

ANTI-BULLYING PLAN 2024

Bateman's Bay High School

Bullying behaviour has three key features. It involves the intentional misuse of power in a relationship. It is ongoing and repeated, and it involves behaviours that can cause harm. The NSW Department of Education requires all NSW public schools to have an Anti-bullying Plan which detailsthe strategies implemented to reduce student bullying behaviours.

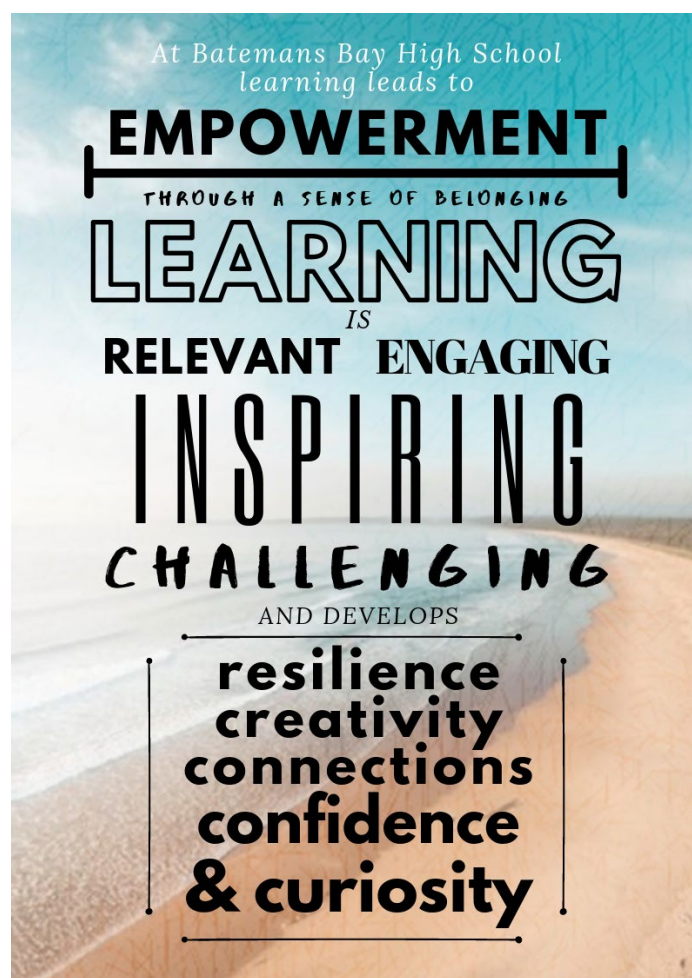
Resources

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.

Bateman's Bay High School 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
Term 1 – First Day back	Students have a year meeting on first day back to: <ul style="list-style-type: none"> • Building awareness and communicating school’s commitment to bullying • Anti-Bullying Policy introduction – including student expectations and methods of reporting- outlining how students involved in bullying incidents will be supported to be safe. • Positive Behaviour for Learning (PBL)- student expectations • Behaviour code of conduct (School assembly)
Term 1	First School Assembly: <ul style="list-style-type: none"> • Visible leadership- Introduction to all wellbeing staff, outlining their roles, communication modes and office locations. • Introduction to Anti-Racism Contact Officer (ARCO), including role description and incident reporting of racial discrimination.
	Cyber Safety talks with Police Youth Liaison Officers (The Law, Cyber Bullying and Sexting) in addition to regular PD/H/PE class units.
	NAPCAN Love Bites Program Performance Progress Plan meetings with Senior Students
Term 2	Performance Progress Plan meetings with Senior Students
	On going Well being Presentations – Together 4 Youth
Term 2	Year 11 Life Ready Days conducted at school by PD/H/PE teachers.
Term 4	Performance Progress Plan meetings with Senior Students
Every Fortnight	Acknowledging positive student behaviour through awards- 100% attendance, free and frequent PBL (roll call)
Every Term	Assembly of Achievement – rewarding positive effort.
Ongoing	All Year advisors regularly discuss code of conduct with students at Year meetings, and revisit as required throughout the year.
	SRC student voice- student leaders speak at assembly to build awareness about their roles, responsibilities and processes for students wanting to share their ideas.
	Motivational posters displayed around the school, including methods of reporting
	Mentor/Year Coordinator check in sessions (Junior students)
	Building Positive Relationships and social connections – including talking about developing healthy connections, anti-bullying, increasing resilience and overall wellbeing, and communication/conflict resolution strategies.
	RAGE program run by Campbell Page at the REC for students with an identified need.
	PCYC Fit for Life: Tuesday mornings

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
	Wellbeing Coordinator role split into Senior and Junior: Kelly Cameron and Erin Harris appointed.
Term 1	Wellbeing Coordinators training of Year advisors– focus on bullying responses (e.g. Mediation).
	Whole staff trained in a consistent manner regarding mediation/restorative justice so that these practices and philosophies happen in the classroom, on playground duty as well as when incidents arise acutely.
	Wellbeing Team Training – School’s Anti-Bullying Policy and Reporting Procedures.
	Staff Professional Learning – Understanding Bullying Presentation (SKT);
	Staff Professional Learning- talk through school’s Anti-Bullying Policy and Procedures, including role of staff members in dealing with bullying issues. Awareness of government documentation and information.
	Individual student PLP shared with all staff and discussed as pre-emptive- foundational training about the barriers to education, inclusive education practices and the needs of specific groups who are at highest risk of exclusion from learning.
	Promotion of NSW Anti-Bullying website for advice for staff, students and parents.
	Wellbeing team meeting - Update bullying response flowchart (classroom v playground)
	Accidental Counsellor Course for Executive, Year Advisors, Wellbeing Staff and SLSOs. Offered at the start of the year to new YA.
	Whole staff introduction/revision of eSafety Commissioner complaint scheme.
Every Fortnight	Wellbeing team meeting: <ul style="list-style-type: none"> minutes available to all staff members on Sentral Wellbeing team- Reflect upon Sentral data regarding playground issues and playground supervision requirements. Communicate to staff and delegate areas as necessary. Split into Senior and Junior
	Teaching and reinforcing respectful relationships (Staff meeting)
Ongoing	Promotion of Professional Learning courses in SEL and Anti-Bullying etc- Email sent by DP and/or or School Administration Staff as they are made available.
Term 2	Management of Actual or Potential Aggression (MAPA) training for targeted staff such as Year Advisors, Executive Team, Wellbeing Staff and Special Unit Staff. (when available)
Term 2 & 4	Berry Street Professional development – select staff, including all year advisors.

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.

- Staff are provided with a Staff Handy Book outlining the PBL strategies, also in classrooms Code of Behaviour, Anti-Bullying Policy and Anti- Bullying Procedures.
- information is provided in a handout to staff when they enter on duty at the school
- Principal Support 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.
- Staff are supervised by Head Teachers from the faculty they are working in.
- New staff are mentored by a designated member of staff from any faculty.

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.

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.

<input type="checkbox"/>	School Anti-bullying Plan	<input type="checkbox"/>	NSW Anti-bullying website	<input type="checkbox"/>	Behaviour Code for Students
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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	Bullying Response Flow Chart reviewed and published on social media.
	Parent meeting i.e P&C, parent/teacher night - Defining bullying and school supports.
Monthly	Principal and E-news Blogs – Bullying, Bystander behaviour and conflict resolution strategies.
Ongoing	School Website – topics include: <ul style="list-style-type: none"> defining bullying keeping children safe online responding when your child is being bullied strategies to support parents when their child is the bully supporting your child when they are the bystander etc. Publish school's Anti-Bullying Plan.
	School official Facebook page and newsletter used to reinforce the school's position on bullying and to provide information and advice to students and parents.
	Parent meetings post suspension- Strategies to support parents when their child is the bully.

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.

Completed by: Principal, Senior Executive, Wellbeing Coordinators

Position:

Signature:

Date:

Principal name: Paula Hambly

Signature:

Date: