

ANTI-BULLYING PLAN 2022

Great Lakes College Tuncurry 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**.**

Great Lakes College Tuncurry Campus'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.

# 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.

## 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.

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| **Dates** | **Communication topics** |
| Term 1 | [Safe mobile phone use. Bullying](https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/student-behaviour/behaviour-code) Day of Action. Bystander behaviour, Qualities of respectful relationships |
| Term 2 | Conflict resolution, Focus days e.g. NAIDOC day, John Coutis presentation, Positive relationships |
| Term 3 | Positive relationships, Focus Days e.g. ARE you OK Day |
| Term 4 | Mobile phone and digital safety. Conflict resolution. Playground safety |

## 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.

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| **Dates** | **Communication topics and Professional learning** |
| Term 1 | Inclusive education and embedded cultural appreciation, Anti-bullying strategies |
| Term 1 | Targeted staff undertake Love Bites Training |
| SDD1 and 2 | Berri St Trauma informed practice - Day 2/3 |
| Term 2 | Sentral training for all staff on how to record bullying/conflict incidents. |

## 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 staff**

GLCTC approaches and strategies to prevent and respond to student bullying form part of induction program. GLCTC Handbook - provides information on GLCTC Anti-bullying Policy and procedures.

Professional Learning early in term one on social and emotional wellbeing and how to identify, prevent and effectively respond to student bullying behaviour

HT Welfare available for individual assistance for all staff on how to identify, prevent and effectively respond to student bullying behaviour

**Casual staff**

GLCTC Policies and procedures, student plans uploaded to documents section of Sentral. All casual staff be provided with casual login. On their period allocation sheet will be information around how to log in to Sentral and locate the above.

# 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.

## 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.

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| ✔ School Anti-bullying Plan ✔ NSW Anti-bullying website | ✔Behaviour Code for Students |

## 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.

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| **Dates** | **Communication methods and topic** |
| Term 1 | Strengthened mobile phone policy Defining student bullying and school supports |
| Regularly | School website, Facebook and newsletter. Upstander behaviour, Parent/Teacher nights |
| Twice per term | Positive wellbeing initiatives and creating a positive school culture. Website and facebook |
| Monthly | Parent meetings, P&C, cyber technology and keeping students safe online |

# 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.

* "Meet and greets" each morning at school gates from staff to students; weekly positive calls home
* Whole school assemblies promote positive wellbeing initiatives and a culture of high expectations
* Weekly Year assemblies and Focus Days to support positive engagement and student connectedness
* Anti Bullying workshops and programs delivered in the 7-10 Mandatory PE curriculum are conducted that explore themes of cyberbullying, bullying and positive peer relationships,Tell Them From Me student survey
* Access to counselling support, Year Adviser mentors, Head Teacher Welfare, Student Support Officer, external agencies and teacher support as required
* Positive wellbeing programs to support building positive relationship skills

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| Completed by: Paul Rosenbaum |  |
| Position: Deputy Principal |  |
| Signature: Paul Rosenbau | m Digitally signed by Paul Rosenbaum Date:Date: 2022.05.20 07:59:40 +10'00' |
| Principal name: Sally Chad |  |
| Signature: CHAD, SALLY | Digitally signed by CHAD, SALLYDate: 2022.05.20 09:57:20 +10'00' Date: |