

ANTI-BULLYING PLAN 2024

Killarney Heights 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.

Killarney Heights 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 (see our [Diversity and Inclusion Policy](#)). 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 by following our [School Behaviour Policy](#).

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

1.1 Student Communication

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
Fortnightly	PBL via Year Meetings and assemblies
Fortnightly	Years 7 – 9 Wellbeing Lessons
Weekly in Term 2 and 3	Zones of Regulation – Years 7 and 8 Students (Small groups - Targeted)
Weekly	Raise – Year 8 (Small groups – Targeted)
Daily	RISE and THRIVE – Years 8 and 9 (Small groups – Targeted)

Three times a term	Peer Support (Year 7 and year 10)
Term 1	Year 7 - Welcome Week International Women's Day Assembly Harmony Week and Harmony Day Assembly
Term 2	NAIDOC Assembly and Reconciliation Week
Term 3	National Day of Action Against Bullying & Violence
Term 3	Wear it Purple Day
Term 4	White Ribbon Day

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
Fortnightly	PBL for schools group meeting
Fortnightly	PBL updates in Exec meeting and Faculty Meetings where applicable
Termly	PBL Workshops for all Staff at staff meeting
Term 1	Code of Conduct & Child Protection training
Term 2	Anti-bullying Plan shared with staff
Term 3	Wellbeing Team – Wear it Purple Day
Term 4	Behaviour Policy and Anti-Bullying Policy Review Wellbeing team

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:

- An executive staff member speaks to new staff when they enter on duty at the school.
- Beginning teachers/ new teachers to the school inducted with Anti-Bullying policies and current school practises through Killarney Culture fortnightly meetings.
- Information about school policies and procedures will be provided in a handout to staff when they enter on duty on the premises.
- School Handbook is provided to all new staff members on arrival which includes flowchart for responding to bullying behaviours and reporting bullying.
- The principal speaks to new executive staff when they enter on duty at the school, as part of the induction process.

CASUAL:

- An executive staff member speaks to new staff when they enter on duty at the school (information added to casual folders)
- Information about school policies and procedures will be provided in a handout to staff when they enter on duty on the premises.
- School Handbook is provided to all new staff members on arrival which includes flowchart for responding to bullying behaviours and reporting bullying.

ALL STAFF:

- All 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 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. The school will deal with all reported bullying incidents in a timely manner following our [Behaviour Policy](#) and [Student Bullying Guide](#). Restorative actions take time to work through in order to ensure positive outcomes, agreements and resolutions.

Dates	Communication methods and topic
Ongoing	Wellbeing policies, including anti-bullying and anti-racism are communicated via the school's website and Facebook.
Ongoing	Official newsletter used to reinforce the school's position on bullying and to provide information and advice to students and parents.
Ongoing	SchoolTV access for all parents on School Website for information on Cyberbullying, Inclusion, and other topics
Term 1	School expectations communicated via Parent Information Nights
Term 1	Behaviour Policy and Anti-Bullying Policy Shared with Parents/Carers via Newsletter and Email.
Term 1	Restorative Justice Parent Seminar
Term 2	Parent-teacher interviews
Term 3	R U Ok day resources from School TV shared
Term 3	Wear it Purple Day
Terms 2-4	Parent Education Sessions on Wellbeing topics

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) and Wellbeing Lessons (7-9).

Examples of other ways our school will embed student wellbeing and positive behaviour approaches and strategies in practices include the following.

- PBL values lessons will promote positive student behaviours.
- Restorative and Trauma informed Practices will promote positive student behaviours.
- Social Skill intervention to be used to teach conflict resolution skills (modelled and guided practise)
- Data analysis from Tell Them From Me (TTFM) survey, Sentral and year group surveys