

ANTI-BULLYING PLAN 2025

Coomealla 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.

Coomealla 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. 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
February/Term 1	Behaviour code for students
February/Term 1	Process and procedures to support against Bullying
June/ Term 2	Update- What is the school expectation and process to get support against bullying.
Sept	Anti bullying presentation Backflips Against Bullying

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
Jan/Term 1	SDD: Teaching and reinforcing respectful relationship in the school environment Trauma Informed practice
May/ Term 2	Staff meeting: Supporting and the process to deal with bullying presentation.
Sept/Term 3	Staff meeting: review process and procedures around bullying and victims.
November/ Term 4	Anti bullying week celebrations and incorporate into unit planning.

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 will undertake a bullying component in their induction pack, this will provide them with schools process and procedures to manage and support students who are bullies or the victims.

- 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
Feb/ Term 1	School website, Newsletter, Facebook, Defining student bullying and school supports, procedures and consequence +
March Term 1	School website school Facebook and/or school newsletter - Don't be a Bystander be an up-stander (Bystander behaviour) +
April/ Term 1	Transition year 6 Parent information session- Anti Bullying Procedures and process.
Nov/Term 4	Anti Bullying week adverting on School website, Facebook and newsletter.

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.

Student voice- articles written by students in the newsletter and presented on assembly (if possible)

Ongoing student recognition - awards nominated by staff delivered by the principal

Save a Mate- will be delivered to all stages once a year to support student wellbeing and relationships

Love bites- will be delivered across all stages to promote positive relationships and build the skills to identify what it means to have a positive relationship

Staff recognising and acknowledging positive behavior with verbal rewards in the playground and the classroom.

Completed by: Della Philp

Position: Head Teacher Wellbeing

Signature:



Date: 12/2/25

Principal name: Rel. Duncan Driscoll

Signature:



Date: 12/02/2025