



Background

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.

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.

School Culture

Students

- Weekly/Fortnightly Wellbeing Lessons- A yearly scope and sequence covers topics of Positive Relationships, Resilience, Kindness and Anti-Bullying Strategies.
- Involvement in targeted programs offered by the school such as Rage and Love Bites Programs
- Weekly whole school and year group assemblies- Student bullying and expectations about student behaviour will be discussed (T-RED values) and information presented to promote a positive school culture where bullying is not accepted.
- Involvement in events, such as National Day of Action Against Bullying and Violence, R U OK Day, Wear It Purple Day and White Ribbon Day- All events promote positive relationships within our school and broader community.
- PB4L 'T-RED Values'- Our school engages in the Positive Behaviour for Learning practices and our Students

Staff

Staff are 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. This includes professional learning on the following (but not limited to);

- PB4L and award system
- Whole school professional development in the Berry Street Education Model.
- Managing problematic behaviours
- Teaching and reinforcing respectful relationships
- Behaviour code
- Staff and Student Wellbeing

New and casual staff

Parents 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.

Our school engages with our broader school community by;

- Website (<https://thomasredd-h.schools.nsw.gov.au>) – The school Anti-Bullying policy, NSW Anti-bullying website, Behaviour code for students, a list of external support agencies and strategies to assist Parents/Carers when their child is involved in a bullying incident are published on our website.
- Sentral Parent Portal- Regular updates on School business, policies and events.
- Facebook- Regularly updated to promote student achievement and positive relationships

<p>are rewarded for following the T-RED Values of Thrive, Represent, Excel and Deliver.</p> <ul style="list-style-type: none"> • 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) and in Wellbeing lessons. • The DoE Behaviour code for students is followed along with the Welfare and Discipline policy. • Every year group is assigned a Year Advisor to work with the year group and to problem solve student behaviour before it escalates. • Student Wellbeing Support Officer is available two days a week for Students to be referred to by a Year Advisor. • Students are involved in the development of the TRHS anti-bullying policy. • The Police Liaison gives presentations on Cyber Safety to Stage 4 students each year. 	<p>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;</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Parent/Carer meetings- Parents are contacted regularly on their child's progress and if any issues present, Year Advisor's schedule meetings with the parent/carer and student • Partnerships with our Community of Schools (Ambarvale Public School and Thomas Acres Public School) that work on strengthening community ties, student mentoring and transition to High School.
<p>Responsibilities – students</p> <ul style="list-style-type: none"> • Report as soon as any signs of bullying start to occur to Classroom Teacher, Year Advisor or Teacher on duty. This is both the responsibility of the victim and bystander. • Self-refer to Counsellor to seek advice or assistance. • Communicate to a trusted friend or person to assist with positive wellbeing • Involvement in both class and extra-curricular activities to feel a sense of inclusion. 	<p>Responsibilities – staff</p> <ul style="list-style-type: none"> • Identify issues within the classroom and playground before they further develop • Once a student reports, assist student and refer to appropriate staff member. Record on Sentral • Support students and provide advice • Advise parent/carer of the incident • Implement ways within your classroom to build the resilience of your students • Address the support systems to their students. • Refer to the Anti Racism Contact Officer (ARCO) where appropriate. 	<p>Responsibilities – parents and community</p> <ul style="list-style-type: none"> • Notify the school/Year Advisor when their child reports bullying issues at school. • Provide ongoing support and encouragement to their child. • Find positive solutions with their child to assist them in handling the bullying. • Share strategies with their child to build resilience. <p>Seek external counsellor support and help lines if necessary.</p>

<ul style="list-style-type: none"> • Refrain from giving a verbal or physical reaction and report to the closest staff member. • If the bullying occurs within your friendship circle, remove yourself from the negative environment or seek a new friendship group. • If cyber bullying occurs whilst outside school hours. Block, tell parent/carer and report at school the following day. • Refer incidents to the Anti Racism Contact Officer where appropriate. 		
<p>Resources and Links other DoE policy links, Health links, other relevant resources</p> <p>https://education.nsw.gov.au/policy-library/policies/pd-2006-0316</p> <p>https://education.nsw.gov.au/policy-library/policyprocedures/pd-2006-0316/pd-2006-0316-01</p> <p>https://education.nsw.gov.au/about-us/education-data-and-research/cese/publications/literature-reviews/anti-bullying-interventions-in-schools</p> <p>https://www.esafety.gov.au/</p>		<p style="text-align: center;">Important Contact Information</p> <p style="text-align: center;">Thomas Reddall High School 1 Jagers Place AMBARVALE NSW 2560 T: 02 4625 4404 F: 02 4628 8589 E: thomasredd-h.school@det.nsw.edu.au Relieving Principal: Ms L McGarry</p>
<p>Communication how the policy will be communicated to the school community</p> <p>Thomas Reddall High School Website- https://thomasredd-h.schools.nsw.gov.au</p>		
<p>Evaluation and review</p> <p>January 2025</p>		
<p>School procedures and documents to be used in conjunction with this policy:</p> <p>Student Behaviour Policy Behaviour Code for Student https://education.nsw.gov.au/schooling/schooling-initiatives/anti-bullying/educators/whole-school-approach-to-bullying</p>		

