendix A – 'Student Reflection Sheet' that provides the basis for restorative discussion and actions.

Bullying and Cyber-Bullying

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.

Resources: <https://bullyingnoway.gov.au/understanding-bullying>

WHSPA Bullying Response Flowchart

Incident of bullying reported

1. Student/Parent/Teacher/Community member reports an alleged incident of bullying to a staff member. Students making a report will be asked to complete a statement (on paper or via google docs).
2. Staff member records details on Millennium.
3. Staff member refers the report to the appropriate staff member - Year Adviser, Student Support Officer, Head Teacher, Deputy Principal.
4. Head Teacher/Year Advisor/Deputy Principal investigates the incident by interviewing /collecting and/or clarifying statements and any evidence (i.e. screenshots) from the victim.
5. Support is offered to the student.
6. Details are added to the existing incident on Millennium.
7. Staff member reviews any previous incident reports or records for students involved.

Is bullying suspected to have occurred?

Yes

- Incident is referred to or actioned by the Deputy Principal who investigates and interviews the alleged bully and any witnesses.
- Student Behaviour Management Policy followed.
- MRG completed (if required).
- Parent contact phone call made by Deputy Principal.
- Details are to the existing incident on Millennium.
- Referral to other services as required (i.e. ARCO, Police Youth Officer, SSO, School Counsellor, Wellbeing Programs).
- Ongoing monitoring and support by the YA/SSO/HT.

No

Ongoing monitoring and support offered by YA/SSO.

How Parents and Carers can respond to bullying

If your child says they are being bullied:

- Listen calmly and get the full story
- Discuss and practise strategies to respond to bullying behaviours
- If required, encourage your child to report the incident to a teacher
- Work collaboratively with the school to resolve the incident

If your child is bullying others:

- Talk with your child and explain why bullying is unacceptable
- Consider what else might be happening for your child – are they struggling in any areas?
- Teach conflict resolutions skills
- Seek support from the school, if required

If your child has witnessed bullying:

- Encourage your child to talk about what happened
- Talk about how to be a supportive upstander
- If your child tells you the bullying is continuing or increasing, contact the school

For further information: <https://bullyingnoway.gov.au/responding-to-bullying/how-families-can-respond>

Parent advice about Cyber-Bullying from the eSafety Commissioner

The eSafety Commissioner website is an Australian government website that contains information about how to keep children safe from online harm. Cyber-bullying can be very harmful and can have ongoing impacts. As a front-line measure, parental controls can be used on your child's device. Parental controls are software tools that can be set up to;

- Block your child from accessing specific websites apps or functions (such as camera, or online shopping)
- Filter different kinds of content such as 'adult' or sexual content, content that encourages self-harm, disordered eating, violence, drugs, alcohol, gambling, racism and terrorism
- Monitor your child's use of connected device, with reports about the sites they visit and apps they use, how often and for how long
- Set time limits, blocking access after a set time

These measures will help to prevent your child being exposed to various online abuse of which cyber-bullying is one form. Reporting Cyberbullying content can be reported to the online or electronic service or platform that was used to send, post or share it. This is usually the fastest way to get it removed. If the service or platform does not help, and the cyberbullying content is seriously harmful, eSafety can help to have it removed. <https://www.esafety.gov.au/parents>



Student Reflection Sheet

Key Reflective Questions

- What happened? Is this a pattern of behaviour?
- What were you thinking/feeling at the time?
- Who has been affected by what you have done/your pattern of behaviour?
- In what ways have they been affected?

Questions to Guide Improvement

- How could you have responded differently or handled the situation differently?
- What do you think you need to do to make things right for you and for others?
- What challenges or problems do you think you might face when trying to make things right or change your behaviour?

Do you need any supports to achieve these goals/changes in behaviour?

- Learning Support – literacy, numeracy, exam provisions, Homework Hub, organisation
- Wellbeing Support – chat to a counsellor/SSO/YA, visit the Hub, mediation, Time Out card, Health care, join a wellbeing program
- Behaviour/Attendance monitoring cards to keep on track
- Teacher mentor

What happened and who did it impact?

Based on your reflections, what do you need to do differently?

What supports will you engage with to achieve this goal?