

ANTI-BULLYING PLAN 2022

The Rivers Secondary College Kadina High Campus

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.

The Rivers Secondary College Kadina High'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
Term 1	Welcome Assembly where students are reminded of the core values of schools and the expectations of students
Term 1-4	Responses to bullying through Restorative Practices and ensuring reports of bullying follow procedural rigor and fairness
Term 1-4	Various programs and incursions run throughout the year including M-Power, RUOK Day, BroSpeak, PYLO and our Wellbeing Room
Terms 1-4	Regular Year Meetings about the school's expectations, core values and promoting a positive culture at the school where bullying is not tolerated

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 1-4	Staff Development Days focused on the 'What Works Best' framework and implementing and embedding Restorative Practices
Term 1-4	Weekly Learning and Support Team meetings and fortnightly Wellbeing Team meetings to ensure at-risk students are identified and supported
Term 1-4	Weekly Staff Briefings and Wellbeing News Updates to ensure staff are informed of any student issues or concerns and are reminded of key school policies and procedures
Term 1-4	Ongoing Professional Development for staff to enhance their understanding of evidence-based ways to encourage and teach positive social relationships and to identify and prevent bullying behaviour

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 new and casual staff at The Rivers Secondary College Kadina High Campus will be informed about the school's approaches and strategies to prevent and respond to student bullying behaviour, when it does occur. For example:

- extensive information about school policies and procedures is included on the Kadina High Campus School Intranet. Access to the Intranet is provided to all staff when they enter on duty at the school
- new staff to the college are required to attend a college induction where key policies and procedures are outlined
- staff are provided with access to Sentral; an online platform used to record any concerns or incidents regarding student wellbeing and bullying behaviour
- an Executive staff member speaks to new and casual staff when they enter on duty at the school
- the 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
Term 1	The Year 6/7 School Transition Evening and the Rivers Roadshow which outline the school's policies and student supports in place at Kadina High Campus
Term 2 and 4	Parent Teacher Evenings where the core values of the school are communicated
Term 1-4	The Kadina High Campus website and school Facebook page where positive school culture is celebrated
Term 1-4	Ongoing communication with parents through meetings, phone calls, texts and emails to address any issues of concern and to support our students' social and emotional wellbeing

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.

- A Wellbeing 'Scope and Sequence' delivered by Year Advisors and the Student Wellbeing Team.
- Our SIP (School Improvement Plan) 2021-2024, Strategic Direction 2 'Student Wellbeing and Engagement'
- Student leadership initiatives, especially through the SRC and Leadership Team
- The implementation of the YONDR policy which limits access to mobile devices at school and decrease incidents of cyber bullying
- Our designated Wellbeing Room for students who require additional social and emotional support
- The Enhance Program which provides a safe and supportive learning environment for students with additional learning needs
- A range of wellbeing programs and initiatives run throughout the year to promote positive relationships and student wellbeing such as 'Love Bites' which focuses on positive relationships for teenagers
- Participation in the bi-annual Tell Them From Me Surveys so we can ascertain the effectiveness of our programs
- Individualised plans for Student Behaviour and Risk Management
- Life Ready program for Years 10 & 11 which focuses on relationships, peer pressure and safe, respectful behaviour.
- A Student Support Officer and Chaplaincy service
- The introduction of Stymie from Term 3, 2022. This online reporting system allows the school community to report concerns such as bullying whilst maintaining anonymity
- Our Aboriginal Education Officer who connects and supports our Aboriginal and Torres Strait Islander students and their families
- A designated Year Advisor for each cohort to support and guide students

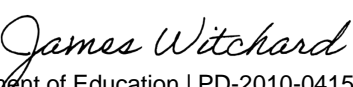
Completed by: Gemma Veriga White

Position: HT Wellbeing (Relieving)

Signature: 

Date: 05/05/2022

Principal name: James Witchard

Signature: 

Date: 05/05/2022