



# Merrylands High School – Anti-bullying plan 2024

**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.

Merrylands High 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 Merrylands high 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 1-4	Year meetings outlining PBL expectations including bullying
Term 1 - 4	Focus lessons on anti-bullying and tolerance. Designed by Wellbeing and / or PBL Teams
Term 1-4	Visits from School Liaison Police, who shares insights into safe and respectful behaviour in group settings and to individuals.
Weekly	Assemblies – Safe Respectful Learners expectations and behaviour outline to all students
Term 1	Harmony Day celebrations and Autism awareness day Celebrating diversity and tolerance
Term 2	Sorry Day / Reconciliation - focus lessons.
Term 3	R U O K Day – focus lessons on mental health and what impacts our mental health

## 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	50% of school staff are members of the 'Wellbeing' Team or the 'PBL' Team. These teams meet 3 times per term. Part of the role of these teams is to design and deliver PL to colleagues on strategies to support students having safe and respectful relationships.
Term 1 -4	Principal, DP and Exec models and reinforces PBL ethos at weekly 'Monday Muster'.
Term 1 - 4	Head teachers revisit PBL focus in faculty meetings
Term 2	TTFM data analysed with implications drawn for learning on student relationships
Term 4	Anti Bullying plan reviewed by Wellbeing and PBL Teams and updated for following year
Term 1-4	Regular Learning Support Team meetings

## 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 staff inducted in school's PBL focus and mantra of *Safe, Respectful, Learner's* part of MHS induction.
- New staff provided with school's PBL Matrix – outlining expected behaviours in variety of school settings.
- Staff handbook provided to all colleagues. The handbook outlines the school behaviour flowchart including support for *Prevention, Early Intervention, Targeted Intervention, and Individual Intervention*.

## 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 – 4	Parent Meetings – Schools Ethos and Behaviour Protocols
Term 1 – 4	School’s PBL focus referenced in PSLP and PLP meetings between staff, parents and students.
Term 1 – 4	Parent portal used to communicate positive behaviours, student engagement and rewards
Term 1 – 4	Social Media Communication – (Newsletter, Facebook, Instagram) constantly used to convey positive messages and to recognise excellence in social and community activity as well as academic and sporting achievement.
Term 1 - 4	Bookwork feedback ‘pink’ slips convey a positive learning culture and the value of feedback. Provides a means of communication with parents.
Term 1 -4	Monitoring cards are used by staff to recognise and celebrate positive behaviour choices of students on early / targeted / individual intervention.
Term 1 – 4	Regular meetings ATSI community
Daily	Staff of the MHS Support Unit (LEAP) help create and share a positive school culture in their interactions with parents each afternoon at school pick-up.
Term 2	A positive culture of learning and effort underpins the messaging at subject selection nights for Stage 4 – 5 and stage 5 – 6.
Term 4	Year 7 Parent / Student welcome / Orientation – Day 1 – Behaviour, attendance and school expectations
Term 4	School’s priority of positive behaviour referenced at end of year Academic and Sports Awards events.

### 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.

- Breakfast Club
- Harmony Day
- ‘Pass the Buck’ – Mentoring program.
- An Embedded PBL culture
- Dedicated staff overseeing student relationships and wellbeing inc.
  - Student Support Officer
  - Girls Advisor
  - Boys Education Team
  - ARCO
  - Year Advisors
  - Wellbeing focussed SLSOs

Principal: Amika Prasad

Signature: \_\_\_\_\_

Date: \_\_\_\_\_