NSW GOVERNMENT | Education

Miller Technology 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.

Miller Technology 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
Term 1	Behaviour code for students
	Positive Behaviour for Learning (PBL) – specific lessons on student expectations during Year adviser lessons.
	PB4L theme Term 1: Respect
	Whole school assembly (Fortnightly): PB4L focus raffle draw – celebrating student success
	Year Meetings (Fortnightly): Positive recognition of student success
	Transition to High School activities for building resilience and dealing with bullying (Year 7)
	Harmony Day Celebrations
Term 2	Behaviour code for students
	Positive Behaviour for Learning (PBL) – specific lessons on student expectations during Year adviser lessons.
	PB4L theme Term 2: Inspire
	Whole school assembly (Fortnightly): PB4L focus raffle draw – celebrating student success
	Year Meetings (Fortnightly): Positive recognition of student success
	Recognition of student success assembly (ROSE)
	Sorry Day Assembly
	Autism awareness Day – wear colours & whole school assembly
	Refugee week celebrations
Term 3	Behaviour code for students
	Positive Behaviour for Learning (PBL) – specific lessons on student expectations during Year adviser lessons.
	PB4L theme Term 3: SAFE
	Whole school assembly (Fortnightly): PB4L focus raffle draw – celebrating student success
	Year Meetings (Fortnightly): Positive recognition of student success
	SRC Student Voice – student leaders speak at assembly
	NAIDOC Week Assembly and activities promoting acceptance and inclusion
Term 4	Behaviour code for students
	Positive Behaviour for Learning (PBL) – specific lessons on student expectations during Year adviser lessons.
	PB4L theme Term 4: Inspire
	Whole school assembly (Fortnightly): PB4L focus raffle draw – celebrating student success
	Year Meetings (Fortnightly): Positive recognition of student success
	Presentation Assembly – Recognition of student success and citizenship
Annually	Managing the Bull – Bullying Workshop Year 7 & 8
	Tree of Life stage play – refugee stories
	Posters around the school promoting acceptance
	Acknowledgement of significant cultural/religious events eg, Ramadan
	Year adviser lessons on Cyber Safety and what constitutes cyber 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
Term 1	School Development Days -Mandatory Training / Staff Handbook/ Policy review Staff Meetings – Policy discussion and implementation. Dissemination of important information Wellbeing Team Meetings (weekly): staff Briefings - reminders and refreshers on existing policy and procedures, individual student issues or concerns
Term 2	Staff Meetings – Policy discussion and implementation. Dissemination of important information Wellbeing Team Meetings (weekly): staff Briefings - reminders and refreshers on existing policy and procedures, individual student issues or concerns
Term 3	Staff Meetings – Policy discussion and implementation. Dissemination of important information Wellbeing Team Meetings (weekly): staff Briefings - reminders and refreshers on existing policy and procedures, individual student issues or concerns
Term 4	Staff Meetings – Policy discussion and implementation. Dissemination of important information Wellbeing Team Meetings (weekly): staff Briefings - reminders and refreshers on existing policy and procedures, individual student issues or concerns

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:
• Head Teacher Administration provides a copy of the school's Staff Handbook containing the Anti-bullying Policy and discusses its implementation with new casual teachers.
• Executive staff members provide advice and support to new and casual staff when they enter on duty in their faculty.
• New staff induction program includes the school's anti-bullying policy and procedures.
• New staff have access to the school's Staff Handbook which contains the school's anti-bullying policy and the Student Wellbeing processes.

2. Partnerships with families and communities

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.

All members of the school community have a responsibility to:

• Model and promote positive relationships that respect and accept individual differences within the school community.

• Support the school's Anti-Bullying Plan through words and actions.

• Work collaboratively to resolve incidents of bullying when they occur.

School staff have a responsibility to:

• Respect and support students.

• Promote and maintain respectful relationships.

• Model and promote appropriate behaviours.

• Have knowledge of school and departmental policies relating to bullying behaviours.

• Respond in a timely manner to incidents of bullying.

• Behave as responsible bystanders.

• Behave as responsible digital citizens.

In addition, teachers have a responsibility to:

• Support students in all aspects of their learning.

• Apply RISE core values fairly, consistently and equitably.

• Apply appropriate and timely strategies to address maltreatment of a student by another student.

• Give clear messages about what behaviours are accepted.

• Remove opportunities for bullying to occur – eg arrive on time to class and duties; and take care with group formations for group work.

• Ensure curriculum materials and educational resources are non-discriminatory.

Students have a responsibility to:

• Behave appropriately, respecting individual differences and diversity.

• Behave as responsible digital citizens.

• Follow the school's Anti-Bullying Plan.

• Behave as responsible bystanders.

• Report incidents of bullying or maltreatment of a student by another student to a teacher, Head Teacher, Year Adviser, Student Support Officer, Deputy Principal or Principal.

Parents and caregivers have a responsibility to:

• Support their children to become responsible citizens and to develop responsible online behaviour.

• Be aware of the school's Anti-Bullying Plan and assist their children in understanding bullying behaviour.

• Support their children in developing positive responses to incidents of bullying or maltreatment consistent with the school's Anti-Bullying Plan.

• Report incidents of school-related bullying behaviour or maltreatment to the school.

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:

> 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 topics
Term 1	Enrolment information Packs: Student Handbook – Anti-Bullying Plan School Newsletter/ School Stream / Social Media updates School website: Student Handbook - Anti-Bullying Plan, Student behaviour Code, access to NSW anti-bullying website and Mental Health Hub, Emotional Wellbeing for Students- access to services and resources on social and emotional learning and skill development
Term 2	Enrolment information Packs: Student Handbook – Anti-Bullying Plan School Newsletter/ School Stream / Social Media updates School website: Student Handbook - Anti-Bullying Plan, Student behaviour Code, access to NSW anti-bullying website and Mental Health Hub, Emotional Wellbeing for Students- access to services and resources on social and emotional learning and skill development
Term 3	Enrolment information Packs: Student Handbook – Anti-Bullying Plan School Newsletter/ School Stream / Social Media updates School website: Student Handbook - Anti-Bullying Plan, Student behaviour Code, access to NSW anti-bullying website and Mental Health Hub, Emotional Wellbeing for Students- access to services and resources on social and emotional learning and skill development
Term 4	Enrolment information Packs: Student Handbook – Anti-Bullying Plan School Newsletter/ School Stream / Social Media updates School website: Student Handbook - Anti-Bullying Plan, Student behaviour Code, access to NSW anti-bullying website and Mental Health Hub, Emotional Wellbeing for Students- access to services and resources on social and emotional learning and skill development

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 learning is explicitly taught across the curriculum in Personal Development, Health and Physical Education (PDHPE). Students learn to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships and make responsible decisions. They are also embedded regularly in the school's routines, curriculum and communication where strong, ethical and affirming behaviours are modelled and expected. Specific programs to prevent bullying focus on building relationships; encouraging personal responsibility, including supportive upstander behaviour; and building personal resilience. Other prevention strategies include direct instruction on bullying and its effects.

Other ways our school embeds student wellbeing and positive behaviour approaches and strategies in practices include the following:

• Positive Behaviour for Learning (PB4L).
• Year 7 transition activities.
• Wellbeing Programs – Years 7 to 12, including presentations by Police School Liaison Officers and SSO on respectful relationships, cyberbullying and bullying, where real-life scenarios are discussed and analysed.

• Life Ready program – Year 11 with focus on relationships, peer pressure and safe, respectful behaviour.
• Lessons incorporated in all teaching and learning programs (including Year Adviser lessons) across the school that explore wellbeing, relationships, seeking support, digital citizenship and online safety.
• Participation in awareness raising days such as 'R U Ok Day'.
• Publishing anti-bullying messages in the school's newsletter and on the website.
• Teachers act as positive role models
• SRC enables student voice to be heard
• Student leadership programs which include training and empowering leaders with the ability to intervene and address bullying situations and say 'enough'
• Harmony Day, Autism awareness Day and International Women's Day celebrations to promote compassionate and inclusive behaviours
• Year Advisers and Student Wellbeing Team provide support and mentoring
• Learning Support Team – with development of appropriate individual learning plans for at-risk students
• Transition Programs for targeted new enrolments
• Primary Partnership programs building confidence and leadership abilities of students.
• Welcoming new students with a buddy system
• Year Advisers check in with the families of new students
• Weekly Student Wellbeing Team meetings
• Study skills (Elevate) program