



## Balgowlah North Public School Anti-Bullying Plan

### What is bullying? (DoE Policy Definition)

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. Bullying behaviour can also involve intimidation, victimisation and harassment, including that based on sex, race, religion, disability or sexual orientation, both online and offline.

Bullying behaviour can be:

<b>Verbal:</b>	name calling, teasing, abuse, putdowns, sarcasm, insults, threats.
<b>Physical:</b>	pushing/shoving, hitting/punching, kicking, tripping, throwing objects.
<b>Social:</b>	ignoring, excluding, alienating, making inappropriate gestures.
<b>Psychological:</b>	spreading rumours, dirty looks, hiding or damaging possessions.
<b>Cyberbullying:</b>	sending negative messages about a person using phone, email, internet, inappropriate use of smart phones.

Conflict between equals and single incidents are not defined as bullying. Bullying behaviour is not:

- children not getting along well.
- a situation of mutual conflict.
- single episodes of disrespect or random acts of aggression or intimidation.

### Our School's Commitment

Balgowlah North Public School rejects all forms of bullying behaviours, including online (or cyber) bullying. We maintain a commitment to providing a safe, inclusive and respectful learning community that promotes student wellbeing. Our staff are committed to establishing evidence-based approaches and strategies that promote a positive climate where bullying is less likely to occur.

### 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.

### Balgowlah North Public School Expectations

1. Be Safe
2. Be Responsible
3. Be Respectful

Within our Positive Behaviour for Learning (PBL) framework, children are taught how to deal with unsafe or disrespectful behaviour. They are taught specific skills to develop their resilience in a variety of different social situations as part of regular personal development and wellbeing lessons. When children are uncomfortable in a situation, they are encouraged to Stop, Walk and Talk.

1. **Stop:** Ask the person to stop.
2. **Walk:** Remove themselves from the situation.
3. **Talk:** Tell an adult.

## Responsibilities

All members of the Balgowlah North school community contribute to preventing bullying by modelling and promoting appropriate behaviour and respectful relationships.

Parents, teachers and children at Balgowlah North PS have the responsibility to:

- Promote positive relationships that respect and accept individual differences and diversity within the whole school community.
- Help others feel safe and happy.
- Abstain personally from bullying others.
- Actively discourage bullying when it occurs.
- Speak up and tell the truth
- Report bullies and bullying behaviour.
- Give support to those who are victimised.

## Consequences

Consequences of bullying behaviour will be in accordance with the **School Behaviour Support and Management Plan** and may include:

- Talking to teachers, assistant principals or principal about their behaviour
- Offering an apology
- Parents being informed
- Back on Track behaviour contract
- Removal from playground during break times
- Loss of privileges such as special activities, representing the school, PSSA sport etc.
- School community service
- Fromal Caution, Suspension or Expulsion

Both bullies and victims will be offered support and targeted Behaviour Support Plans developed in response to individual need.

## Bystanders

In any bullying situation there is commonly the person being bullied, the person bullying and bystanders. Bystanders far outnumber those who are bullying and bullying behaviour can be reinforced where people watch but do nothing. Students who are not being bullied, but are aware of others who are, will be encouraged to report it. This protects those being bullied but also ensures the bully can be helped too. Children need to tell an adult about situations in which they feel uncomfortable. **Stop, Walk, Talk.**

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.

Term	Communication Topics
1	All students from K – 6 informed of the Behaviour Code for NSW Public Schools.
1	K-6 Digital Citizenship contracts discussed and signed.
1-4	Schoolwide explicit implementation of PBL expectations. Weekly PBL focus for teaching and learning to ensure values of Safe, Respectful, Responsible Behaviour are understood in every school context. Student rewards system to acknowledge students demonstrating positive behaviours.
1-4	Schoolwide implementation of UR Strong and You Can do IT Wellbeing Programs. These programs foster the development of resilience, motivation, emotional regulation and interpersonal skills.

### 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.

Term	Communication Topics and Professional learning
Daily	Staff to implement language of UR strong and PBL expectations in behaviour management in the classroom and playground.
Weekly	Staff to implement PBL teaching and learning focus within classrooms.
Weekly	Staff to award Mini-Merits and Merit Awards for students demonstrating PBL expectations
Term	PBL team examining data on where, when and what type of incidents are occurring across the school.
Year	Whole School PBL expectations and processes reviewed and revised as a whole staff.
1-4	Regular staff communication around patterns of behaviour withing the school context, allowing for professional dialogue and evidence-based approaches to teaching and reinforcing respectful relationships.

### 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.

All new and casual staff are inducted into the school and given a folder of resources around the school's PBL expectations, Positive Reinforcement system, Behaviour Management Flow Chart and URStrong language principles. Posters and Visual Aids to reinforce core expectations are displayed in every classroom.

## 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:

- ✓ 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.

<b>Term</b>	<b>Communication Topics and Professional learning</b>
Term 1	School's PBL expectations discussed at start of the year information sessions and included in Term 1 stage information.
Term 1	School's Information Technology and Online behaviour Policy contract signed by parents.
Yearly	School information handbook details school's Wellbeing policy, PBL values and behaviour management processes
Yearly	School website has access to anti-bullying plan and resources

### 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:

- Explicit social skills programs and role-modelling focused on independent problem solving and restorative practice.
- Targeted intervention social groups such as *Play Mates* to build social skills and positive playground students for students requiring additional support.
- Establishment of games clubs such as Deck Crew and Lego Club to provide positive spaces for structures social engagement.
- Implementation of positive mindset programs such as You Can Do it and Growth Mindset.
- Comprehensive referral process for students, teachers and parents to refer social or behaviour concerns to our Diverse Learner's Team for action and intervention.
- Student Representative Council (SRC) formed. The SRC is a formal group of students, elected by their peers to represent them and their views. They meet throughout the Term to incorporate student voice in future planning.
- Participation in annual activities including Harmony Day and Day of Respect