

ANTI-BULLYING PLAN - 2024

SECONDARY COLLEGE OF LANGUAGES

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.

Secondary College of Language'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
Feb/ Term 1	Behaviour code for students
Beg each term	Refresher of expected student behaviour focused on different aspects eg Cyberbullying/
Presentation assemblies	Recognition of good/ expected behaviours - certificates of merit / good citizenship award

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	Charter of expected behaviour at SCL Clarify wellbeing and discipline policy- Stepped intervention approach
Campus staff meetings	Review issues of concern and articulate clear process to deal with these – including recording and consistent follow up
ongoing	Modelling expected behaviours - all staff with all teachers, parents and other community members

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.

- information is provided in staff handbook when they enter on duty at the school
- clear stepped intervention approach clarified in Updated Wellbeing policy - flowcharts
- an executive staff member (Supervisor or Asst Supervisor) speaks to new and casual staff when they enter on duty at the school
- the principal speaks to new executive staff when they enter on duty at the school, as part of the induction process.
- mentoring/ coaching for new staff by leadership with focus on classroom management issues where required and necessary

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	Clarify expectations of behaviour/ processes for all students teachers and stakeholders at SCL campuses -publish on website/ printed in student handbook
ongoing	Social media Newsletter
	Translation of policy/plan to target languages

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.

Focused events to highlight inclusivity and positive behaviours for eg. Harmony Day

Teaching and Learning focuses- where relevant and appropriate embed targeted required behaviours and actions into learning units

Staff focus - teaching teachers to identify, report and respond : Building a safe learning environment across SCL by developing relational trust, respect for privacy, following up and following through in a timely , equitable and just manner.

Professional learning opportunities- updates on mandatory training, school based processes and procedures, refine roles and responsibilities to ensure follow up, access to outside expertise and DoE resources/services to support school based operations

Positive behaviour recognition - merit system, highlighted wanted behaviours, celebrating achievement at assemblies, through school newsletter, Millennium notices, online

Completed by: Nada Gemayel

Position: Deputy Principal
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Signature: Nada Gemayel

Date : 07.05 2024

Principal name:

Signature:

Date:

