

ANTI-BULLYING PLAN-2021

West Wallsend 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.

West Wallsend 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
February T1	Behaviour code for students
Ongoing	Positive behaviour for Learning assemblies which aim to promote positive behaviours and anti-bullying messages. This messaging is consistent at all weekly assemblies.
March T1	Year Assemblies outlining explicit behaviour expectations
Ongoing	Daily Connect sessions- communication and messaging responds to the needs of cohorts to drive positive school culture and reinforce 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
As required	Masterclasses- responding to pertinent issues and needs of the site.
Term 1	Review of WWHS Wellbeing and Discipline Policy
Term 3	Peer Support Presentation
Week 7 Term 2	PBL PL to whole staff- consistent data analysis and professional development to ensure clear, consistent expectations and messaging for all staff throughout the year.

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.

Induction Program - Comprehensive overview of relevant policies and school expectations. New and casual staff will be informed about the school's approaches and strategies to prevent and respond to student bullying behaviour. This includes reviewing the school's Student Wellbeing and Discipline Policy to ensure a consistent approach to prevent and respond to student bullying behaviour, if it does occur.

The school has ensured that students, staff and visitors to the school are reminded of the expected student behaviours via prominent Positive Behaviour for Learning (PBL) signage that outlines the behavioural expectations of the students through the PBL universals.

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 1/2/3/4	School communication via Facebook, website, newsletter.
Term 1/2/3/4	Wellbeing Program information communicated with parents/carers.
Term 1 & 4	Information sessions including transition program to ensure new parents are aware of policy, strategies and supports that are in place for all students.
ongoing	Relevant communication from Year Advisors and the School Support Officer to provide information in relation to key issues at time of need.

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.

Police Youth Liaison Officer Presentation, Backflips Against Bullying, National Day of Action against Bullying, SSO 'Got your Back' Program, Seasons for Growth, Peer Support Program (Year 6-7 Transition), Stage 4 Middle School Program (focusing on relationship-building and the development of social, emotional and resilience skills), Student-led wellbeing initiatives focusing on tolerance, acceptance and inclusion (such as Harmony Day, Wear it Purple Day), Focus Days which includes developing strategies to deal with anti-social behaviour from peers and via social media, Year Advisor Pastoral care and Mediation, Wellbeing Week (whole school initiative), Transition Program and related initiatives, Year 7 Orientation Week Program, explicit PBL classes, Life Ready Stage 6 Program, Cultural Programs, KLA units of work eg., PD/H/PE and Stand Up, Speak Out in English.


Completed by: Sharon Jenness

Position: Head Teacher Wellbeing

Signature: 

Date: 3/5/2021

Principal name: Krystal Bevin

Signature: 

Date: 3/5/2021