

# ANTI-BULLYING PLAN

## Cardiff High School- 2025

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.

### Cardiff 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
Ongoing	Explicit teaching of the Cardiff Code, Behaviour Code for Students, Mobile Phone Policy
Ongoing	Youth Liaison Officer presentations, SSO, School Wellbeing Staff, Yarn Up, Year Meetings
Ongoing	The Resilience Project (Stage 4 Wellbeing Lessons, Whole-school integration).

Ongoing	School wellbeing framework: Year-group focused wellbeing initiatives (ie, Tomorrow Man, Tomorrow Woman, Variety, Wellbeing Excursions and Incursions, Sista/Brospeak)
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## 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
Ongoing	Teaching and reinforcing respectful relationships, Cardiff Code.
Ongoing	Staff PL regarding The Resilience Project
Ongoing	Development and support of student wellbeing, learning and behavioural needs and personalised plans, communicated to staff
Ongoing	Learning and Support PL for staff via Staff Meeting, Executive Meeting, Weekly student wellbeing notification, Learning and Support Meetings and SDD, reviewed and delivered as required.

## 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 regarding school processes is provided in Staff Handbook to staff when they enter on duty at the school

–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.

–each classroom teacher and SLSO has access to student data and plans through Sentral, with high-priority information being disseminated through school executive

–explicit teaching of school expectations of behaviour for students, staff and community through the staff induction processes

## 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	Parent Teacher Night- DPs, HTL&W and Year Advisors available to discuss wellbeing needs, Personalised LST Meetings as required
Ongoing	Wellbeing staff identified on school website and social media messaging
Ongoing	Wellbeing presentations and Year Advisors providing an expectation and guidelines for safe and respectful relationships at CHS, TRP related emails & communication
Ongoing	P&C Meetings with school senior executive staff

## 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.

- Teaching and reinforcing respectful relationships in program workshops and PDHPE, whole-school TRP integration
- Partnership with The Resilience Project and fortnightly Wellbeing lessons for Stage 4 students
- Annual Police Liaison Officer presentation to Year 7-10 students
- SSO & wellbeing programs where positive behaviour approaches to relationships are discussed and explored as well as the explicit teaching of social skills.
- Acknowledgement of Harmony Day, the National Day of Action against Bullying and Violence, R U OK? Day etc to model respectful relationships and unity as a school
- Wellbeing Calendar of events throughout the year & integration of the DoE Wellbeing Framework

Completed by: Melissa Haskara

Position: Deputy Principal

Signature: *Melissa Haskara*

Date: 24.2.25

Principal name: Josh Gane

Signature: 

Date: 24.2.25