

ANTI-BULLYING PLAN

2025

Alstonville 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 detail 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.

Alstonville 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
Ongoing	Behaviour code for students – Listed in AHS Student Handbook (located on the school's website). Student expectations are identified during home room meetings according to NSW government Department of Education Student Behaviour Strategy where schools are expected to adhere to reasonable standards of respect, safety, and engagement
Termly	Aspects of bullying vs positive student behaviour communicated to students as appropriate to each year group and context. Delivered by Year Advisers 3 times per term or as required. Revisited throughout each term and managed by wellbeing staff
Term 1	Introduction to all wellbeing staff including school Anti-racism Contact Officers (ARCO), Year Advisers, Head Teachers, Student Support Officer and school counsellor, outlining their roles, communication modes and locations within the school
Term 1	Year 7: Big Day In – (For incoming students) - education strategies to build sense of belonging, respect for self, others and place (Day one, term one).

Term 1	School wellbeing day – whole school community engagement of wellbeing education including Safe on Social Media presentations (Cyber safety); headspace (wellbeing)
Whole school assemblies/ 3 per Term	Current and contextual student behaviours addressed as necessary during whole school assemblies. Delivered with positive tone and built from restorative practice and respectful relationships. Response planning and monitoring is managed by all members of our teaching and executive staff.
Ongoing	Flowchart of Alstonville High School Anti-bullying response process displayed in classrooms, AHS common areas and available in Staff and Student Handbooks and via school website.
Ongoing	SRC and School Captains involvement in promoting school wellbeing strategies and activities. For example: wellbeing programs, initiatives, anti-bullying and cyber safety awareness along with peer support.
Term 2	Explain the Student Use of Digital Devices and Online Services Procedure, delivered via whole school assemblies/Home room meetings. Digital Devices procedures will also be communicated to all new enrolments

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
Home Room/Ongoing	Home room meetings: Whole staff debrief to review policies and procedures and discuss welfare issues to identify strategies devised by teams and individual staff to address inappropriate behaviours and promote positive and respectful relationships and unity amongst students
Ongoing	Targeted Staff Professional Learning – e.g. Trauma Informed Practice; Berry Street Model for connecting with students; Restorative Practice inc. restitution; Classroom Management training
Weekly	Information sharing and behaviour and wellbeing strategies reviewed and developed to address student wellbeing needs across staff and school cohorts. Communicated through fortnightly wellbeing meetings (odds/evens week about) and morning musters.
PD Days/Ongoing	Presentations and workshops by internal and external providers, inc. Learning and Support Staff, Senior Psychologist and School Counsellor/s, Student Support Officer and others as suited to current contextual information. PD day presentation and workshops monitored and implemented by executive staff
Term 1	Updated Anti-bullying Plan 2025 and Student Use of Digital Devices and Online Services procedural documents communicated to all staff, along with promotion of eSafety professional learning to all staff
Ongoing	Staff responsibilities and procedures for responding to bullying and cyber safety reviewed at least once a term and in response to critical incidences

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.

- All members of staff are provided with Alstonville High Schools staff handbook, which provides details and guidelines of how AHS foster a safe, inclusive and respectful learning community that promotes student wellbeing, as part of the induction process.
- The principal or other member of leadership staff speak to all new staff, as part of the induction process. Induction includes information provided in Alstonville High School (AHS) Staff Handbook (located on the AHS staff directory) and AHS Discipline Flowchart which include details of the school's Anti-bullying Policy along with reporting procedures for incidents of bullying, and the roles and responsibilities of the various staff members in the response process for addressing issues of bullying. Complementary to this, all staff will be guided to the [Student Bullying – Information for Staff](#) document which details what constitutes bullying and specific ways in which staff are expected to intervene.
- Alstonville High School staff handbook is provided to all new and casual staff members when they enter on duty at the school outlining the [Department's Behaviour Code for Students](#).
- AHS Head Teacher, Teaching and Learning communicates to new and casual staff our AHS Anti-bullying Plan and the [DoE Student Behaviour Policy](#) when they enter on duty at the school as part of the induction process.

- All new and casual staff are provided with staff lists, and their various roles and responsibilities including Year Advisors, School Counsellors, school ARCO and Wellbeing Coordinators.
- All new staff will receive access to Sentral for reporting purposes and are required to enter all reported incidences.
- All teachers need to ensure students concerns are addressed and reported.
- All staff are 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
Term 2	Active P&C – Information session defining bullying and school supports along with communicating AHS anti-bullying plan and Student Use of Digital Devices and Online Services procedural documents
Ongoing	School website, official Facebook page and/or school newsletter used to reinforce the school’s position on bullying and to provide information and advice to students and parents
Fortnightly	Letter from Principal sent to parents on a fortnightly basis addressing different themes including but not limited to expectations of students including anti-bullying strategies and cyber safety education resources as appropriate. Staff introduction including wellbeing staff, executive, Student Support Officer and Head Teachers.
Semesterly	Parent/teacher night – meetings held each semester to provide information and strategies for parents and carers inclusive of anti-bullying and cyber- safety education and awareness – and the promotion of eSafety parent courses and workshops

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.

- Chess Club – Held in Lab 1 every Tuesday at recess
- Applied Studies – building relationships across junior school
- Creative Challenge
- School SRC leadership program
- Time out card – out of class pass
- Enlighten Education – Program for Year 7 and 8 – support the development of self-worth and resilience
- Tomorrow Man and Tomorrow Women - Program for Year 9, 10 and 11 – support the development of self-worth and resilience
- Safe on Social – all cohorts - explores issues of (cyber) bullying and ethical online behaviours
- Year excursions and/or camps that focus on relationships and fostering group cohesion.
- Themed days organised by the SRC and Wellbeing Team that promote acceptance and community. For example: Harmony Week, Anti-bullying Week, Wear it Purple Day, R U Ok? Day and White Ribbon Day.
- Summer Days and CAPA nights – regular celebration of AHS creativity
- Wellbeing Day – annual AHS driven community event held at school for students, staff, families, feeder schools, agencies, organisations and community
- Back to School Day – parents sampling a range of 30 min lessons as learners
- More Joy activities – end of year celebration for all students to attend

Completed by:

Position: Principal

Principal name: Sandra Rosner

Signature:



Date: 04.02.2025