



Seven Hills High School Anti-Bullying Plan 2022

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.

Seven Hills's commitment

Seven Hills High School will provide a positive culture where bullying, harassment and intimidation are not accepted and in doing so, all will have the right of respect from others, the right to learn or to teach and a right to feel safe and secure in their school environment. This is to be reinforced through the ROAD (Respect, Organisation, Application, and Determination) ethos which exists at the school. In developing, implementing, monitoring and evaluating this plan, staff have been consulted through staff meetings and through representation in the Welfare Committee. Parents have been consulted through the Parents and Citizens Association. Students have been consulted through the Student Representative Council.

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 Years 7-12	Explain use of Digital Devices and Online Services Procedure delivered via Year Meetings. Will also be communicated to all new enrolments.
Term 1 Years 7-12	Harmony Week – celebrating respectful relationships, inclusiveness, anti-bullying, anti-racism, role of the ARCO, cyber safety, Bullying. No Way, random acts of kindness through whole-school assembly, year meetings, classroom activities and Grade Day celebrations.
Term 1 Year 7	Peer Support program within social emotional learning (SEL) lessons that address anti-bullying and promote social skills. Further explored at Year 7 Camp with the assistance of Peer Support Leaders.
Term 2 Years 7-11	Wellbeing Day – a focus on mental health and the resources available to students through whole school assembly, year meetings and classroom activities.

1.1 Student assemblies continued...

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 3 Years 7-12	Wear It Purple Day – a focus on inclusivity through whole school assembly, year meetings and classroom activities.
Term 3 Years 7-12	R U Ok? Day – a focus on mental health through year meetings and classroom activities.
Term 3 Years 7-12	Wellbeing Week – mental health awareness through year meetings, whole school assembly and various activities.
Term 4 Years 7-12	White Ribbon Day – a focus on violence against women prevention through whole school assembly, year meetings and classroom activities.
Term 4 Year 10	Knowledge is Power – week long seminars with a focus on equipping students with skills not taught in the curriculum. A focus on finance, healthy relationships and citizenship.
Ongoing Years 7-12	<u>Positive Behaviour</u> for Learning – student expectations and identified social issues. Specific messaging on student expectations of ROAD (Respect, Organisation, Application and Determination) is embedded in lessons.
Ongoing Years 7-12	Targeted anti-bullying presentations in year meetings as well as ongoing anti-bullying messages.
Ongoing Years 7-8	Social emotional learning lessons timetabled weekly to reinforce social skills, including positive relationships, mental health, anti-bullying and study skills.
Ongoing Years 7-12	Posters of wellbeing staff and Anti-Racism Contact Officers (ARCO) displayed around the school and in the school newsletter.
Annually Years 7-12	Students complete Tell Them from Me Survey. Issues are identified through analysis of data and addressed.

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 Staff Development Day	Communicate Digital Devices and Online Services Procedure and promotion of eSafety professional learning to all staff.
Ongoing	Professional Learning -Youth Mental Health First Aid training for Executive and Wellbeing Team.
Ongoing	Professional development for all staff and Wellbeing staff in particular relating to bullying, harassment and proven counter-measures at Staff Meetings. This will include annual and intermittent in-servicing on Child Protection and Child Wellbeing issues. For example, teaching and reinforcing respectful relationships.
Ongoing	Promotion of NSW anti-bullying website for advice for staff, students and parents. The addition of e-safety anti-bullying resources to school's newsletters, Facebook and website.
Annually	Staff Professional Learning - define bullying, revisit school's Anti-bullying Plan, including the role of staff members in dealing with bullying issues as identified in the Anti-bullying Procedural document.

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 to staff when they enter on duty at the school in the form of a handbook.
- An executive staff member speaks to new and casual staff when they enter on duty at the school ensuring all policies and processes are understood.
- The principal speaks to new executive staff when they enter on duty at the school, as part of the induction process outlining their roles and responsibilities.

1. 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.

1.1. 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.

- School Anti-bullying Plan
- NSW Anti-bullying website
- Behaviour Code for Students

1.2. 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	P&C meetings – Head Teacher Wellbeing presents on the anti-bullying Plan, role of Anti-Racism Contact Officer, and wellbeing staff and wellbeing programs – documents distributed.
Term 4	Anti-bullying resource information included in Orientation pack.
Ongoing	Wellbeing policies, including anti-bullying and anti-racism, communicated through the school's website, newsletter and Facebook.
Ongoing	Parent, head teacher, principal interview of reported incidents.
Ongoing	Promote e-Safety parent courses and Headspace workshops and resources through newsletters and Facebook.

2. 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.

- The provision of student programs in all years that promote resilience, life and social skills, assertiveness, conflict resolution and problem solving.
- Targeted programs such as Rock and Water, Check in / Check Out and Check and Connect aimed at developing confidence in students to manage aggression from others, to control their own emotions and to develop resilience and self-esteem.
- Wellbeing systems provide a means for all teachers to communicate issues with a view to planning and implementing effective responses through the use of Learning and Support referral form and Disclosure flowchart.
- Motivational posters displayed around the school, on TV screens and social media.
- Social Emotional Lessons – specific lessons on student expectations and identified issues such as racism, homophobia and transphobia.
- Year excursions and/or camps that focus on relationships and fostering group cohesion.
- Peer Support.
- Year Advisers regularly discuss Code of Conduct with students at Year Meetings, and revisit as required throughout the year.
- Themed days organised by the SRC and Wellbeing Team that promote tolerance and community. For example: Harmony week, anti-bullying week, Wellbeing day, Grade Day, Wear it Purple day, R U Ok? Day and White Ribbon Day.
- Anti-bullying posters displayed around the school.
- Annual wellbeing programs:
 - Year 7 Peer Support program
 - Year 7 Social emotional learning lessons including Rock and Water
 - Year 8 Social emotional learning lessons including Rock and Water
 - Year 10 Knowledge is Power
 - Year 11 Mentoring program
 - Year 12 Mentoring program.
- Student led action groups – Student Representative Council, Aboriginal and Torres Strait Islander Student Group.
- For students our website provides links to a range of national and state resources, services and support organisations.


Completed by: Carissa Howell and Matthew MacLaren

Position: HT Wellbeing Deputy Principal

Signature: 

Date: 10/5/22

Principal name: Greg Johnstone

Signature: 

Date: 10/5/22