

# ANTI-BULLYING PLAN 2024

## Model Farms 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

### 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.

### Model Farms 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	Behaviour code for students
Twice Term	Year Meetings - wellbeing contact and behaviour code reminders
Once a Term	WISE lessons - Wellbeing, Integrity, Social Responsibility, Engagement lessons
Fortnightly	Formal Assemblies - Recognising student positive behaviour and achievements

## 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
Ongoing	Teaching and reinforcing respectful relationships - in class, in the playground, on camps
Ongoing	Professional Learning for staff on best practice - via webinars, seminars, publications
Weekly/Termly	Staff Meetings, Faculty Meetings and Staff Development Days - reinforcing positive relationships
Fortnightly	Wellbeing Team dedicated to student wellbeing Learning Support Team/Wellbeing reports tabled at Executive meetings and communicated to staff

## 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 via the digital Model Farms Staff Handbook when they enter on duty at the school - issues discussed as part of the Induction process.
- an executive staff member speaks to new and casual staff when they enter on duty at the school to outline the school's strategies to identify and respond to student bullying behaviour and provide them with a copy of the school's anti-bullying plan.
- the principal speaks to new executive staff when they enter on duty at the school, as part of the induction process.
- Staff new to playground duty areas are made aware of responsibilities and are supported by executive staff while on duty.
- new staff have access to Head Teacher support in faculties regarding behaviour referrals and concerns raised by staff/students/parents.
- Casual staff are inducted into Sentral for documenting incidents/response action.

## 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/bystander).

The following are published on our school's website.

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
Monthly	Parent meeting i.e. P&C, parent/teacher night - Defining student bullying and school supports
Ongoing	School website, school Facebook and school newsletter
Ongoing	Webinars and Seminars e.g. My Strengths "Building Resilience"
On calendar	Open Night, Parent/Teacher nights, In Contact and In Touch nights, communication via phone, email and letter; ongoing and regular communication with parents of students who are experiencing bullying.

## 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.

Snapshot Survey - check-ins with all students and providing follow-up via Wellbeing Team staff.

Wellbeing Hub - online support and information available to all students

Guest Speakers - Police Liaison Officer, Guest presenters, My Strengths/My Resilience seminars

Wellbeing Team support - Student Support Officers, School Counsellors, Year Advisers, Assistant Year Advisers, Head Teacher Wellbeing

Peer Leader Training and mediation/small group supports

SRC events and fundraisers - outward focus to support others in our community

Student Wellbeing Team - Mental Health awareness campaigns/stalls, Fun Friday activities to build a sense of belonging in the school community

WISE lessons, Year Meetings, Formal Assemblies - recognising student achievements and reinforcement of positive behaviours

Love Bites - respectful relationship seminars, Raise Mentoring Program - Building confidence

PDHPE class content - Positive body image, respectful relationships, healthy living

Individual Behaviour Plans, Risk Assessments, IEPs and differentiated learning support

Sensibility lessons - Yr 7 Year Adviser meets once a fortnight with each class to discuss wellbeing and behaviour

Completed by: Virginia Leghorn

Position: Head Teacher Wellbeing

Signature:



Date: 2/4/24

Principal name: Megan Clarke

Signature:



Date: 2/4/24