

ANTI-BULLYING PLAN 2024

Blacktown Boys 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.

Blacktown Boys 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 and Learning

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
All Terms	Students are given lessons throughout the 'Learn to Live' Wellbeing Curriculum program surrounding bullying and respect and the Behaviour Code for Students.
Term 1	Anti-Bullying presentation in beginning of term at year meetings with each individual year, students shown how to identify bullying and what to do/how to report when bullying occurs.
Term 2	Anti-bullying Co-ordinator to run whole school assembly on Bullying. Students are given a reminder in full school assemblies around the negative effects of bullying and ways to overcome adversity in social
Term 2-4	Student Leadership Group promote regular Anti-Bullying messages on assemblies.

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
Term1	New Teachers to the school to be informed of school Anti-bullying strategies during orientation.
Term 1	School Professional Learning Committee develop a timeline for professional Learning to build the capacity of
Term 2	A presentation by ABC to staff surrounding appropriate ways to deal with bullying at BBHS with a focus on
Term3	A presentation to staff with evaluation of school Anti-bullying strategies and reminders of how to report and

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.

New and casual staff will be informed about the school's approaches and strategies to prevent and respond to student bullying behaviour, when it does occur.

- as a part of a new teacher induction program, an executive staff member and the Anti-bullying co-ordinator will deliver to new and casual staff when they enter on duty at 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 2023	School website school Facebook and/or school newsletter - Anti-Bullying article informing parents and students
Term 2 2023	School Student Support Officer to write a newsletter article about Anti-Bullying strategies
Term 3 2023	Real Schools parent evening (Part II) - focus on restorative practice and anti-bullying at BBHS
Ongoing	When students are involved in Bullying situations there will be behaviour management strategies implemented with a focus on restorative practice and support for targeted students. Parents provided with

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.


- Leadership and Inclusion: School leaders establish procedures and policies that foster a respectful, supportive and inclusive school climate in which bullying is less likely to occur. This includes reinforcing school behavioural expectations and utilising school teams to reinforce the school's values of Safety, Respect and Learning.
- Student Voice: Student centred programs such as peer support, peer mentoring and student leadership promote a culture of respect and safety at school.
- Support: All students in Stages 4 & 5 participate in a 'Learn to Live' Wellbeing Program that is centred on the use of evidence based strategies to educate students about Anti-Bullying, how to respond to bullying, building student resilience, and developing positive, respectful relationships.
- All Year 7 students participate in a 'Step -Up' peer support program where they are mentored by Year 10 students to assist with a smooth transition into High School and development of skills promoting their capacity to care for their own emotional, physical and social wellbeing.
- SSO collaborates with the Year Advisers to identify at risk students and intervene before issues emerge, to help maintain a safe environment. This includes opportunities for identified students to participate programs such as 'Rock and Water'.

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