



ANTI-BULLYING PLAN 2025

South Grafton 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.

South Grafton 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. All 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 | Whole school assemblies – <ul style="list-style-type: none">Executive staff reinforce Positive Behaviour for Learning (PBL) expectations to students for positive behaviourStudent Representative Council (SRC) promote anti-bullying messagesStymie focus message is displayed for students |
| Ongoing | Year meetings - Students are reminded of PBL expectations, Behaviour Code and anti-bullying messages and reporting procedures |
| Term 2 | Stymie presentation |
| Term 3 | Brainstorm Productions anti-bullying, cyber safety and resilience presentation |
| Term 3 | National Day of Action Against Bullying and Violence (NDA), Wear it Purple Day and R U OK? Day assemblies |

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 | Staff Professional Learning – Outline of School’s Anti-Bullying Plan and procedures; including definition of bullying and role of staff members in dealing with bullying issues |
| Fortnightly | Wellbeing Team meetings – Communication of roles, referral processes, reporting procedures, the school’s Anti-Bullying Plan and exploring evidenced-based responses to wellbeing issues |
| Weekly | Wellbeing meetings – Updates on individual student issues/behaviour and wellbeing concerns with relevant strategies to build resilience |
| Ongoing | Wellbeing Programs - Information/activities provided to staff regarding wellbeing days such as NDA |
| Ongoing | Youth Mental Health First Aid training for staff |

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 undergo an induction program where an Executive member of staff explains the school's Code of Conduct, PBL expectations for students, discipline policies and the Anti-Bullying Plan
- New and casual staff are provided with the Wellbeing flowchart that explains the support systems available for students within the school (i.e. Year Advisors, Student Support Officers, School Counsellors and Head Teacher Wellbeing). Staff are also made aware of how to refer students to these supports.
- New and casual staff can access Sentral so past data can be retrieved and new information recorded for student behaviour
- The Anti-Bullying Plan is provided in a Staff Handbook and also published on the School's website

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 – sthgrafton-h.schools.nsw.gov.au

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 |
|---------|--|
| Ongoing | Principal updates are shared in weekly newsletter with information on wellbeing days and initiatives |
| Ongoing | Official Facebook page and our weekly Newsletter is used to reinforce the School's position on bullying and provide information and advice to parents and carers |
| Ongoing | Our website provides parents and carers with website links to a range of national and state resources, services and support organisations |
| Ongoing | Wellbeing Team members have regular communication with parents/carers when concerns arise with students |
| Term 4 | Orientation pack includes Anti-Bullying information such as Stymie postcard and other wellbeing resources |

3 Support for wellbeing and positive behaviours

Our school's anti-bullying programs support student wellbeing and positive behaviour that align with our school community's expectations and values.

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 strategies our School utilises to foster student wellbeing and positive behaviour include:

- An active PBL program that encourages, promotes and models positive student behaviour
- Students can report bullying to any teacher or staff member verbally, in writing or anonymously via an online Stymie notification stymie.com.au
- Weekly Stymie messages are shared with students, parents and carers via assemblies, Newsletter and Facebook page
- Year group camps and excursions are used to build positive relationships and connections among students
- Wellbeing days organised by the SRC, Pride group or Wellbeing Team promote diversity and inclusion. For example NAIDOC week, Wear It Purple Day, NDA
- Annual SGHS Wellbeing programs
 - Year 7 Network Day and ROAR peer mentoring program
 - Year 8 and 9 Anti-Bullying Cybersafety and Wellbeing presentation by Brainstorm Productions
 - Year 9 Smashed Alcohol Education presentation
 - Year 10 Youth Aware of Mental Health program
 - Year 11 Life Ready program including teen Mental Health First Aid training
 - Year 12 Staying on Track peer mentoring program

Completed by: Sarah Dewberry
Position: Deputy Principal Inclusion and Support

Signature: 

Date: 16/12/2024

Completed by: Sarah Blackman
Position: Student Support Officer

Signature: 

Date: 16/12/2024

Principal name: Daniel Moar

Signature: 

Date: 16/12/2024