

ANTI-BULLYING PLAN

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 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.

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
	Behaviour code for students is discussed through our Guidance Periods and in our 'Being Bomo' Lessons. Our school values of Respect, Safety and Engagement are directly linked to the Behaviour code.
	'Being Bomo' Lessons (Years 7-10)- The whole school participates in these lessons which are about Social and Emotional Learning.
	Our 'Being Bomo' rewards promotes the positive interactions between all members of the school community. This points system is aligned to our whole school awards system.
	Daily morning assemblies reference contextually relevant aspects of our 'Being Bomo' school values.

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
	Our school values of respect, safety and engagement and visible and displayed in all learning areas. All members of the school community have had an opportunity to develop our values and expectations.
	Explicit teaching of positive social, emotional, wellbeing and anti-bullying strategies through our 'Being Bomo' and Guidance lessons. Staff are trained to deliver these lessons through our Wellbeing Team.
	Mindfulness & Habits of the Mind encourages students to train themselves in the way they think. When they control their thinking, they are better equipped to control their behaviour, attitude and learning.
	Our fortnightly Learning and Wellbeing Meetings run by our Learning Support Team are used to address any individual wellbeing concerns of students and case manage any actions and supports we are providing.

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 handout to staff when they enter on duty at the school- Bomaderry HS Teacher Handbook
- an executive staff member speaks to new and casual staff when they enter on duty at the school- Head Teacher Administration
- the Head Teacher Administration speaks to new executive 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).

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 1-4 ongoing	Parent meetings such as individual meeting with Wellbeing Staff, P&C meetings, parent/teacher nights - Defining student bullying and school supports.
Term 1-4 ongoing	School website, Facebook and our Newsletter feature strategies to address all forms of bullying behaviour.
Term 1-4 ongoing	P&C Meeting presenting school data from surveys and strategies to address all forms of bullying behaviour.
Term 1-4 ongoing	Targeted communication on a needs basis via the Year Advisor, Deputy Principal, Learning Support Team and/or School Counselor.

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:

Position:

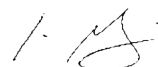
Signature:



Date:

Principal name:

Signature:



Date: