

# Bardwell Park Infants School

## Anti-bullying Plan 2018

**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.

### 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
Each term	Promote and acknowledge the school's core values system via positive reinforcement strategies and the school's award system in Assemblies and via the newsletter.
Weekly each term	In Assemblies, introduction of one of the school's focus core value in week 3 with a sustained focus on that value in weeks 4, 5 and 6. The next core value is introduced in week 7, 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, in the school newsletter and on the school's noticeboards.

## 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- staff:
2018	Staff PL: Professional reading <i>Anti-Bullying interventions in schools-what works?</i> Centre for Education Statistics and Evaluation
	Staff PL: engage with the NSW anti-bullying website @ <a href="https://antibullying.nsw.gov.au">https://antibullying.nsw.gov.au</a> Evidence-based resources for school communities and information for schools, parents, carers and students
	Teach and model appropriate behaviour at all times
	Monitor and track incidences of bullying and respond in an appropriate manner.
	Communicate incidences of bullying to other staff via the Learning Support Team for awareness and ongoing monitoring in both the playground and learning spaces
	Implement teaching and learning programs which promote respectful relationships including strategies to deal with bullying 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 when it does occur in the following ways:

- The Principal/or delegate informs new and casual staff of the school's strategies to prevent and respond to bullying behaviour when they enter on duty at the school, as part of the local level induction process.
- The Principal /or delegate provides 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 well-being.

### 2.1. Website

Our school website service has information to support families help their children to regulate their emotions and behaviour and develop socially. Information is provided to parents and or carers 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



## 22. 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:
Ongoing	Parent meetings such as the P&C, parent/teacher night - Defining student bullying and sharing resources and information with the school community.
Annually	National Day of Action against Bullying to promote a positive school culture where bullying is not acceptable.
	School newsletter, school website linking to the NSW Anti-bullying website, the School's Anti-Bullying Plan, the Behaviour Code for Students. Parent and carer fact sheets defining bullying behaviour including cyber-bullying, in a number of languages are provided to the school community via the newsletter.

## 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) and quality literature.

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
- Access to School Counsellor if appropriate
- On-going monitoring and tracking of behaviour or those at risk of bullying

### Practices to promote and support student well-being and positive behaviour:

- Promote a shared understanding of bullying and cyber-bullying, the school's Anti-bullying Plan to the school community 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 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
- Parents/carers inform the school if bullying is suspected and encourage their child to adopt the learned strategies


### 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 to teacher/ Principal using restorative justice techniques
- Offering support for those who have been affected by, engaged in or witnessed bullying behaviour
- Communicate to parents and caregivers, within the bounds of privacy legislation, about the management of bullying incidents reported to the school, with updates as appropriate.

Completed by: Joanne Fulham

Position: Principal

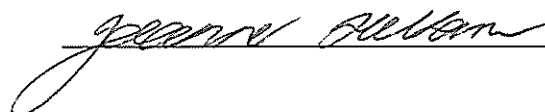
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Date: 29-10-18

Principal name: Joanne Fulham

Signature:



Date: 29-10-18