

ANTI-BULLYING PLAN 2022

Monaro 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.

Monaro 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/ activities

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
Tm 1- 4	Behaviour code for students and anti- bullying posters published in Year Teams. Year Advisers to address bullying at year meetings. Deputy Principal and Head Teacher Wellbeing to organise Police Youth Liaison Officer and PCYC Officer to come into school to run anti- bullying workshops with whole year groups.
Tm 1	Police Youth Liaison Officer to be engaged to work with small group of targeted students around bullying.
Tm 2	'Do It for Dolly Day', 13/5/22. SRC to assist in organising and promoting this day. The day to be supported during that week in classes by anti-bullying discussions and activities as appropriate. <u>Do It For Dolly Day - Dolly's Dream (dollysdream.org.au)</u>
Tm 3	'R U Ok?' day, 9/9/22. Once again SRC to assist. The day to be supported during that week in classes by anti-bullying discussions and activities as appropriate. <u>Host an Event on R U OK?Day R U OK?</u>

Tm 4

'Standing Tall 2022'- Regional Tour Cobargo 10/11/22 www.standtallevnt.com/regionaltour

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
Tm 1	Review and evaluate Anti-Bullying Plan. Adjust as required. Remind staff of process for managing bullying. Support Year Advisers to run anti-bullying sessions in year meetings Plan for student activities through the year.
Tm 1- 4	Discussion and identification of Wellbeing of students through staff meeting, Wellbeing Team meetings, Year Adviser, Head Teacher Wellbeing, Deputy Principal, Learning Support 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.

- information is provided in a handout to staff when they enter on duty at the school- Anti- Bullying Policy, Student Code of Behaviour, anti- bullying procedures.
- an executive staff member speaks to new and casual staff as part of induction processes at the school
- HTs reinforce school procedures and support staff as required.

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
Tm 1-4	Information in Monaro High School newsletter, website and parent portal. -define student bullying and communicate Department of Education available resources. Also promote sites such as <u>Student Wellbeing Hub Home and Bullying No Way</u>

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.

- * Year meetings reinforce school values and classroom expectations
- * PDHPE curriculum Yrs 7- 10
- * Learning and Support Teacher and Learning Support Team referrals and processes
- * School counsellor access. referrals
- * Year Adviser supports and intervention
- * Wellbeing days

Completed by: Richelle Gibbons and Lee Riley

Position: Deputy Principal/ Acting Head Teacher Wellbeing

Signature: 

Date: 9/3/22

Principal name: James Armitage

Signature: 

Date: 9/3/22 .