ANTI-BULLYING POLICY 2023

Sydney Secondary College Balmain Campus

Bullying behaviour has three key features. It involves the intentional misuse of power in a relationship. It is ongoing and repeated, and involves behaviours that can cause harm. It can be verbal, physical, social, or psychological behaviour that is harmful to an individual or group of people. 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. Conflicts or fights between equals or single incidents are not defined as bullying.

Sydney Secondary College'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. We have effective behaviour management plans and programs, and a positive learning environment that encourages diversity and respectful behaviours.

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.

At SSC Balmain students are expected to participate productively in learning, act responsibly and safely, and contribute positively to our community. Students, teachers, parents, and caregivers have a shared responsibility to meet the above-mentioned expectations and adhere to the school anti-bullying policy in its entirety.

Every member of the SSC community is required to maintain a preventative, pro-active and, where required, a prompt reactive approach in dealing with bullying or suspected bullying of students, staff, or visitors. Victims of bullying can expect to know that their concerns will be responded to by staff as a quickly as possible and be provided with appropriate support.

A major part of preventative and pro-active procedure is for all staff, particularly class teachers and learning assistants, to model appropriate behaviours which show respect to the individual, avoid the use of labelling, name calling, sarcasm and the use of power to achieve their ends. This applies to dealing with students, colleagues, or visitors.

Our college is committed to procedural fairness in the application of its welfare and discipline policy.

All students have the responsibility to:

- participate productively in learning, act responsibly and safely, create a safe and happy environment for others, and to build positive relationships with fellow students, staff, and the school community.
- care for other students, and therefore not engage in harassment or bullying of any kind.
- report incidents of bullying by reporting the incident to staff, or to fellow students, or to fill out a incident form.
- accept that a school is comprised of a diverse group of people who may be quite different to themselves, and that this diversity is to be celebrated.

Staff Responsibilities

All staff has a responsibility to:

- implement all NSW DoE Policies, including these policies which embody the Children and Young Persons (Care and Protection) Act 1998
- respect and support students in all aspects of their learning
- establish and maintain a safe learning environment by adopting protective strategies within and beyond the classroom.
- report all acts of bullying and harassment.
- enter all incidents onto Sentral and contact appropriate personnel.
- respond to bullying and harassment using a restorative approach.

Parent and caregiver responsibilities

Parents and caregivers have a responsibility to:

- Support their children in all aspects of learning.
- Be aware of the school anti-bullying plan and assist their children in understanding bullying behaviour.
- Support their children in developing positive responses to incidents of bullying and to report bullying to the school.
- Support staff in dealing with incidents of bullying.
- Keep informed of school activities by reading newsletters, Sentral and school websites.

Our school engages in the following practices to promote a positive school culture.

1.1   Student assemblies

School 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 Week 1	Behaviour code for students - PBL new information for Year 7 and revisit for 8-10
Term 2 Week 2	PBL - introduction of new system Wellbeing Wednesday Lessons throughout the term
Term 3	Wellbeing Wednesday lessons throughout the term and Year Meetings
Term 4	Wellbeing Wednesday lessons throughout the term and Year Meetings.

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
Staff meetings	Teaching and reinforcing respectful relationship - PBL information
Staff development	Inclusive practices
Staff Development	Department of Education Behaviour Policy

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:

Staff handbook for new and casual staff will be informed about SSC Balmain's approaches and strategies to prevent and respond to student bullying behaviour when it does occur. For example:

- Wellbeing Wednesday lessons and information is provided in the PBL Handbook which is given to staff when they enter on duty at the school.
- An executive staff member speaks to new and casual staff when they enter on duty at the school - there is a Wednesday induction session that happens Wednesday mornings in term 1 for new staff.
- The principal speaks to new executive staff when they enter on duty at the school, as part of the induction process.
- Head Teacher Wellbeing provides information for staff and students at Wellbeing lessons and Year Meetings.

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.

☑ 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
P and C meetings	Parent meetings, P&C, parent/teacher night - Defining student bullying and school supports
Newsletters	School website school Facebook and/or school newsletter - Bystander behaviour
School Website	School Anti - bullying plan and link to NSW Anti-bullying Website Student behaviour code.
Posters and signage around	For special events

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).

Whole-School prevention strategies

- SSC utilises the Positive Behaviours for Learning (PBL) framework which focuses on the teaching and recognition of respectful and pro-social behaviour. Emphasis is placed on prevention of problem behaviour, development of pro-social skills and the use of research-based problem solving for existing behaviour concerns.
- Through the P&C, SSC promotes collaborative relationships between the school, parents, and the wider community on developing and implementing school-based strategies and programs with students.
- Through the student SRC, Peer Support, and school leadership programs, SSC has established a supportive and inclusive school community.
- SSC provides professional learning for staff and parents in identifying, preventing, and addressing student wellbeing.
- SSC forms partnerships with external agencies such as PCYC, Raise Mentoring and Headspace to address student welfare needs.
- SSC promotes positive staff role modelling.
- The Student Wellbeing Team at SSC implements a regular collaborative cycle of evaluation and review of the implemented strategies.

Classroom prevention strategies

- SSC Balmain creates a supportive and inclusive classroom environment.
- Through PBL, SSC Balmain implements effective classroom behaviour management approaches that teach and encourage positive behaviours.
- At SSC Balmain we recognise and reinforce positive communication, empathy, tolerance, and social problem solving.
- SSC Balmain promotes the use of cooperative learning strategies including digital citizenship.
- At SSC Balmain we encourage and support help-seeking and proactive behaviour through a variety of programs
- implement developmental social/emotional learning curriculum which includes:

- understanding what behaviours constitute bullying.
- understanding the impact of bullying.
- the development of effective bystander behaviour.
- the development of positive social problem solving skills; and
- understanding cyber-bullying, including strategies for the promotion of cyber safety and positive cyber citizenship.

Playground prevention strategies

- Through PBL we coordinate a highly visible and active approach to playground supervision.
- Executive have implemented and identified supervision adjustments to high-risk situations and settings.
- Through PBL we offer a range of organised activities during break times that encourage positive peer relations and networks.
- Recognise and reinforce positive playground and pro-social behaviour through PBL awards systems.

Early Intervention

Each Campus has clearly documented processes for early identification, including use of student and teacher data and school records, to strengthen its capacity to plan effective interventions and provide support to students and families.

Examples of actions/practices include*:*

- Identification and central collection (to ensure confidentiality) of teacher observations, records and recommendations as a basis for identifying 'at-risk' students and families. These may include students who:
- have engaged in bullying, harassment, or aggression.
- show early signs of anti-social behaviour and/or low empathy.
- are socially isolated or rejected.
- display signs of mental health difficulties (e.g. depression or anxiety)
- have been the subject of child protection concerns.
- referral to appropriate agencies where relevant (e.g. Those dealing with child protection in line with legislative requirements or systemic policies).

Early intervention may be provided by:

- identifying proactive strategies with students who engage in antisocial behaviour or whose wellbeing is at risk
- providing opportunities for additional skill development (e.g. in pro-social values, violence prevention, respectful relationships, literacy, English language or social and emotional skills)
- helping a student to establish positive peer relationships.
- the provision of parenting sessions and support
- offering support in the form of peer counselling from older students (and training for this purpose).
- Involvement of allied school staff (e.g. school psychologist or counsellor, student welfare, wellbeing officer, chaplains, school nurse, speech therapist).
- Partnering with other specialist agencies or professionals (e.g. speech therapists, occupational therapists, mental health providers) to ensure early intervention support is made available.

The intervention strategy should be consistent with the seriousness of the bullying. All approaches involve an interview situation and must include intervention with both the targeted student and the aggressor. Both sets of parents/caregivers must be notified.
Bystanders who have not acted to prevent or diminish the occurrence of bullying are regarded as condoning bullying and will also be dealt with appropriately. An instance where a bystander(s) has incited the situation

will be treated very seriously and may involve suspension.

Response

Sydney Secondary College provide access to appropriate counselling and other forms of additional support for students and their families in response to emerging issues. This may include:

- counselling (by school based or community agencies)
- the use of inclusion strategies that build students' positive relationships with peers and teacher(s) and adapt curriculum to meet diverse student needs
- helping families make links to community agencies and organisations
- reviewing ways the school can provide continuing support after intervention (e.g. by maintaining regular communication with the family and child)
- recognising that bullying and cyber bullying may go 'underground' after it appears to have been resolved and that the situation and students involved still need to be monitored and reviewed.
- Seeking feedback from the student and their family on the best way to continue to support them.
- Partnering with other specialist agencies when required (e.g. providers of emergency residential or respite care).

SSC have developed and communicated whole-school processes for responding to playground problem behaviours.

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