

### 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.

- All staff are provided with a Staff Handbook within the first week of the academic year by Head Teacher Administration.
- The Staff Handbook is provided to all new staff and casuals on their first day of employment for the academic year by Head Teacher Administration.
- All new staff participate in a year-long induction program which begins with a review of the Wellbeing Policy, Wellbeing Staff and processes as part of this induction (Thursday Week As Period 1 and 2)
- The Principal speaks to new executive staff when they enter on duty at the school, as part of the induction process.
- Beginning Teachers are provided with offers of Professional Learning in the areas of Wellbeing and Behaviour Management support as they are provided to the school.

## 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	<ul style="list-style-type: none"> <li>• Year 7 Parent Meet and Greet (Week 5) where school expectations, supports and processes were presented.</li> <li>• Monthly P&amp;C meetings where the Wellbeing and Anti Bullying policy is discussed and distributed to parents. Each P&amp;C meeting has a focus on positive behaviour and relationships across the school community.</li> <li>• School website school Facebook and/or school newsletter</li> </ul>
Term 2	<ul style="list-style-type: none"> <li>• Monthly P&amp;C meetings where the Wellbeing and Anti Bullying policy is discussed and distributed to parents. Each P&amp;C meeting has a focus on positive behaviour and relationships across the school community.</li> <li>• School website school Facebook and/or school newsletter</li> </ul>
Term 3	<ul style="list-style-type: none"> <li>• Monthly P&amp;C meetings where the Wellbeing and Anti Bullying policy is discussed and distributed to parents. Each P&amp;C meeting has a focus on positive behaviour and relationships across the school community.</li> <li>• School website school Facebook and/or school newsletter</li> </ul>
Term 4	<ul style="list-style-type: none"> <li>• Monthly P&amp;C meetings where the Wellbeing and Anti Bullying policy is discussed and distributed to parents. Each P&amp;C meeting has a focus on positive behaviour and relationships across the school</li> </ul>

	<p>community.</p> <ul style="list-style-type: none"> <li>• School website school Facebook and/or school newsletter</li> <li>• Year 7 2024 Orientation Day: Parents informed of expectations of the school and support processes which the school has that promote positive behaviours and inclusivity.</li> </ul>
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### 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.

- Fortnightly Positive Education lessons delivered by Year Advisers cover aspects of anti-bullying and respectful relationships as relevant to cohort as well as clarifying student understanding of school expectations and how the PERMAH model is used to support wellbeing (Yrs 7-10).
- NAIDOC Week Activities (Term 2 Week 10) promote belonging for, acceptance and understanding of and promote reconciliation with Indigenous Australians.
- Senior Leadership and SRC students trained (Term 1 Week 6) to run Peer Mediation with junior students supported by the SSO, CPO and HT Wellbeing.
- Senior Leadership and SRC students having an active and visual role across the school by being connected to particular year groups to help run charity days, help run the lunchtime games room for students who have difficulties making friends, Homework Centre and doing lunch time duties to talk to students to build positive relationships in the playground.
- Peer Support for Year 7 (Term 1 Week 2)
- International Women's Day promotes a shared understanding of the role of women in contemporary society and inspires students to seek personal excellence.
- School Sprit Week which promotes a sense of belonging and pride in our school community
- Student barbeques which support student sense of belonging
- Wellbeing Excursions at the end of the year which promote and reward positive engagement in learning and the school community.
- Various award programs such as the Gold Rose Award to promote, recognise and reward positive behaviour and student achievement.
- Additional Year 7 Programs: Drumbeat resilience program, Together for Humanity
- Additional Year 8 Programs: Positive Behaviour Program, RAGE, Shine Girls
- Additional Year 9 Programs: Barnados Building Resilience, Positive Behaviour Program, Peer Support Leader training.
- Additional Year 10 Programs: Who Am I? Program, PCYC/AYC Programs

Completed by: Julia Garvey

Position: Rel. Deputy Principal Wellbeing

Signature: 

Date: 28/2/2023

Principal name: Belinda Diamond (Rel. Principal)

Signature: 

Date: 28/02/23

# ANTI-BULLYING PLAN 2023

## Auburn Girls 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.

### Auburn Girls 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	<ul style="list-style-type: none"> <li>Behaviour code for students issued during first Year Assembly on day one and is in the school diary. School expectations, behaviour code and anti-bullying policy discussed, and student support systems and staff are clearly explained to each year group.</li> <li>At the first whole school assembly the principal explains the school expectations and behaviour code.</li> <li>Big Fish Little Fish (Yr 7) production focusing on resilience and making positive friendships in Year 7.</li> <li>Harmony Day assembly used to promote belonging and acceptance.</li> </ul>

Dates	Communication topics
Term 2	<ul style="list-style-type: none"> <li>Fortnightly whole school or year assemblies are held where positive behaviour expectations are communicated by the Principal, DP, YA and/or HT Wellbeing.</li> </ul>
Term 3	<ul style="list-style-type: none"> <li>Continued fortnightly year assemblies addressing different components of respectful relationships by the DP, YA, SSO and/or HT Wellbeing.</li> <li>Police assemblies for all junior grades to outline the School's and community standards of behaviour particularly focusing on - on line bullying.</li> <li>Bullying No Way Day Assembly/Activities (Week 5)</li> </ul>
Term 4	<ul style="list-style-type: none"> <li>Continued fortnightly year assemblies addressing different components of respectful relationships by the DP, YA, SSO and/or HT Wellbeing.</li> </ul>

## 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"> <li>School Development Day 2: Year Advisers/Learning Support Team discuss students with difficult behaviour in small teacher groups and give strategies to best support these students. ILPs are thoroughly discussed focusing on the student's goals. Regular</li> <li>Executive PL (Week 4): Head Teachers receive additional training to support their management of complex situations involving peer conflict and other behaviours.</li> <li>Twilight PL (Week 6): <ul style="list-style-type: none"> <li>Wellbeing Policy and Anti-Bullying Policy presented to all staff</li> <li>Staff complete a small group workshop led by members of the Wellbeing Team where teachers develop skills in responding to situations involving peer conflict and bullying.</li> </ul> </li> <li>Behaviour Support Plans (BSPs) are developed, presented to relevant staff, and implemented in response to identified student needs to assist with reducing bullying behaviours for specific students.</li> </ul>
Term 2	<ul style="list-style-type: none"> <li>School Development Day 3: Staff undergo training in managing difficult conversations with parents which will support them in working with families to unpack bullying behaviours with parents/carers as needed.</li> <li>Reviewed key points discussed at staff meetings.</li> <li>Regular meetings with key stakeholders of identified complex students to discuss strategies to prevent and respond effectively to anti-social behaviour.</li> <li>ILPs are reviewed and adjusted if necessary.</li> <li>BSPs are developed, presented to relevant staff, and implemented and/or reviewed in response to identified student needs to assist with reducing bullying behaviours for specific students.</li> </ul>
Term 3	<ul style="list-style-type: none"> <li>Reviewed key points discussed at staff meetings.</li> <li>Regular meetings with key stakeholders of identified complex students to discuss strategies to prevent and respond effectively to anti-social behaviour.</li> <li>ILPs are reviewed and adjusted if necessary.</li> <li>BSPs are developed, presented to relevant staff, and implemented and/or reviewed in response to identified student needs to assist with reducing bullying behaviours for specific students.</li> </ul>
Term 4	<ul style="list-style-type: none"> <li>Reviewed key points discussed at staff meetings.</li> <li>Regular meetings with key stakeholders of identified complex students to discuss strategies to prevent and respond effectively to anti-social behaviour.</li> <li>ILPs are reviewed and adjusted if necessary.</li> <li>BSPs are developed, presented to relevant staff, and implemented and/or reviewed in response to identified student needs to assist with reducing bullying behaviours for specific students.</li> </ul>