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**ANTI-BULLYING PLAN 2023**

Condell Park 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 details the strategies implemented to reduce 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.

**Condell Park’s 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.

**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.

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| Dates | Communication topics |
| February/  Term 1 | Positive Behaviour for Learning Values of Respect, Equity, Safety and Positivity (RESP) have been well established since 2011 and are reinforced at weekly school assemblies. These values are applicable to all school settings including outdoor areas and reinforced daily in teaching and learning, and at regular year meetings for all students. |
| Term 1/  Ongoing | The behaviour code for students is communicated and reinforced at weekly whole school assemblies. Explicit explanation and examples of the school’s RESP values are given by the Principal and Deputy Principals. Student voice is represented by the School Captains and Wellbeing (RESP) captains who promote the RESP values and issue reward certificates and canteen vouchers to students who uphold the school’s RESP values at the school’s whole school assemblies. |
| Term by Term | Throughout the term, Year Advisers meet with the Head Teacher Welfare to evaluate incidents of bullying. The welfare team devise in-school strategies to response to these incidents. Additionally, the welfare team draw upon support from external welfare providers who address school assemblies with presentations and performances. Most of these performances highlight the impact of social media on youth mental health. The aim of these is to promote positive strategies, resilience and tolerance, and an appreciation for diversity. Occasionally, the Police Youth Liaison Officer (PYLO) provides presentations to student assemblies, and at staff and parent meetings. |
| Term by Term | At year group assemblies, Year Advisers explain their advocacy role to students. Year Advisers explain the process to students if they have been a victim of bullying or have witnessed bullying. Year Advisers inform students that they will speak with students who are involved in the bullying incident with sensitivity and confidentiality. If the issues are not resolved at that level, the Head Teacher Welfare will meet with the students and hold a mediation with the students to come to an understanding between the students. If there is no resolution, then it is escalated to the Deputy Principal who will meet with the students and parents. The issues that are discussed at the Welfare meetings are also reported back to the Executive meetings so the whole school is informed about students who need to be monitored and supported. The approach to bullying is a whole school approach with all members of staff informed about students who need to be supported. Students have access to the Student Support Officer for extra support and a safe place to go if needed. We have school counsellors on site to offer more clinical support for students. |

**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.

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| Dates | Communication topics and Professional learning |
| Term 1 | Staff Development Days – revision of the school’s PBL whole school practices; issuing of RESP tokens, recording of tokens on SENTRAL, and positivity phone calls and letters are demonstrated by the Head Teacher Secondary Studies. Reiteration of the use and benefits of referring to the visual diagrammatic classroom RESP posters are revised. Classroom seating plans for all junior classes strategically place students for a positive and safe learning environment. Consideration of student wellbeing is central to seating plans optimising a harmonious classroom to reduce incidents of bullying and disruption to learning. |
| Term 1 | The school’s Beginning Teacher Induction program outlines the school’s processes to manage incidents of bullying. |
| Term 1 | In 2023, the school will begin implementation of the NSW Department of Education’s “Stepped Care Plan” to ensure that students are supported with an appropriate level of professional care. |

**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:

* information is provided in a Staff Induction Booklet to staff when they enter on duty at the school; and
* a senior executive staff member speaks to new and casual staff when they enter on duty at the school, as part of the induction process.

**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).

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| ✓ | 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.

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| Dates | Communication methods and topic |
| Term by Term | The P&C are invited to attend information sessions on the school’s prevention and response policy to bullying. This primarily includes preventions such as the school’s Positive Behaviour for Learning program and response in terms of the school’s Behaviour Management Program. The safety and wellbeing of students are paramount to a positive and productive teaching and learning environment. The school’s Principal, Year Advisers, Head Teacher Welfare, Deputy Principals and School Counsellor/s address parent concerns in these forums. |
| Term by Term | The school publishes a newsletter at least twice per term in which the Deputy Principals reinforce the school’s Positive Behaviour for Learning values. Parents are requested to report incidents of bullying to the school and are reassured that these will be dealt with sensitively and with confidentiality. These may include students who have been victims or have witnessed and/or have been affected by bullying. |
| Continuous | The senior executive staff communicate with parents of students who are victims and/or perpetrators of bullying. Alleged incidents are investigated, supports for students and families are offered, and the student behaviour code is applied. The school has zero tolerance toward bullying and implements action to stem escalation following the school’s Behaviour Management (Bullying) process. |

**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).

Completed by: Victoria Nielsen

Position: Deputy Principal

Signature: Date:

Principal’s Name: SC Mobayed

Signature: Date: