

Chifley College Dunheved Campus

Anti-bullying Plan

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.

Chifley College Dunheved Campus' 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 and roll call mini lessons

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: CCDC matrix of expected behaviours. All students receive a copy during LFC lessons. Expectations taught throughout program. ➤ Whole School Assembly every Monday - School Values: C.A.R.E. – <i>Cooperate Achieve Respect Everyday</i> and communications of our 'Focus of the Week' from the CCDC matrix. ➤ Year Meetings every Tuesday – Wellbeing focus and positive recognition of student success. ➤ Weekly roll call Positive Behaviour for Learning (PBL) mini lessons, with multiple lessons on "Say No To Bullying" and responsible bystander behaviour this term. ➤ Presentation Assembly (Week 10) – Stage groups: Recognition of student success including attendance success and Student of the Term. ➤ Social media posts that include: outlining school wide expectations, resources to Anti-Bullying (NDA), celebration of student achievements.
Term 2	➤ Whole School Assembly every Monday - School Values: C.A.R.E. – <i>Cooperate Achieve Respect Everyday</i> and communications of our 'Focus of the Week' from the CCDC matrix. ➤ Year Meetings every Tuesday – Wellbeing focus and positive recognition of student success. ➤ Weekly roll call PBL mini lessons, with focus on school behaviour expectations. ➤ Presentation Assembly (Week 10) – Stage groups: Recognition of student success including attendance success and Student of the Term. ➤ Social media posts that include: outlining school wide expectations, resources to Anti-Bullying (NDA), celebration of student achievements.

Dates	Communication topics
Term 3	➤ Whole School Assembly every Monday - School Values: C.A.R.E. – <i>Cooperate Achieve Respect Everyday</i> and communications of our 'Focus of the Week' from the CCDC matrix. ➤ Year Meetings every Tuesday – Wellbeing focus and positive recognition of student success. ➤ Weekly roll call PBL mini lessons, with focus on school behaviour expectations. ➤ Bullying No Way: National Week of Action (Week 4) – school register with the website, students participate in LFC lessons created from the website, Friday prior PBL presentation in roll call. Monday assembly presentation and ongoing social media communications throughout the week. ➤ Presentation Assembly (Week 10) – Stage groups: Recognition of student success including attendance success and Student of the Term. ➤ Social media communication to community in support of National Day of Action against Bullying and Violence.
Term 4	➤ Whole School Assembly every Monday - School Values: C.A.R.E. – <i>Cooperate Achieve Respect Everyday</i> and communications of our 'Focus of the Week' from the CCDC matrix. ➤ Year Meetings every Tuesday – Wellbeing focus and positive recognition of student success. ➤ Weekly roll call PBL mini lessons, with focus on school behaviour expectations. ➤ Presentation Assembly (end-of-year) – whole school community event: Recognition of student success across the areas of academia, sport, culture and community. ➤ Social media posts that include: outlining school wide expectations, resources to Anti-Bullying (NDA), celebration of student achievements.

Dates	Communication topics
Weekly	➤ Focus of week taught to all students at assembly, in roll call mini lessons and broadly communicated via social media platforms – school website, Facebook & Instagram.
Daily	➤ Teaching positive behaviour expectations (view communications folder), including expectations of kindness.
Daily	➤ Acknowledging positive behaviour through verbal praise, free/frequent, house points and merit awards.

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
Term 1	➤ School Development Days 2 x days - Mandatory Training and relevant PL. ➤ Morning Briefings twice a week - reminders and refreshers on existing/current policy and procedures, individual student issues or concerns. ➤ Staff, Teams and KLA Meetings – professional learning. ➤ Professional learning for wellbeing team on signs students are experiencing bullying and how wellbeing team can provide step care support via the CCDC Wellbeing Step Care model.
Term 2	➤ School Development Day - Mandatory Training and relevant PL. ➤ Morning Briefings twice a week - reminders and refreshers on existing/current policy and procedures, individual student issues or concerns. ➤ Staff/Teams and KLA Meetings – professional learning.
Term 3	➤ School Development Day - Mandatory Training and relevant PL. ➤ Bullying No Way: National Week of Action (Week 4) – staff provided with classroom resources and promotional materials – sample lessons, badges, posters and a colour theme for the week. ➤ Morning Briefings twice a week - reminders and refreshers on existing/current policy and procedures, individual student issues or concerns. ➤ Staff, Teams and KLA Meetings – professional learning.
Term 4	➤ School Development Day - Mandatory Training and relevant PL. ➤ Morning Briefings twice a week - reminders and refreshers on existing/current policy and procedures, individual student issues or concerns. ➤ Staff, Teams and KLA Meetings – professional learning. ➤ School Development Days 2x days - Mandatory Training and relevant PL.

Dates	Communication topics and Professional learning
Weekly	➤ Staff briefings: PBL focus areas, distribution of awards, visuals for classrooms, student progress updates.
Fortnightly	➤ Life Coaching lessons: teach/reinforce respectful relationships, PBL 'Do Now' linked to S-W expectations.
Term 2/3	➤ Roll Call Check In, Check Out, Check & Connect, Teacher Mentor as a roll call space.
Term 4	➤ Teaching Sprint for teaching staff, focus on classroom expectations and Positive Behaviour.

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:

The induction for all new staff, both permanent and casual, is supported by the teacher administration and the CCDC Staff Handbook. Staff handbook information includes:

- Schoolwide expectations – cooperate, achieve respect everyday (C.A.R.E.).
- Dunheved matrix of expected behaviour: 'The Dunheved Way'.
- Consequence continuum, including strategies to prevent and respond to problematic behaviour.
- CCDC staff and contact details, map of school and other school procedures.
- New casual staff to CCDC are introduced to the principal, deputy principals and teacher administration.
- All new temporary and permanent staff join the CCDC beginning teacher program and are supported by their KLA head teacher and the beginning teacher coordinator. The beginning teachers meet twice per term (scope/sequence available, including PL).

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.

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 class and school rules 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 – e.g. 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.

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

- Additional information available:
- Office of the e-Safety Commissioner: <https://www.esafety.gov.au/>
- Anti-racism Strategy 2024-25
- CCDC Wellbeing Framework- connect, succeed and thrive at school and beyond.
- CCDC Anti-Racism Contact Officer (ARCO): complaints support, school-wide education and monitoring.
- CCDC Behaviour management document and procedures

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 Topics
Term 1	➤ Life Coaching program overview sent home to all students outlining topics covered.
Ongoing	➤ School website and social media platforms - anti-bullying-plan, school behaviour code access to NSW anti-bullying website and resources on social and emotional learning and skill development. ➤ Social Media Posts Re: Wellbeing activities, various fact sheets and tips for parents.
Ongoing	➤ Communication via CCDC Senior Executive, HT Wellbeing and Year Advisers with parents/carers of students who raise concerns of bullying.
Ongoing	➤ CCDC principal weekly communication with parents/carers.

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 our whole school wellbeing program – Life Coaching and 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. Others prevention strategies include direct instruction on bullying and its effects. Other programs to educate and develop awareness about bullying include:

- Police School Liaison Officer seminars - presentations on cyberbullying and bullying, where real-life scenarios are discussed and analysed.
- Lessons incorporated in all teaching and learning programs across the school that explores wellbeing, relationships, seeking support, digital citizenship and online safety.
- Participation in awareness raising days such as 'Bullying No Way' day.
- Publishing anti-bullying messages via the school's social media platforms.

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

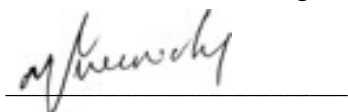
- Our school's practices support student wellbeing and positive behaviour approaches that align with our school community's needs.
- Social and emotional skills related to personal safety, resilience, help-seeking and protective behaviours are explicitly taught across the curriculum in Personal Development, Health and Physical Education (PDHPE).
- CCDC Step Care model is implemented from early intervention to crisis intervention.
- Learning Ground in schools program supporting students with social and emotional needs.
- All students presented with who and where at CCDC to access wellbeing support, delivered by SSO and HT Wellbeing.
- Examples of other ways our school will embed student wellbeing and positive behaviour approaches and strategies in practices include the following:

- Positive Behaviour for Learning (PBL) Tier 1 Universal Prevention & Tier 2 Target Interventions and Support.
- CCDC matrix of expected behaviours- 'The Dunheved Way'- revised annually by the PBL team.
- Staff PL to support improvement of classroom practice; communication with students, environment, MAPA PL
- ARCOs: complaints support, school-wide education and monitoring, implement DoE Anti-Racism Policy (2015).
- Whole school Life Coaching program. Program content is driven by DoE Wellbeing Framework and Tell Them From Me student survey.
- Targeted programs for students include: Learning Ground in Schools, Perfect Presence, On The Ropes Mentoring, Rock/Water, NGO programs to focus on resilience, personal strengths, anger management, Year Adviser, SSO, School Chaplain, PLO, AEO, CLONTARF & CLO interventions and supports.
- Office of the e-Safety Commissioner website: utilised for advice, support and reporting.

Completed by: Mr Matthew Kennedy

Position: Head Teacher Wellbeing

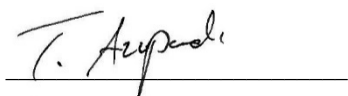
Signature:



Date: 18/03/2026

Acting Principal: Mrs T. Azzopardi

Signature:



Date: 18/03/2026