



# Chifley College Shalvey Campus Anti-Bullying Plan 2024-2025

**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 Shalvey Campus commitment

Chifley College Shalvey Campus will provide a positive culture where bullying, harassment and intimidation are not accepted and, in doing so, all will have the right of respect from others, the right to learn or to teach and a right to feel safe and secure in their school environment. This is to be reinforced through the school ethos. In developing, implementing, monitoring and evaluating this plan, staff have been consulted through staff meetings. Students have been consulted through the Student Representative Council.

## 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 and it is the responsibility of all staff to respond and report.

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 Years 7-10	Explain use of Digital Devices and Online Services Procedure delivered via Year Meetings. Will also be communicated to all new enrolments.
Term 1 Years 7-10	Harmony Day celebrating respectful relationships, inclusiveness, anti-bullying, anti-racism, role of the Anti-Racism Contact Officers (ARCO), cyber safety, random acts of kindness through whole-school assembly, Year meetings and classroom activities.

### 1.1 Student assemblies continued....

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 2 Years 7-10	NAIDOC Week – a focus on inclusivity through a whole school assembly, special lessons, workshops, community engagement and classroom activities.
Term 3 Years 7-10	National Week of Action against Bullying and Violence - Bullying. No Way! Day - bullying is defined for students at whole school and year assembly meeting, and through special activities on the day.
Term 3 Years 7-10	Wear It Purple Day – a focus on inclusivity through whole school assembly, Year meetings and classroom activities.
Term 3 Years 7-10	R U Ok? Day – a focus on mental health through Year meetings and classroom activities.
Term 3 Years 7 -10	Multicultural Day – a focus on inclusivity through a whole school assembly, special lessons, workshops, community engagement and classroom activities.
Ongoing Years 7-10	Positive Behaviour for Learning – student expectations and identified social issues. Specific messaging on student expectations of the school values is embedded in lessons.
Ongoing Years 7-10	Targeted anti-bullying presentations in Year meetings as well as ongoing anti-bullying messages.
Ongoing Years 7-10	Using the Berry Street Education Model, social emotional learning (SEL) wellbeing lessons timetabled fortnightly with Year Advisers to reinforce social skills, including positive relationships, mental health, anti-bullying and study skills.
Ongoing Years 7-10	Posters of wellbeing staff and Anti-Racism Contact Officers (ARCO) displayed around the school and in the school newsletter.
Annually Years 7-10	Students complete Tell Them from Me Survey. Issues are identified through analysis of data and addressed.

### 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 1	Communicate Digital Devices and Online Services Procedure and promotion of eSafety professional learning to all staff.
Ongoing	Professional Learning for staff including Trauma Informed Practice modules and Berry Street Education Model training.
Ongoing	Professional development for all staff and Wellbeing staff in particular relating to bullying, harassment and proven counter-measures at Staff Meetings.
Ongoing	Promotion of NSW anti-bullying website for advice for staff, students and parents. The addition of e-safety anti-bullying resources to school's newsletters, Facebook and website.
Annually	Staff Professional Learning - define bullying, revisit school's Anti-bullying Plan, including the role of staff members in dealing with bullying issues as identified in the Anti-bullying Procedural document.
Ongoing	Anti-Bullying procedure integrated in to school discipline policy with school wide processes communicated to all staff on continual refresher basis and upon new staff induction.

### 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 to staff when they enter on duty at the school in the form of a handbook (School discipline and processes book – implemented 2022)
- An executive staff member speaks to new and casual staff when they enter on duty at the school ensuring all policies and processes are understood.
- The principal speaks to new executive staff when they enter on duty at the school, as part of the induction process outlining their roles and responsibilities.

## 1. 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.

### 1.1. 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

### 1.2. 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 topics
Term 1	Parent Open Night – Head Teacher Wellbeing presents on the Anti-bullying Plan, role of Anti-Racism Contact Officer, and wellbeing staff and wellbeing programs.
Term 1	PLP meet and greet afternoon for Aboriginal and Torres Strait Islander students – Head Teacher Wellbeing and PLP mentors discuss the Anti-bullying Plan, role of Anti-Racism Contact Officer, and wellbeing staff and wellbeing programs as part of the goal setting meetings.
Term 4	Anti-bullying resource information included in Orientation pack.
Ongoing	Wellbeing policies, including anti-bullying and anti-racism, communicated through the school's website, newsletter and Facebook.
Ongoing	Parent meetings – to provide support and guidance for families impacted by bullying.
Ongoing	Promote e-Safety parent courses and Headspace workshops and resources through newsletters and Facebook.

## 2. 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.

- The provision of student programs in all years that promote resilience, life and social skills, assertiveness, conflict resolution and problem solving.
- Targeted programs such as Check in / Check Out aimed at developing confidence in students to manage aggression from others, to control their own emotions and to develop resilience and self-esteem.
- Wellbeing systems provide a means for all teachers to communicate issues with a view to planning and implementing effective responses through the use of Learning and Support referral form.
- Motivational posters displayed around the school, on TV screens and social media.
- Social Emotional Lessons (SEL) – specific lessons on student expectations and identified issues such as racism, homophobia and transphobia.
- Peer Support to increase students social and emotional knowledge and skills and to involve students in decisions about their school.
- Year Advisers regularly discuss Code of Conduct with students at Year Meetings, and revisit as required throughout the year.
- Themed days organised by the SRC and Wellbeing Team that promote tolerance and community. For example: Harmony Day, Anti-bullying Day, Wear it Purple Day and R U Ok? Day.
- Anti-bullying posters displayed around the school.
- Student led action groups including Student Representative Council where students can seek out the knowledge of peers and suggest strategies to prevent and respond to bullying behaviour.
- For students, our website provides links to a range of national and state resources, services and support organisations.

Completed by: Louise Olson-Cole

Position: Head Teacher Wellbeing

Signature: 

Date: 08.08.2024

Principal name: Jenny Linklater

Signature: 

Date: 08.08.2024