

Chifley College Dunheved Campus

Anti-bullying Plan

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.

Chifley College Dunheved Campus' 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 | <ul style="list-style-type: none"> ➤ Behaviour code for students: CCDC matrix of expected behaviours. All students receive a copy. ➤ Whole School Assembly every Monday - School Values: <i>Respect Ourselves, Respect Each Other & Respect Our Community</i> and reiteration of our 'Focus of the Fortnight' from the CCDC matrix. ➤ Stage Meetings every Thursday – Wellbeing focus and positive recognition of student success. ➤ Presentation Assembly (Week 10) – Stage groups: Recognition of student success including attendance success and Student of the Term. ➤ Social media posts that include: outlining school wide expectations, resources to Anti-Bullying (NDA), celebration of student achievements. |
| Term 2 | <ul style="list-style-type: none"> ➤ Whole School Assembly every Monday - School Values: <i>Respect Ourselves, Respect Each Other & Respect Our Community</i> and reiteration of our 'Focus of the Fortnight' from the CCDC matrix. ➤ Stage Meetings every Thursday – Wellbeing focus and positive recognition of student success. ➤ Presentation Assembly (Week 10) – Stage groups: Recognition of student success including attendance success and Student of the Term. |
| Term 3 | <ul style="list-style-type: none"> ➤ Whole School Assembly every Monday - School Values: <i>Respect Ourselves, Respect Each Other & Respect Our Community</i> and reiteration of our 'Focus of the Fortnight' for the CCDC matrix. ➤ Stage Meetings every Thursday – Wellbeing focus and positive recognition of student success ➤ Presentation Assembly (Week 10) – Stage groups: Recognition of student success including attendance success and Student of the Term. |
| Term 4 | <ul style="list-style-type: none"> ➤ Whole School Assembly every Monday - School Values: <i>Respect Ourselves, Respect Each Other & Respect Our Community</i> and reiteration of our 'Focus of the Fortnight' from the CCDC matrix. ➤ Stage Meetings every Thursday – Wellbeing focus and positive recognition of student success. ➤ Presentation Assembly (end-of-year) – whole school community event: Recognition of student success across the areas of academia, sport, culture and community. |

| Dates | Communication topics |
|--------|---|
| Weekly | ➤ Focus of fortnight taught to all students at assembly and broadly communicated via social media platforms – school website, Facebook & Instagram. |
| Daily | ➤ Teaching positive behaviour expectations (view communications folder), including expectations of kindness. |
| Daily | ➤ Acknowledging positive behaviour through verbal praise, free/frequent and merit awards. |

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 |
|--------|---|
| Term 1 | <ul style="list-style-type: none"> ➤ School Development Days 2x days - Mandatory Training and relevant PL. ➤ Morning Briefings 3x a week - reminders and refreshers on existing/current policy and procedures, individual student issues or concerns. ➤ Staff, Teams and KLA Meetings – professional learning. |
| Term 2 | <ul style="list-style-type: none"> ➤ School Development - Mandatory Training and relevant PL. ➤ Morning Briefings 3x a week - reminders and refreshers on existing/current policy and procedures, individual student issues or concerns. ➤ Staff/Teams and KLA Meetings – professional learning. |
| Term 3 | <ul style="list-style-type: none"> ➤ School Development - Mandatory Training and relevant PL. ➤ Morning Briefings 3x a week - reminders and refreshers on existing/current policy and procedures, individual student issues or concerns. ➤ Staff, Teams and KLA Meetings – professional learning. |
| Term 4 | <ul style="list-style-type: none"> ➤ Morning Briefings 3x a week - reminders and refreshers on existing/current policy and procedures, individual student issues or concerns. ➤ Staff, Teams and KLA Meetings – professional learning. ➤ School Development Days 2x days - Mandatory Training and relevant PL. |

| Dates | Communication topics and Professional learning |
|-------------|---|
| Weekly | ➤ Staff briefings: PBL focus areas, distribution of awards, visuals for classrooms, student progress updates. |
| Fortnightly | ➤ Life Coaching lessons: teach/reinforce respectful relationships, PBL 'Do Now' linked to S-W expectations. |
| Term 2/3 | ➤ Roll Call Check In Check Out, Check & Connect, Teacher Mentor as a roll call space. |
| Term 4 | ➤ Trauma Informed Practice & Managing Actual or Potential Aggressive Behaviour PL refresher for 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 induction for all new staff, both permanent and casual, is supported by the teacher administration and the CCDC Staff Handbook. Staff handbook information includes:

- School wide expectations - respect ourselves, respect each other and respect the community.
- Dunheved matrix of expected behaviour: 'The Dunheved Way'.
- Consequence continuum, including strategies to prevent and respond to problematic behaviour.
- CCDC staff and contact details, map of school and other school procedures.
- New casual staff to CCDC are introduced to the principal, deputy principals and teacher administration.
- All new temporary and permanent staff join the CCDC beginning teacher program and are supported by their KLA head teacher and the beginning teacher coordinator. The beginning teachers meet twice per term (scope/sequence available, including PL).

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.

All members of the school community have a responsibility to:

- Model and promote positive relationships that respect and accept individual differences within the school community.
- Support the school's Anti-Bullying Plan through words and actions.
- Work collaboratively to resolve incidents of bullying when they occur.

School staff have a responsibility to:

- Respect and support students.
- Promote and maintain respectful relationships.
- Model and promote appropriate behaviours.
- Have knowledge of school and departmental policies relating to bullying behaviours.
- Respond in a timely manner to incidents of bullying.
- Behave as responsible bystanders.
- Behave as responsible digital citizens.

In addition, teachers have a responsibility to:

- Support students in all aspects of their learning.
- Apply class and school rules fairly, consistently and equitably.
- Apply appropriate and timely strategies to address maltreatment of a student by another student.
- Give clear messages about what behaviours are accepted.
- Remove opportunities for bullying to occur – e.g. arrive on time to class and duties; and take care with group formations for group work.
- Ensure curriculum materials and educational resources are non-discriminatory.

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

Additional information available:

Office of the e-Safety Commissioner: <https://www.esafety.gov.au/>

CCDC Wellbeing Framework- connect, succeed and thrive at school and beyond.

CCDC Anti-Racism Contact Officers (ARCOs): complaints support, school-wide education and monitoring.

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 |
|---------|--|
| Term 1 | <ul style="list-style-type: none">➤ Life Coaching program overview sent home to all students outlining topics covered. |
| Ongoing | <ul style="list-style-type: none">➤ School website and social media platforms - anti-bullying-plan, school behaviour code access to NSW anti-bullying website and resources on social and emotional learning and skill development.➤ Social Media Posts Re: Wellbeing activities, various fact sheets and tips for parents. |
| Ongoing | <ul style="list-style-type: none">➤ Communication via CCDC Senior Executive, HT Wellbeing and Year Advisers with parents/carers of students who raise concerns of bullying. |
| Ongoing | <ul style="list-style-type: none">➤ CCDC principal weekly communication 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 learning is explicitly taught across the curriculum in our whole school wellbeing program – Life Coaching and Personal Development, Health and Physical Education (PDHPE). Students learn to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships and make responsible decisions.

They are also embedded regularly in the school's routines, curriculum and communication where strong, ethical and affirming behaviours are modelled and expected. Specific programs to prevent bullying focus on building relationships; encouraging personal responsibility, including supportive upstander behaviour; and building personal resilience. Other prevention strategies include direct instruction on bullying and its effects. Other programs to educate and develop awareness about bullying include:

- Year 7 Peer Support and Transition week (commence first week 2024)
- Police School Liaison Officer seminars - presentations on cyberbullying and bullying, where real-life scenarios are discussed and analysed.
- Hopeful Institute: Start a Revolution seminars – Stage 4 and Stage 5 male students.
- Lessons incorporated in all teaching and learning programs across the school that explores wellbeing, relationships, seeking support, digital citizenship and online safety.
- Participation in awareness raising days such as 'Bullying No Way' day.
- Publishing anti-bullying messages via the school's social media platforms.

Examples of other ways our school embeds student wellbeing and positive behaviour approaches and strategies in practices include the following:

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).

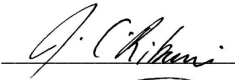
Examples of other ways our school will embed student wellbeing and positive behaviour approaches and strategies in practices include the following.

- Positive Behaviour for Learning (PBL) Tier 1 Universal Prevention & Tier 2 Target Interventions and Support.
- CCDC matrix of expected behaviours- 'The Dunheved Way'- revised annually by the PBL team.
- Staff PL to support improvement of classroom practice; communication with students, environment, MAPA PL
- ARCOs: complaints support, school-wide education and monitoring, implement DoE Anti-Racism Policy (2015).
- Whole school Life Coaching program. Program content is driven by DoE Wellbeing Framework for Schools (2015).
- Targeted programs for students include: Rock/Water, NGO programs to focus on resilience, personal strengths, anger management, Year Adviser, SSO, School Chaplain, PLO, AEO, CLONTARF & CLO interventions and supports.
- Office of the e-Safety Commissioner website: utilised for advice, support and reporting.

Completed by: Mr Matthew Kennedy
Position: Head Teacher Wellbeing

Signature:  _____ Date: 26/02/2024

Principal: Mrs Jennifer Ribeiro

Signature:  _____ Date: 26/02/2024