



# ANTI-BULLYING PLAN 2022

## Gunnedah 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.

### Gunnedah 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.

Dates	Communication topics
Term 1	Cyber Safety talk with Police Youth Liaison Officer (Year 7-12)
Ongoing	Regularly discuss school values and expectations with students during roll call – topics based on Student Behaviour and Respectful Relationships (Year 7 – 12)

Ongoing	PDHPE Curriculum content – Units- Game of Life, Relationships, Friend or Foe, Cultural Connections and Difference and Diversity. (Year 7-10)
Term 3	Explanation of – Student Use of Digital Devices and Online Services Procedure and Anti Bullying Plan delivered via Year Meetings. Information will also be communicated to all new enrolments. (Year 7 -12)
Term 1 and 4	Peer Support program within social emotional learning (SEL) lessons that address anti-bullying and promote social skills and respectful relationships.

## 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
Term 3	'MAPA - Management of Actual or Potential Aggression' training for all school staff
Term 3	'Trauma-Informed Practice' for all relevant teaching staff, Year Advisors, Wellbeing staff and Executive members
Term 4	'First aid for Youth Mental Health course' for all staff
Term 2	Staff Professional Learning – Review of school's Anti-Bullying Policy and Procedures, including role of staff members. Awareness of shared government documentation and information made available to parents
Term 2	Staff are familiar with and required to implement the schools Behaviour Management Plan
Term 4	Aboriginal Awareness Training - Aboriginal perspectives learning programs as part of Anti-racism education strategies

## 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 outlining the Code of Behaviour, Behaviour Management Plan, Anti-Bullying Policy, Anti-bullying Procedures and key contacts list
- Staff induction by an executive staff member for new and casual staff upon entry and on duty at the school – Executive to communicate the Anti Bullying Plan and reporting procedures.
- Expectations regarding reporting – staff are given access to Sentral to report incidences
- The principal speaks to new executive staff when they enter on duty at the school, as part of the induction process, addressing Anti-Bullying and Cyber Safety procedures.
- Staff in charge of induction processes support new staff to GHS with Professional Learning on the GHS Anti Bullying Plan and how to prevent and respond to bullying behaviour using Behaviour code of Practice/Systems.
- Staff are introduced to Anti-Racism Contact Officer (ARCO) staff are informed of their role and reporting procedures
- New staff are supported by experienced mentor and faculty Head Teachers. This includes delivering of programs and Student Support Plans.

## 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	Parent Portal– used to reinforce the school's position on bullying and to provide information and advice to students and parents regarding current incidents and behaviour focus areas
Term 3	School Anti-Bullying Plan/Digital Device and Student online safety procedural document/Anti-racism Contact Officer role information provided to all new parents/new enrolments
Term 4	Year 6-7 Transition parent/carer/student information session – explanation of school's stance on bullying, introduction to school staff and reporting procedures
Ongoing	Wellbeing policies, including anti-bullying and anti-racism strategies, as well as promotional photos communicated via the school's website, newsletter and Facebook.

## 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.

- Harmony day
- RU OK day
- NAIDOC Week
- National Day of Action Against Bullying
- Roll call groups, pastoral care, support, guidance
- Inclusion groups and support groups through Student Support Officer
- Positive Reward Tokens, Rewards Days
- Wellbeing days for Year groups
- Conflict resolution, mediation meetings
- Police Youth Liaison Officer support
- Peer Support
- Transition to school programs
- SRC – Student leaderships programs
- PBL Positive behaviour for Learning programs encourages, promotes and models positive student behaviour
- Meet and Greet Year 12

- ALARM program
- Gifted Enriched Program
- Conflict resolution mediation training
- Aboriginal awareness training Aboriginal perspective learning programs as part of Anti-Racism education strategies
- PDHPE respectful relationships/cultural awareness/programs
- Additional staff e.g. SSO/AEO/Youth Workers to support vulnerable students
- Tell them from me survey to identify strengths and areas for improvement
- Girls program
- Clontarf
- Milroy Centre


Completed by: Beck Henderson

Position: Relieving Deputy Principal

Signature: 

Date: 26-6-22

Principal name: EMILY MCINERNEY

Signature: 

Date: 27/6/22