

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.

Shoalhaven 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
Daily	Roll call reminders about the current PBL focus and behaviour expectations
Whole School Assembly	Reminders about positive behaviours and focus areas for improvement.
Cohort Assembly	Year Advisors communicate information about upcoming events and student achievement over the course of the term.
Term 3	Teen Mental Health First Aid: Healthy Relationships and Respect
Ongoing	Explicit Teaching of 4 Core Values during student development lessons
Ongoing	Police Liaison Presentation: Respect and PCYC representatives responding to point of need
Term 4	Love Bites: Respectful Relationships

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	Berry Street: Trauma Informed Practice
Term 3 2025	Teen Mental Health First-Aid Training for staff
Term 4 2025	Peer Support Training
Ongoing	Mediation: Procedures for management of peer conflict incidents and suggested strategies are shared with relevant staff
Ongoing	Staff are notified of PL related to anti-bullying practices and supporting student wellbeing

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 is provided to staff in staff handbook
- 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.
- Staff are also familiarised with student plans, particularly those who may be known perpetrators or vulnerable students who may become victims of bullying.
- Staff are provided with staff lists, and role and responsibilities including Year Advisors and Wellbeing Coordinators
- New staff are supported in delivering anti-bullying programs and student support plans
- Staff add incidents to Wellbeing on Sentral to document bullying and behaviours of concern
- Staff professional learning opportunities in bullying and mediation
- Beginning Teacher Mentor provides opportunities to staff on how to build positive relationships with students and where they can go to for support.

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.

Dates	Communication methods and topic
Ongoing	Parent meeting i.e P&C, parent/teacher night - Defining student bullying and school supports
Ongoing	School website school Facebook and/or school newsletter - Core Values
1x a Term	AECG meeting
Term 1 & Term 4	Transition to school information evenings: School culture and supports for new students.
Ongoing	Published updated plan in newsletter and school website

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:

- Wellbeing programs which are delivered throughout the year including things like Peer Support. Additionally, we promote these core values through competitions, for example, Art and Science.
- There is an Anti-bullying focus in the transition program from Year 6 into 7. The Transition Coordinator and the current Year Adviser liaise with the partner schools regarding any previous issues and also reinforce the school's values and highlight the level of expectation regarding student behaviour.
- Intervention options are provided to students including peer mentoring, counselling, mediation, Aboriginal Education Officers, Year Adviser, Head Teacher Wellbeing or Deputy Principal monitoring/ or involvement.
- Through student development lessons students are explicitly taught positive behaviours and help seeking strategies for both themselves and their peers.
- A Positive Behaviour for Learning (PBL) program that encourages, promotes and models positive student behaviour.
- Wellbeing Days are celebrated such as RUOK? Day and Harmony Day.
- Established relationships with Police Youth Liaison Officer who works closely with targeted students to promote positive relationships.

Completed by:

Mrs. Demi Bagnall

Mr. Damian Rees

Position: Relieving Head Teacher Wellbeing

Principal: Mr. Damian Rees

Signature:



Signature:



Date: 22/09/2025

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