

# ANTI-BULLYING PLAN

# 2023

## Ballina Coast 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.

### Ballina Coast 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
Ongoing	Peer support program within social emotional learning (SEL) lessons that address anti-bullying and promote social skills.
Fortnightly	Assemblies are held each fortnight. The school captains facilitate these assemblies. School captains, Student Representative Council (SRC) & other student leaders speak at assembly about school wellbeing programs and promote anti-bullying messages
Ongoing	All Year Advisors to regularly discuss school values and expectations with students at year meetings, and revisit as required throughout the year.
Ongoing	Students check in and collaborate with their Learning Coaches Hub lessons, creating lasting relationships and a strong positive connection to the school and to a significant adult to support them in their school life. Learning Coaches facilitate discussions around anti-bullying, respectful relationships, managing peer conflict and student wellbeing support systems.
Each Term	Introduction to all wellbeing staff, including school Anti Racism Contact Officer (ACRO), outlining their roles, communication modes and locations.
Ongoing	PDHPE Curriculum content – Year 7 Term 1, New Beginnings, Term 3 Harmonious Relationships, Year 8 Term 1 Inside & Out, Year 9 Term 2 Influences, Year 10 Term 1 Relationships
As available	Police Youth Engagement Officers to present 'Operation Pivot' to years 7-10; covering issues such as anti-social behaviour and respectful relationships or similar programs.

## 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
Ongoing	Review the school's Behaviour Support and Management Plan (currently in development with Inclusive Engaging Respectful Schools (IERS) implementation) which has been endorsed by the students, staff and parents; including the role of staff members and awareness of government documentation and information made available to parents. The policy is reviewed on an annual basis.
Term 2	Communicate Digital Devices and Online Services Procedure and promotion of <a href="#">eSafety professional learning</a> to all staff.
Term 2	Communicate the Anti- bullying Plan 2023 update to all staff.
Ongoing	Promotion of <a href="#">NSW anti-bullying website</a> for advice for staff, students and parents. The addition of <a href="#">e-safety</a> anti-bullying resources to the school's VIBE newsletters, Facebook and website.
Ongoing	Learning support meetings (weekly) and Collaborative Response Model meetings (every 3 weeks)- Discuss issues related to student bullying, specific students and approaches to prevent and address inappropriate behaviours, including personalised plans. Student support is actioned and required supports identified.
Term 2	Update staff handbook policies and procedures, including those that address anti-bullying strategies, procedures, responses and responsibilities; and ensure they are shared and understood by all staff.

## 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.

- The Head Teacher of administration speaks to all new staff, as part of the induction process. Staff members are provided with a staff induction and staff handbook which includes BCHS's Anti-bullying Plan, reporting procedures for incidents of bullying and the roles of the various staff members in the response process for addressing issues of bullying. The staff handbook also contains BCHS's behaviour management procedures and staff lists, including roles and responsibilities.
- Casual teaching staff will receive copies of relevant documents through a casual teacher handbook and be inducted by an executive staff member.
- All new teaching staff will receive access to Sentral for reporting purposes and are required to enter all reported incidences.
- All teachers need to ensure student 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 2 and 4	Parent teacher information night, including 'wellbeing table,' and introduction to wellbeing team and supports such as, Student Support Office and Wellbeing Health In reach Nurse.
Ongoing	BCHS Facebook page, school newsletter (VIBE), parental email and Sentral are used to reinforce BCCHS's position on bullying and to provide information as well as advice to students and parents.
Twice Termly	'Friends of BCCHS' meetings provide an opportunity for parents to have voice into school programs and curriculum.
Ongoing	The Learning Coach is the first port of call for all students and parents/carers and facilitates conversations with parents/carers regarding learning and wellbeing issues.
Term 4	BCCHS Anti-Racism Contact Officer (ARCO) introduction, including explaining the role in the school context and how they support the school community. Information is communicated through VIBE, Facebook and to the 'Friends of BCCHS.'
Term 4	Publish the Anti-bullying Plan on school website and provide hard copies in the school office.
Ongoing	Aboriginal Education Officer (AEO), Jullum Learning Centre staff and the Wellbeing Team facilitate student wellbeing checks and discussions with families regarding their child's learning progress and a focus is in building effective relationships with Aboriginal parents and the wider Aboriginal community. Staff work closely together to increase attendance and engagement and facilitate wellbeing conversation with 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:

- Breakfast club each morning a nutritious breakfast is provided for any student who would like to have toast, smoothie, fruit or cereal to start their day.
- Wellbeing lunch- basic meals are available break 1 and break 2 from the Support Unit on a daily basis.
- The Careers Adviser has current and accurate information about entry to university, colleges, TAFE and requirements of employers. The Careers Advisor also organises Work Experience programs for Year 9 and 10 students and provides advice to all students.
- In Years 11 & 12 students attend Life Ready and RRISK programs that cover real life experiences that students will face as they finish their final years at school and beyond.
- Counselling services are available within the school from various personnel, including the School Counsellor and Year Advisers. Referrals to outside agencies may be facilitated.
- Extra-Curricular activities: numerous opportunities exist for students to participate in extra-curricular activities. This includes the Student Representative Council, Interact Club, leadership programs, Legacy Day, Duke of Edinburgh, and many more. Information about activities is put on the daily notices and information screens.
- The Girl's Contact provides essential welfare support for female students. Students may seek an appointment with the teacher to discuss issues. This role forms part of the school's wellbeing team. single gender assemblies, presentations or counselling groups may be called at times to discuss or present issues.
- Flex - Students in Year 7/8 participate in Flex. This is on every second Wednesday afternoon and is an opportunity for students to select an interest-based activity that allows students to follow a passion and develop skills as well as interpersonal relationships with students across the two-year groups. This includes such things as Fishing, Mind Craft, cooking etc. Some activities have costs associated with them.
- Friends of BCCHS: This association is encouraged to participate in the decision-making processes relating to all aspects of the school. The association allows all parents and citizens to share their views and ideas concerning matters affecting the students as well as their school.
- Learning Coaches and Learning Hubs –
  - BCCHS, Coach program is a key part of our wellbeing and learning structure. It aims to ensure that every student is known, supported and has a positive experience at high school. Each Learning Coach is assigned to a group of students who works with a team of fellow Learning Coaches, Head Teachers and Year Advisers. They provide individual support, community links, and oversee learning and wellbeing for those students within their Hub.
  - Students meet most days throughout the year with their Learning Coach for 25 minutes. The Hub Program is pivotal to the wellbeing and future ready success of students at BCCHS. This innovative practice ensures that each student has the opportunity to meet with a Learning Coach to provide support and guidance as well as addressing administrative or social issues as they arise.

- Student Representative Council (SRC): The SRC provides student voice to programs and initiatives that support student learning and wellbeing.
- Targeted Sports Program (TSP) - The BCHS TSP is for talented students in the sports of Football (Soccer), Basketball, Surfing, Touch Football and Sporting Excellence (strength and conditioning, for individual sport of choice).
- Year Advisers and Learning Coaches: The Year Adviser and the year group teacher support team have a pivotal role in the wellbeing of students. Year Advisers form part of the school's wellbeing team and they play a vital role in communicating between staff, parents, and students. All staff are assigned to a year cohort and work to ensure students are supported.
- Head Teacher Wellbeing: Is the initial point of contact for wellbeing issues/ direct to wellbeing supports. The role of the wellbeing Head teacher is to improve the wellbeing, resilience and pro-social behaviours of students by working with the wellbeing team and school counselling service to prioritise and deliver individual, small group and whole school evidence-based programs and strategies.
- Learning and Support Teachers (LaST) role is to improve outcomes for students with additional learning and support needs. A prime function of our Learning Support Team is to ensure that the needs of all students in the school are being met using a three tiered model of support addressing universal, targeted and intensive supports for students and teachers.
- The Wellbeing and Health In-reach Nurse (WHIN) is a registered nurse who works across the school, with our Counsellors, Learning and Support and Wellbeing teams, to help connect students and families with health and community services.
- Student Support Officer (Youth Worker) - The Student Support Officer works within the school community to enhance student wellbeing and learning outcomes in partnership with the wellbeing team and the school counselling service. They provide individual and targeted wellbeing support and whole of school wellbeing initiatives and programs that are evidence based.
- Merit system: Students are awarded merit certificates for positive behaviour, academic achievement and making contributions to the school community. Merit certificates contribute to being awarded bronze and silver certificates.
- "GOTCHA" Rewards - "Gotcha" certificates are awarded to students who demonstrate positive behaviour, application to studies, effort and making contributions to school community. They contribute to house points and students can win canteen vouchers in a fortnightly gotcha draw.

Completed by: Jesse Coates

Position: Deputy Principal

Signature: 

Date: 1/6/23

Principal name: Lachlan Klose

Signature:

Date: 1/6/23