

ANTI-BULLYING PLAN 2024

Manilla Central 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.

Manilla Central School

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.

Term 1	Behaviour code- Student Wellbeing procedures Harmony Day, Stage Advisors, HT Wellbeing, Wellbeing Team
Term 2	Pastoral Care, PBL, Zones of Regulation, Stage 5 Anti-Bullying programme, Making Bulling History, Opportunity Hub, Sista Speak
Term 3	Naidoc, PBL, Pastoral Care, Zones of Regulation, Opportunity Hub, Sista Speak
Term 4	Love Bites: Positive Relationships and Communication, Pastoral Care, PBL, Zones of Regulation, Opportunity Hub

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	Code of Conduct, Child Protection and Inclusive Wellbeing Support Strategies, YMH, Trauma Informed practice modules, Continuum of Care- Levels of intervention, new policy Changes, MCS updated Wellbeing procedures
Term 2	CPM- Wellbeing procedures audit
Term 3	Wellbeing procedures review
Term 4	Staff communication around Love Bites Education Program

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.

- Information is provided in the Staff Induction Handbook, issued to staff when they complete the onboarding process with MCS
- An executive staff member speaks to new and casual staff when they enter on duty at the school

All new staff, including executive staff, are required to attend the Induction Program which includes a 'walk through' of the new Wellbeing and suspension policy and processes and the anti-bullying plan- this includes the new MCS Wellbeing procedures. The Deputy Principal and the Principal present this.

All staff receive a refresher in Term 1 on the flag system within Sentral to support students with additional needs and to assist accurate reporting and record keeping on any bullying matters. Staff analyse student achievement data to ensure students learning needs are being properly addressed in learning and teaching. The LST team meet each Monday afternoon alternating between whole school and campus meetings. This team led by the APCI and HTT&L support students and their families and assist staff with differentiation and the provision Individual Behaviour Management plans and Health care plans. These are stored in Sentral and communicated to staff.

As part of professional learning, content differentiation is addressed so that staff are catering to all students and that grouping for class activities is purposeful and strategic.

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
Ongoing	P&C Meeting Principal Reports at regular meetings
Ongoing	Facebook promotion of Positive Behaviours at MCS, Assemblies- Merit Awards, School Community Events
Ongoing	Engagement with external and internal agencies supporting students, staff, families and community

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.

PASTORAL CARE:

Pastoral Care is a system of support in developing the whole student throughout all aspects of school life. Explicit teaching around relationships, self-care and emotional regulation enhances the general wellbeing of the student body.

POSITIVE BEHAVIOUR FOR LEARNING (PBL):

Positive Behaviour for Learning (PBL) Tier 1 Universal School-wide and Classroom systems of support that brings together the whole school community to contribute to developing a positive, safe and supportive learning culture.

CONTINUUM OF CARE:

Universal Preventative and Early Prevention strategies, Targeted programs and Individualised interventions support students' behaviour and engagement within the school environment. The school works collaboratively with external providers to ensure the establishment of wrap-around care.

Completed by: Rachael Ferguson

Position: Deputy Principal

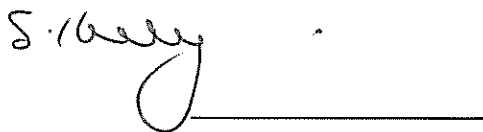
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Date: 30.1.21.

Principal name: Shane Kelly

Signature:



Date: 30/1/2021.