

ANTI-BULLYING PLAN 2022

Campbelltown Performing Arts 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.

Campbelltown Performing Arts 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.

NSW Department of Education | PD-2010-0415-01-V1.1.2 | Applicable from 27/01/2021 1 If this is a printed document, refer to the department's Policy Library for the most recent version.

Dates	Communication topics
Term 1	Virtual School Assembly & RISE Engagement Day promoting National Day of Action against Violence & Bullying, Managing the Bull & RAGE Workshops delivered to students in Year 7-9.
Term 2	RISE lessons with focus on conflict resolution & maintaining respectful and safe relationships delivered through Learning Advisory in Year 7-11. Bespoke wellbeing programs implemented based on TTFF Data. Managing the Bull & RAGE Workshops delivered to students in Year 7-9
Term 3	Kind July & planned wellbeing activities in roll call. Promotion of International Day of Friendship Managing the Bull & RAGE Workshops delivered to students in Year 7-9.
Term 4	Virtual School Assembly & RISE Engagement Day promoting World Kindness Day Managing the Bull & RAGE Workshops delivered to students in Year 7-9. Bespoke wellbeing programs implemented based on TTFF data.

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	Promotion of RISE Values Platform and student engagement professional learning. Staff Handbook promoting Anti-Bullying Policy. Wellbeing Induction PL with new and beginner teachers.
Term 2	Staff promote and engage in RISE Engagement Days & engage in delivery of RISE Values lessons and provide feedback.
Term 3	Professional learning on conflict referral process and managing incidents of conflict and bullying.
Term 4	Staff use 'common' language from the RISE Values Platform when speaking with parents & students

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 approach and strategies to prevent and respond to incidents of conflict and bullying.

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- Newly appointed Teachers program led by Head Teacher Teaching and Learning will provide professional learning for new staff around the school's values platform, Anti-bullying policy & flow chart as part of the induction process.
- Information is provided to staff in staff handbook when they commence their duty at CPAHS.
- An executive member of staff speaks to new and casual staff when they enter on duty at the school.
- Principal speaks to new executive staff when they enter on duty at the school, as part of the Induction Process.

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
Ongoing	RISE Values Platform & Wellbeing Initiatives communicated to parents via school Facebook page and student handbook
Ongoing	School website has information about RISE Values Platform, Behaviour Code & Anti-Bullying Policy
Ongoing	Senior Executive & Head Teacher Wellbeing refer to the Anti-Bullying Policy and Behaviour Code when meeting/speaking with parents

Ongoing	Staff use 'common' language from the RISE Values Platform when speaking with parents.
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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.

- Year 7-11 Learning Advisory including lessons with a focus on conflict resolution and online bullying
- RISE / Anti-bullying Lessons with a focus on maintaining respectful and safe relationships
- RISE engagement days conducted twice per term.
- Signage around the school promoting RISE Values Platform Staff
- Professional Learning on managing incidents of conflict and bullying
- TTFM Survey run twice yearly
- Wellbeing Programs targeted to areas of need based on TTFM Data (RAGE & Managing the Bull)
- Links to Learning (rock and water)
- Rewards and Recognition (Merit System & Assembly of Excellence)


Completed by: Sarah White/ Chantel Sproates

Position: Head Teacher Wellbeing

Signature: 

Date: 15/12/21

Principal name: Kirstine Gonano

Signature: 

Date: 15/12/21