

ANTI-BULLYING PLAN 2021

Bardwell Park Infants School

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 <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.

Bardwell Park Infants 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. All 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
Weekly Fortnightly	Promote and acknowledge the school's core values system via positive reinforcement strategies and the school's award system in weekly Assemblies and via the fortnightly newsletter.
Weekly each term Annual scope and sequence	Introduction of one of the school's focus core values in week 3 of each term, with a sustained focus on that specific value in weeks 4, 5 and 6. The following core value is introduced in week 7 of each term, with a sustained focus on that value in weeks 8, 9 and 10. The scope and sequence of the school's seven core values spans the year.
Weekly as per scope/sequence	Acknowledge and celebrate students demonstrating the school's core values in the weekly Assemblies and on the school noticeboards. Newsletters are now fortnightly and continue to acknowledge and celebrate students demonstrating positive behaviour/core values weekly.

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
2021	Staff PL: Professional reading <i>Anti-bullying interventions in schools – what works?</i> Centre for Education Statistics and Evaluation.
	Staff PL: engage with the <i>NSW anti-bullying</i> website @ https://antibullying.nsw.gov.au Evidence based resources for school communities and information for schools, parents, carers and students.
	Staff communication and awareness of the <i>NSW Behaviour Code for Students</i>
	Staff teach and model appropriate behaviour at all times. Implement teaching and learning programs which promote respectful relationships including strategies to deal with bullying behaviour.
	Communicate incidences of bullying to all staff via the Learning Support Team for awareness and ongoing monitoring in both the playground and learning spaces. Monitor and track incidences of bullying and respond in appropriate manner.

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.

New and casual staff will be informed about the school's approaches and strategies to prevent and respond to student bullying behaviour, when it does occur, as part of the local level induction process upon entry to our school. The Principal/or delegate will provide:

- a local level induction process to new and casual staff, when they enter on duty at the school.
- the school's anti-bullying plan, with the school's strategies to prevent and respond to bullying behaviour when they occur, as part of the local level induction process.
- the *NSW Behaviour Code for Students* to all new and casual staff as part of the local level induction process.

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, as outlined in the *School Community Charter*.

2.1 Website

Our school website has information to support families to help their children 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
2021	Parent meetings such as the P&C, parent/teacher nights – defining student bullying and sharing resources and information with the school community.
Fortnightly newsletters	School newsletter and school website linking to the <i>NSW Anti-bullying website</i> , the school's <i>Anti-bullying Plan</i> , the <i>NSW Behaviour Code for students</i> and our school's <i>Student Use of digital devices and online services procedures</i> . Parent and carer fact sheets defining bullying behaviour including cyber-bullying provided to the community via the newsletter.
Annual	National Day of Action against bullying and Harmony Day promote a positive school culture where bullying is not acceptable.

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) the school's core values, quality literature and social and emotional learning. Some examples (not exhaustive) of other ways our school will embed student wellbeing and positive behaviour approaches and strategies in practices include the following:

Early intervention strategies for those identified at risk

- Referral to Learning Support Team to collaboratively develop a plan of action
- Social skills programs, social stories, role play, bibliotherapy
- Access to school counsellor if appropriate
- On-going monitoring and tracking of behaviour of those at risk of bullying

Practices to promote and support student wellbeing and positive behaviour

- Promote a shared understanding of bullying and cyber-bullying to the school community via the school's *Anti-bullying plan*, the *School Community Charter* and the *Student Use of Digital Devices and Online Services procedures* to promote respectful relationships with the school community
- Provide a climate of respect, safety and learning in learning spaces with clear rules negotiated and applied consistently
- Staff actively monitor students in learning spaces and the playground
- Quality literature linked to the school's core values to foster empathic understanding
- Positive reinforcement and acknowledgement of positive behaviour
- Encourage reporting of bullying behaviour by all members of the school community (up-stander not a by-stander)
- Explicitly teach cyber-safety and netiquette (age appropriate) and learned strategies to report bullying behaviour such as No, Go, Tell (links to child protection)
- Parents/carers to inform the school if bullying is suspected and encourage their child to adopt the learned strategies and report.

Responses

- Procedures in place for reporting bullying and cyber bullying
- Active and timely response to bullying
- All students have the opportunity to be heard
- If bullying is substantiated the student talks with the teacher/Principal. Restorative justice techniques are utilised.
- Offering support for those who have been affected by, engaged in or witnessed bullying behaviour
- Communicate to parents and or caregivers within the bounds of privacy legislation, about the management of bullying incidents reported to the school, with updates as appropriate.

Principal name: Joanne Fulham

Signature:

Date:

Completed by: Joanne Fulham