



# ANTI-BULLYING PLAN 2023

## Arthur Phillip 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.

### Arthur Phillip 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
Weekly	School-wide expectations taught and reinforced at assemblies. The reinforcement of school values and expectations is achieved by highlighting specific areas of importance, providing clear instruction on expectations and teaching essential to social skills.
Term 1	Expectations of student behaviour displayed in all classrooms at APHS. Expectations of behaviour explicitly taught and reinforced through school wide system.
Term 2	Cyber Safety talk with Police Youth Liaison Officer in addition to regular PD/H/PE class units.

Term 3	Participation in National Day of Action against Bullying and Violence (NDA). Bullying-No Way!
Ongoing	Peer Support - Focus on developing resilience and social and emotional skills.
Ongoing	Positive Behaviour for Learning (PBL) posters are displayed in all classrooms and school areas and PBL expectations are taught in class to reinforce school expectations and behaviours – Be Safe, Be Respectful, Be a Learner.
Ongoing	SRC Student Voice – student leaders speak at assembly about upcoming events
Ongoing	STRIVE lessons – students taught school values of Respect, Success, and Responsibility.
Ongoing	All Year Advisors to regularly discuss Code of Conduct with students at Year Meetings, and revisit as required throughout the year.



## 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	Communicate Anti-bullying plan and behaviour code to staff, including their role in identifying and responding to student bullying incidents. Promotion of NSW DoE <a href="#">Anti-bullying</a> resources in staff bulletin
Ongoing	Complaints handling policy & procedure and APHS process for responding to claims of bullying to go out with weekly staff publication.
Ongoing	Learning and Support Teacher (LaST) Meetings to monitor student behaviour, responses and planning. Anti-bullying plan & response strategy reviews.
Ongoing	Staff responsibilities and procedures for responding to bullying reviewed at least once a term and in response to critical incidences.
Term 3-4	Anti-bullying plan update to all staff. Professional learning: <a href="#">Anti-Bullying</a> Link to 'Bullying No Way' to go out with weekly staff bulletin for response/ feedback based on our anti-bullying approach at APHS

## 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.

- An induction handbook is provided to all new staff (permanent, temporary and casual) outlining the school's behaviour expectations including; proactive strategies and responsive approaches to counter negative/problematic behaviour (including all forms of bullying - covert, overt and cyber)
- Information is provided in a folder to casual staff when they enter on duty at the school
- New staff are mentored by the relevant stage Assistant Principal or a member of the Executive team when they begin at the school
- The Deputy Principal speaks to new staff when they enter on duty at the school
- The Principal speaks to new executive staff when they commence at the school, as part of the induction
- Staff are provided with a Staff Handbook outlining the PBL strategies, Code of Behaviour, Anti-Bullying Policy and Anti-Bullying Procedures
- Staff are provided with staff lists, and roles and responsibilities including Year Advisors and Wellbeing Coordinators.
- Staff are supervised by Head Teachers from the faculty they are working in.
- Staff members are also trained to be familiar with students who have plans, especially those who might be flagged or vulnerable students at risk of being bullied.
- New staff are supported by experienced peers in delivering anti-bullying programs and student support plans
- All new staff will receive access to Sentral for reporting purposes and are required to enter all reported incidents/cases
- All staff to be directed to Professional Learning that is relevant to supporting student wellbeing.



## 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
Termly Ongoing	Principal's message and promotion of school values and expectations via school website.  Other forms of communication to inform Parents/Carers about; Bullying, Code of Behaviour, Bystander behaviour, Promotion of Social/emotional skills and Parenting Insight tips include the following: <ul style="list-style-type: none"><li>- Anti-bullying plan published on the school website</li><li>- Newsletters – 'Principal's Blog' put on the school website</li><li>- Digital displays and posters throughout the school to promote a positive school culture</li></ul>
Ongoing	Parent Meetings and parent teacher nights – Define student bullying, keeping kids safe online, responding when your child is being bullied, strategy to support parents when their child is the bully, school supports and reporting.
Ongoing	Behaviour code for students available on the <a href="#">School Website</a>
Term 3	Promotion of student participation in National Day of Action against Bullying and Violence (NDA). Bullying-No Way!
Term 3	Publish the 2023 Anti-bullying Plan on school website and provide hard copies in the school office.

### 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.

Examples of how APHS will embed student wellbeing and positive behaviour approaches and strategies in practices include the following:

- Peer Support Program
- Learning Support Team - Behaviour Support Plans, School Counsellor
- Wellbeing Support Officer and DoE Behaviour Specialists
- Positive Reward System
- Strive Program
- Anti-bullying programs explicitly taught by class teachers incorporating recognising bullying behaviour, bystander behaviour and responding to bullying behaviour
- Prayer groups
- Explicit teaching of PDHPE content and social skills lessons in resilience and social-emotional learning
- SRC to support student initiatives (Student voice)
- School Excursions and Incursions for address the wellbeing domains
- Wellbeing Days that focus on building student's connectedness and resilience
- National Day of Action against Bullying and Violence
- NAIDOC Week celebrations
- Sports in Schools Program: Sporting program that consists of a mixture of Sports - Soccer, Volleyball, Table tennis, PE health and wellbeing social skills, utilising a range of innovative teaching resources
- Anti-bullying programs explicitly taught by class teachers incorporating recognising bullying behaviour, bystander behaviour and responding to bullying behaviour
- Backflips Against Bullying
- Digital Thumbprint
- Stage 6 Life Ready Program- Year 11 student focus on relationships, peer pressure and the development of safe, respectful behaviours
- Wellbeing sessions for students including: 'Love Bites' for stage 5 and 6 students, Mental Health / Resilience Workshops for Stage 6 students
- PCYC Fit for Life collaboration
- Student Representative Council participation
- Multicultural Day celebrations
- R U Ok? Day

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