

ANTI-BULLYING PLAN 2021-2024

Kogarah 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 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.

Kogarah High School'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.

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.

On-going	Schools Anti-Bullying Policy and the preventative and disciplinary approaches utilised to respond to reports of bullying are addressed at transition days and new enrolments.
On-going	School and classroom behavioural expectations, clearly outlining that bullying is not permitted. Fair, consistent and enforcement of school rules to provide school safety.
On-going	Teaching and reinforcement of pro-social behaviour and the promotion of respectful relationships during

	<p>lessons, assemblies and year meetings:</p> <ul style="list-style-type: none"> • Respect & Responsibility on public transport • Listening to Learn • Respect for self, others & learning
On-going	Students are rewarded and acknowledged for Positive Behaviours through a raffle system at every assembly.
Each semester	Students are consulted on their wellbeing needs and concerns through Student Voice Forums.
Fortnightly	<p>Fortnightly lessons are conducted prior to School Assembly with a Welfare, Behaviour or Academic focus. There is a focus to raise awareness of positive behaviour, issues such as bullying and to promote school initiatives and events to prevent and manage bullying. These lessons utilise the Positive Behaviour for Learning matrix, with themes based on evidence from Sentral data.</p> <p>Promotion of help seeking behaviour - Introduction of the Wellbeing team, including roles and responsibilities and process for reporting incidences of bullying (Year advisors, SSO, ARCO, CDO). Posters displayed around the school for visibility.</p>
Ongoing	Behaviour Expectations are communicated explicitly in Student Diaries

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
January 2021 - SDD Term 1	Encouraging help seeking behaviour - Wellbeing and Support Staff are introduced to whole school during Professional Development session.
Feb 2021	Teaching and reinforcing respectful relationships
April 2021 - SDD Term 2	<p>Positive Behaviour For Learning Framework (PB4L) – Targeted interventions with evidence based, whole school approach to enhance learning outcomes. Focus:</p> <ul style="list-style-type: none"> • Developing and using a common vision, language and experience. • Creating clear expectations of students and staff. • Collaboration to plan and implement PB4L. • Developing a team approach, with regular meetings scheduled. • Creating, reviewing and revising a plan of action. • Collecting and using data for decision making.
May 2021	<p>Language counts - Hidden messages</p> <p>Year Advisors and Wellbeing Teachers attend Accidental Counsellor Professional Learning</p>
May 2021	Effective Communication with Our Community - Delivered to Staff through Safeguarding Kids Together team
June 2021	Building positive relationships with students and their families - Delivered to Staff through Safeguarding Kids Together team
June 2021	Managing the Media Professional Learning- Delivered to School Administration Team through Safeguarding Kids Together team

Fortnightly	Managing student behaviour and effective implementation of support plans, communicated between staff electronically as well as during Welfare Team, Learning and Support Team and Executive Team Meetings.
Fortnightly	Acknowledgment of positive student behaviour - Student Welfare meetings conducted during assembly sessions.
Fortnightly	Wellbeing interventions, programs and support strategies for students of concern are implemented by the Welfare Team, ongoing and during Welfare Team meetings.

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:

- Casual Teachers Handout includes information on the school's behaviour expectations and strategies to promote good learning and positive behaviour, and who to report to when assistance is required. A copy of KHS's Bullying of Students Prevention & Response Policy is included in the handbook.
- New permanently appointed staff receive a comprehensive Staff Handbook and a three hour induction. Positive Behaviour 4 Learning framework is displayed in class rooms and in the transition areas.
- Head Teacher Administration speaks to new and casual staff when they enter on duty at the school. High visibility vests are utilised to increase the sense of safety on the playground.
- The Deputy Principal 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
Ongoing	<p>Parent consultation sessions regarding Anti-Bullying Plan.</p> <p>Anti-Bullying Plan published on the schools website.</p> <p>School Website, Facebook and/or School Newsletter – Information provided on the following topics: https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/anti-bullying/nsw-anti-bullying/parents-and-carers</p> <ul style="list-style-type: none"> • What is bullying? • If your child is being bullied • If your child has seen bullying • If your child is bullying others • Staying safe online • Coping skills, resilience and teenagers
Ongoing	<p>Parent focus groups for consultation around school issues - Driven by Community Liaison Officer and Team</p> <ul style="list-style-type: none"> • Being an Upstander within the community • Engaging the community- eg. barber shop, pizza classes, cafe
Community Connect Event - One evening per Term	Defining bullying and the school supports available (ie. Year advisors, School Counsellor)

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.

- Social skill building programs are delivered by Student Support Officers, John Dangas & Ikenna Osueke.
- Year Advisor meetings with Year Groups explicitly reinforce Positive Behaviour 4 Learning.
- Learning sprints focusing on elements of positive behaviour align with the PB4L Matrix.
- Wellbeing, leadership and positive behaviour workshops are delivered throughout the year by Australian Business Community Network, Brainstorm Productions, Headspace and the local Police Youth Liaison officers.
- Student leaders are provided opportunities to build their skills with Gynea Community Aid's Youth Ambassador scheme.
- Student Leaders are given opportunities to participate and contribute to Anti-Bullying initiatives through special programs and events and PB4L Lessons.
- Curriculum materials that are explicitly designed to prevent bullying- PD/HPE, Understanding Bullying Scenario based workshop - Stage 4 Positive Relationships: Bullying and Stage 5 - Healthy, Safe Communities, Lifelong Physical Activity and Risky Business

Completed by: James Gifford

Position: Head Teacher Welfare

Signature: *James Gifford*

Date: 10/08/21

Principal name: Julie Ross

Signature: *Julie Ross*

Date: 10/08/21