

ANTI-BULLYING PLAN 2024

Willoughby Girls 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.

Willoughby Girls 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, and any information shared regarding a possible incident of bullying will also be investigated to ensure a safe teaching and learning environment. School staff will also support students who report an incident of bullying they have witnessed as a bystander.

1.1 Student information and steps

Students are informed of anti-bullying information and expectations during class, assemblies, and wellbeing programs. Below are steps students can follow to seek support for bullying behaviour:

Report Bullying	Student reports an incident of bullying to the school. This can occur by speaking to classroom teachers, Year Adviser and/or Deputy Principal. Parent/carer can also email or call the school to speak with a Deputy Principal regarding an incident of bullying.
Information Gathering	Deputy Principal will gather information (written statements, screenshots, resources) from students, parents/carers and staff and assesses the incident.
Intervention And Support	Deputy Principal and other staff will focus on repairing harm and restoring relationships, along with Behaviour Support Planning. This may include student check-ins, mediation, method of shared concern, parent/carer meetings, staff meetings and/or appropriate consequences.
Refer To Support	If required, staff will refer students for additional support from in-school and external services.
Document And Record	Staff will document details of the incident and actions taken through school electronic system and keep a record of student statements and parent/carer correspondence.
Monitor and Follow Up	Staff will monitor the outcome of interventions and follow up as required to ensure student safety.

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.

Dates	Communication topics
Term 1 and 2	Peer Support: Program between Year 7 and Year 10 students focusing on social and emotional skills and building resilience
Ongoing	Whole School Assemblies: Meet and greet with the SRC / Prefects / Leadership Team, introduction the School Counsellor and Wellbeing Team, Anti-Bullying and Safety at School reiterated by Senior Executive.
Ongoing	Wellbeing Activities: Programs which focuses on Wellbeing initiatives and key events e.g. National Day of Action against Bullying and Violence. Students are involved in activities which support a safe school environment and develop strategies to advocate against bullying.
Ongoing	Year Meetings: Year Adviser and Assistant Year Adviser discuss anti-bullying procedures and reinforcing school values and rules on bullying

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.

Dates	Communication topics and Professional learning
Fortnightly	Wellbeing Meetings: YAs, Exec Staff, School Counsellor and SSO meet to discuss bullying incidents and issues surrounding student relationships.
Fortnightly	Staff Meetings: Updates on student wellbeing, issues and behaviour by Year Advisers to all staff
Term 1 – 4	Wellbeing Programs: Information/activities shared with staff regarding NDA and other wellbeing days

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.

- Senior executive member speaks to all new staff, as part of the induction process
- All new and casual staff members are provided with an introduction and handbook which includes behaviour policy, anti-bullying plan, bell times, school map, key contacts and safety and emergency information i.e. risk management plans, medical emergencies and evacuation and lockdown procedures
- All new and casual staff are provided with staff lists, and roles and responsibilities including Year Advisers, Head Teacher Admin and Wellbeing
- All faculty Head Teachers will mentor and guide new staff through the school's practices and strategies to counteract bullying, as per the school's procedures
- All new staff will receive access and training to Sentral for reporting purposes and are required to enter all reported incidences
- All teachers need to ensure students concerns are addressed and reported
- All staff to be directed to Professional Learning that is relevant to supporting student wellbeing

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
Term 1	Parent Information Evening: Identifying student supports including introduction to wellbeing staff such as Head Teachers, School Counsellors, Year Advisers, School Captains and previous Peer Support Leaders
Ongoing	Newsletter, School Website and social media pages used to reinforce the school's position on bullying and to provide information and advice to students and parents.
Ongoing	P&C Meetings: Displaying policies, defining school supports and TTFM survey data is outlined
Ongoing	Parent information booklet provided to parents and students at enrolment which outlines the processes to respond to bullying, harassment, discrimination and vilification.

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, Charities Day, Multicultural Day where students have the opportunity to share their talents, build relationships, form connections with other year groups and work towards achieving a common goal of appreciating diversity
- Surveys such as 'Tell Them From Me' to improve student wellbeing outcomes

- RAISE Program for targeted Year 7- 9 students which focuses on managing friendships and developing self-confidence
- Wellbeing Lessons run fortnightly throughout the year for all Year 7 classes
- Curriculum content in the areas of English and Drama support students in identifying, understanding and responding to bullying
- Wellbeing Week (run in conjunction with mental health week) focuses on positive mental health, anti-bullying related welfare programs and creating awareness of mental health support services
- Year 7 Orientation Days and camp which focus on team building, facing challenges, building relationships and communication
- Year 12 Wellbeing Day which has sessions on growth mindset and goal setting
- Student Wellbeing Hub accessible through Sentral provides resources and strategies to support student wellbeing
- Student self-referral forms to access school counselling/support services
- Wellbeing check in surveys ran by Year Advisers to identify issues regarding bullying, friendships and relationships
- Risk management Plans, Adjustments/Disability Provisions, Behaviour Management Plans and Personalised Learning and Support Plans for identified students
- Time out and information cards
- Year Advisers at Wellbeing Team meetings identify students requiring additional support and connect to external services.

Completed by: Alexandra Zantis

Position: Head Teacher Wellbeing

Signature: 

Date: 24/05/2024

Principal name: Adrienne Scalese

Signature: 

Date: 24/05/2024