

# ANTI-BULLYING PLAN 2024

## Casula 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.

### Casula 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
Assemblies with specific year groups, twice a term	Discussion of student behaviour expectations to our students. These presentations are led by Head Teachers and members of the wellbeing team. These presentations are tailored to meet the specific needs of the cohorts. Ensuring this information is specific and relevant, supports engagement from students. During these meetings we reinforce our SHARP values, our merit award systems and our structures of support.
Assemblies with the whole school, twice a term	Discussion of student behavioural expectations to the whole school community. School leaders discuss pressing issues or concerns to clearly communicate our expectations and how we can acknowledge positive behaviour. We reward and acknowledge students that demonstrate our values and share these moments with their friends and fellow students.

## 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
Jan 24	School leaders and Learning and Support Team presents to the school staff about the additional needs that our students present with and how to implement research proven responses to meet their needs. Support structures are identified and shared with staff. Consultation with staff around systematic responses is made to ensure shared ownership of these matters.
Feb 24	Our Learning and Support Team, in consultation with our Wellbeing team, work to identify areas of complexity in regard to student behaviour. Staff discuss appropriate adjustments to practice and system to support a consistent approach and response to these concerns.
June 24	A focused PBIS blitz within all classrooms to support engagement in positive behaviour, acknowledgement of positive behaviour and the development of a positive school culture. Faculties developed specific areas of focus, communicate this with students and the school rewards positive behaviours.
Ongoing 2024	Staff induction program for new and casual staff members that focuses on a structured a planned response to the professional learning needs of new and casual staff 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.

Casula High School support new and casual staff members through an induction resources that includes the following-

- Support and professional learning about our PBIS systems
- Resources to support engagement with our merit system
- Guide to accessing student information through our Sentral portal

New and casual staff are also inducted through a series of planned professional learning sessions that allow for dissemination of important information and collaboration to develop capacity. New executive staff are supported

## 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
Nov 23	During Orientation Day school leaders, Wellbeing team members and the Learning and Support team meet with families to discuss the measures that the school has in place to address bullying behaviour. There is a clear focus on connecting students with appropriate supports and encouraging a proactive response to concerns that present at school. Students reinforce these messages through the activities they complete on the day.
Through out the year	Community Cafe forum discussing school behavioural systems and responses to challenging behaviour. The agenda and focus for these forums is dependent on the feedback from our community and in response to pressing issues or concerns.
Week 5 and 10 of each term	Community communication in the form of our newsletter. Information is shared with the community about current concerns within the school, reinforcement of positive behaviour strategies and highlighting school expectations. Casula Connects is shared with community using our website.

### 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.

When it comes to addressing bullying behaviours at Casula High School, the Wellbeing Team plays a crucial role in creating a safe and supportive environment for all students. The Wellbeing Team works closely with school administration, teachers, and parents to create a united front against bullying. By fostering a culture of respect, empathy, and inclusivity, the Wellbeing Team can help create a safe and nurturing environment for all students.

To support the embedded wellbeing structures, Casula High School uses positive approaches to behaviour that seek to reinforce expected, pro-social and appropriate behaviours at school. This is reinforced by our merit and reward systems.

Here are some of the strategies / responses that the Casula High School takes to address bullying concerns:

- Implements the school's Anti-Bullying Policy regularly and as the need arises. The policy clearly defines what constitutes bullying behaviour, outlines the consequences for such behaviour, and emphasises the importance of respect and kindness among students.
- Raises Awareness: Conducts regular awareness campaigns / sessions / workshops as part of whole school or year specific wellbeing programs to educate students, teachers, and parents about the different forms of bullying, its impact, and ways to prevent it. This is included in classroom discussions, assemblies, posters, and workshops.
- Provides Counselling and Support: Offers counselling services to both the victim and the perpetrator to address the underlying issues contributing to the behaviour.
- Provides a safe space where students can share their concerns, emotions, and experiences with trained professionals.
- Mediation and Conflict Resolution: Implements conflict resolution strategies that involve mediation between the victim and the bully, facilitated by a member of the Wellbeing Team (Head Teacher or SSO). This approach aims to foster understanding, empathy, and reconciliation.
- Inclusion of program through Wellbeing team and external providers that promote pro-social behaviours. Students have opportunity to reflect and understand impact of behaviours.
- Staff Professional Learning: Provides ongoing training for teachers and staff members on how to recognise, address, and prevent bullying behaviours. This training should focus on effective communication, conflict resolution, and fostering a positive and inclusive school culture.
- Restorative Justice Practices: Incorporates restorative justice practices, such as circles or conferences, where students affected by bullying can engage in open dialogue to repair harm, understand the consequences of their actions, and develop empathy. This is sometimes conducted in small groups.
- Collaboration with Parents: Involves parents in anti-bullying initiatives by providing them with resources, information, and strategies to address bullying at home. The team aims to conduct regular parent workshops in the future to increase awareness and encourage open communication.

- Follow-Up and Evaluation: Regularly assesses the effectiveness of anti-bullying measures and interventions through TTFM surveys, feedback sessions, and data analysis. Uses this information to make necessary adjustments and continuously improve the strategies in place.
- Explicit teaching of positive behaviours within a variety of settings within the school through our SHARP PBIS matrix. These expectations are discussed with students and reinforced through instant rewards, focused blitzes and merit systems.
- The merit system reinforces positive and expected behaviours. Students can receive instant rewards, merit awards and cumulative awards through the year. Students are acknowledged within the classroom, at assemblies and at the end of year presentation awards.
- Student excursions and experiences are offered for those that demonstrate our school values. We invite students to participate in rewards excursions and events to acknowledge their commitment to school values.

Completed by: Simon O'Donnell (Deputy Principal)

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