

Anti-bullying Plan 2022

At Southern Cross School of Distance Education, we commit to building and sustaining High Expectations Relationships with our whole school community. The SCSODE community has a right to be treated fairly and with dignity in an environment that is safe. The safety of the school community is essential to foster the academic, social development and wellbeing of all.

We are committed to the provision of safe, caring, equitable, and inclusive school environments; including hub, outreach, online, live lessons, phone lessons, mini schools and camps; a safe, productive and collegial work environment for our staff; and welcoming school sites for community members.

Our school rejects all forms of bullying behaviours, including online (or cyber) bullying. Bullying behaviour undermines and dilutes the quality of education and imposes psychological damage. We expect the whole school community to take an active stand against any form of bullying and to support the view that bullying is not tolerated. Any form of bullying should be immediately reported.

Statement of purpose

All members of the school community are 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 face-to-face environments.

Defining bullying

Bullying behaviour has three key features:

1. It involves the intentional misuse of power in a relationship.
2. It is ongoing and repeated.
3. It involves behaviours that can cause harm.

Bullying can involve humiliation, domination, intimidation, victimisation, and all forms of harassment including that based on gender, race, disability, sexuality or age. Bullying is when people repeatedly and intentionally use words or actions against someone or a group of people to cause distress and risk to their wellbeing.

Cyber bullying is the use of information and communications technologies to bully or harass.

Bullying of any form or for any reason can have long-term effects on those involved including bystanders.

Bullying is not the same as conflict between people (like having a fight) or disliking someone, even though people might bully each other because of conflict or dislike.

School culture and inclusion

Bullying must be positively and firmly addressed through a range of measures and strategies. School staff will actively respond to student bullying behaviour.

Our school engages in the following practices to promote a positive school culture.

1. Student

Student bullying and expectations about student behaviour will be communicated and information presented to promote a positive school culture where bullying is not accepted.

This is achieved through:

- Modelling positive and respectful behaviour and relationships.
- Learning Hub and Outreach student contracts discussed and signed by each student to know expectations and foster positive relationships.
- Creating a safe space for all students to learn.
- Student led orientation process where possible
- Visuals and/or resources available in learning hubs that promote positive behaviours e.g. racism stops with me
- Agreements for responsible use of technology and explicit teaching of appropriate skills for positive participation in live online lessons
- established and well-understood protocols about appropriate and inappropriate adult-to-student contact and interactions within the school context e.g. mini schools, school camp
- Continual development of positive relationships with students and families
- Provision of opportunities that support Social and Emotional Learning.
- Promoting mindfulness and practicing kindness.

2. Staff

Staff will abide by the code of conduct and dignity and respect in the workplace charter, engaging in positive respectful interactions. Staff communication to students and supervisor will include expectations about student behaviour and promote a positive school culture where bullying is not accepted. This is achieved through:

- Agreed to Principles of high expectations developed through consultation and collaboration between the staff which supports the development of high expectations relationships
- DoE Code of Conduct mandatory training
- Staff engaging in additional training such as CESE Antibullying course
- Provision of regular updates and collegial discussion re antibullying strategies and positive behaviour support
- Trusting and valuing all student, supervisor and staff; and their contribution
- Acknowledging achievements
- Embracing diversity and different points of view, participating in events and sharing information about such things as Harmony Day, National Day of Action etc.
- Clearly communicating procedures for reporting incidents and strategies for staff to use to redirect negative behaviours

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

- Staff induction processes and information is provided to staff when they enter on duty at the school, including orientation with identified staff for training in the use of DEMS and Canvas
- Head teachers will mentor and provide faculty based processes to new and casual staff when they enter on duty within their faculty
- Principal will meet with new executive staff when they enter on duty at the school, as part of the induction process will be supported by the relevant Deputy Principal in developing knowledge of school guidelines and procedures.
- Supporting and ensuring clear reporting channels are known to all parties.
- Access to Behaviour plan through DEMS
- Clear processes for hub behaviour plans and agreement by students and how to identify bullying and who to approach for support

4. 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.

- DoE Code of Conduct mandatory training including ongoing training at staff meetings discussion of scenarios
- Professional learning in recognising and understanding the signs of bullying e.g., vicarious trauma, mental health first aid, MAPA, CESE
- Ongoing TPL on professional staff to staff communication processes to build high expectation relationships.
- Esafety commission training "Online harmful sexual behaviours, misinformation and emerging technologies" [Registration \(gotowebinar.com\)](https://www.gotowebinar.com)
- Professional learning targeted to building staff knowledge and understanding as well as practical strategies for implementation
- Opportunities to attend external training such as Restorative Justice, inclusive practices
- Professional learning understanding and identifying cyber bullying on social media platforms.

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.

Communication with supervisors

Our school will provide information to supervisors to help promote a positive school culture where bullying is not acceptable and to increase supervisor's understanding of how our school addresses all forms of bullying behaviour.

- Meetings conducted with supervisor to explain distance education, hub or outreach attendance where relevant and supervisor handbook and sign off form.

- Information regularly updated to supervisor through the student newsletter, Facebook and website as well as school events, such as transition processes, mini schools etc. to reinforce understanding
- Providing specific information via Newsletter, Facebook and Webpage for antibullying such as Bystander behaviour, Staying Safe
- Support from subject teachers, hub or outreach teachers and student advisers, implementing wellbeing strategies, making resources available and answering questions
- Clear guidelines on how to deal with online bullying and who to approach for support

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.

- Staff to Student high expectations relationships as examples of respectful and consistent engagement.
- Events within Schools to celebrate and inform Wellbeing and positive behaviour. Including Market Days, whole school mini schools, hub based celebrations and engagements with national events such as RU Ok day and Reconciliation week..
- School merit system that acknowledges and rewards positive behaviour

Completed by: Sharon Hodgson

Position: Deputy Principal

Signature:



Date: 13 May 2022

Principal name: Danny Henman

Signature:



Date: 13 May 2022