

Anti-Bullying Plan 2023

Chifley College Mt DrUITt Campus



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.

Chifley College Mount DrUITt'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 Positive Behaviour for Learning

Positive Behaviour for Learning (PBL) is an evidence-based framework that brings together the whole-school community to contribute to developing a positive, safe and supportive learning culture. The framework assists our school to improve social, emotional, behavioural and academic outcomes for young people. At CCMDC, we aim to strengthen the culture of achievement, safety and kindness so that students may thrive and experience success.

1.2 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.

Timing	Communication Topics
Term 1	Behaviour code for students introduced through WELS lesson Yr 7-10
Term 3	Bullying No Way Day & lesson
Term 3	RUOK? Day
Term 4	Bully Busters Program
Ongoing	PBL pre-emptive behaviour lessons. Consistent delivery across school that is data informed.

1.3 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.

Timing	Communication Topics and Professional Learning
Term 1	Code of Conduct training
Weekly	WHS Briefings, discuss strategies and arising concerns.
Fortnightly	Wellbeing meetings for staff where students at risk are discussed and additional supports are allocated by the HT Wellbeing and wellbeing team

1.4 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:

- New and casual staff at CCMDC all undergo an induction process conducted by the Head Teacher Administration.
- Staff are provided with a link to a staff induction website with information they can revisit when appropriate.
- Initially, information is provided in a handout to staff when they enter on duty at the school.
- An executive staff and SASS member speaks to new and casual staff when they enter on duty at the school.
- School Behaviour Code and PBL processes are included in the staff 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.

- 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.

Timing	Communication methods and topics
Term 1 & 3	Facebook posts celebrating Bullying No Way! and Harmony Day.
Ongoing	Parent forums regarding supporting students at home & interventions for online cyber activity.
As required	DP's (or other wellbeing staff) call consistently to parents of students who are victims and perpetrators to follow up supports and inform of processes.

3 Support for Wellbeing & 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:

Proactive approaches to students wellbeing include: Meet the Mob BBQ (Indigenous families), Community Evening, NAIDOC week, Reconciliation Week, having an AEO and Student Support Officer. Engaging in community run programs about identity including MECA, Capoeira and Deadly Dreaming.

Rock and Water is a pro social approach to managing relationships with others (staff and students) and allows the students to self reflect on their behaviours and positive ways to interact with peers. LGiS (Learning Grounds in Schools) is a pro social behaviour program targeting specific student needs, and working with trained staff as intervention program for building resilience and peer interaction skills.

WELS (fortnightly wellbeing lessons) are the main communication vehicle for students to reflect on their peer relationships, engage in mature discussion and focus on ways to support others by building resilience, and knowing that the students and their voice is heard and valued. These are taught by the DP and Year Advisor of each year group.


Completed by: Angela Hooke

Position: Head Teacher Wellbeing

Signature: 

Date: 20/07/2023

Principal name: Ms C. Anderson

Signature: 

Date: 20/07/2023