

Figtree High School

Anti-bullying Plan 2019

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.

Figtree 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

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	Positive Behaviour for Learning (PBL) introduction for Year 7
Term 1	Bullying No Way! Day assembly/activities for students/staff
Term 1	Year 7 students are given a school diary with school expectations/PBL matrix/respectful relationships
Term 2 & 4	Student Recognition Assemblies (each year group)
Term 3	R U OK? Day assembly and activities for all staff and students
Terms 1-4	Student Year Meetings reinforcing school values and expectations
Terms 1-4	Whole School Assemblies of the school values and expectations

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
Terms 1-4	Reinforcing respectful relationships to staff at PBL Action Teams/Staff Meetings
Terms 2 & 4	Coaching and training for PBL Action Team members
Term 1	CNI Wellbeing Summit, annually, to provide professional development for selected Wellbeing staff
Terms 1-4	Levels Meeting with Head Teacher Wellbeing and DPs to discuss behaviour management of students
Terms 1-4	Learning Support Team members to discuss case management of student learning, fortnightly meetings
Terms 1-4	Wellbeing Support Team members to discuss management of student wellbeing, fortnightly meetings
Terms 1-4	Student wellbeing information is communicated to staff via Sentral

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.

Executive member, usually Head Teacher Administration, speaks to new and casual staff when they enter on duty at the school.

At Figtree High School staff must provide current mandatory documentation prior to starting work, overseen by Head Teacher Administration.

New and casual staff are briefed on specific students with medical health care plans, wellbeing plans, and additional learning needs.

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 topics
Terms 4	Parent/Carer Information Evening defining student bullying/school supports within the school
Terms 1-4	Information communicated via school website, school newsletter, school Facebook page
Terms 1-4	Parent meetings e.g. P&C
Terms 1-4	Tell Them From Me student survey results/feedback discussed at P&C meetings
Terms 1-4	Student Assemblies/Evenings/Showcases that invite parents/carers

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).

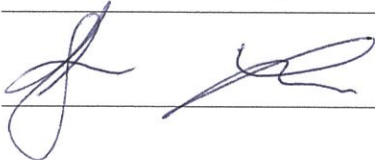
Examples of other ways our school will embed student wellbeing and positive behaviour approaches and strategies in practices include the following.

Our school is a Positive Behaviour for Learning school. PBL makes the use of a three-tiered model framework that supports addressing universal, targeted and intensive supports for students and teachers. The rationale behind the program is that if students adopt positive values there will be an improvement in learning across the school. Areas of behaviour in need of addressing are identified, appropriate behaviours are taught and students are rewarded with PBL tickets when they demonstrate behaviours that support our core values or respect, safety and learning. Other ways our school embeds student wellbeing and positive behaviour approaches and strategies in practice include: student leadership opportunities (SRC and CAPA Co), peer support, Year 6 into Year 7 transition days, Year 12 mentoring program, a wide range of wellbeing programs facilitated by internal and external community agencies (e.g. YAM, Top Blokes, Shine, Young Women's Forum), our merit award system, and merit excursions (Easter Show and Jamberoo), student led initiatives centred on fundraising and community wellbeing.

Completed by: Jemma Lawson, Jill Murphy

Position: Head Teacher Wellbeing

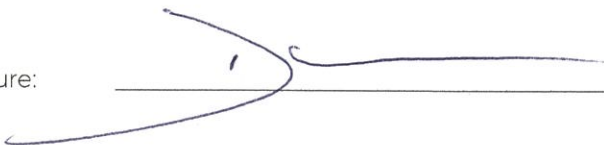
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Date: 04/04/19

Principal name: Daniel Ovens

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Date: 04/04/19