

# Leura Public School

## Anti-bullying Plan 2019

**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.

### Leura Public 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
W2 T1-4	Behaviour code for students
Thursdays	Positive reinforcement of expected behaviours linked to core values - respect, responsibility, resilience
Thursdays	Behaviours causing concern & alternative expected behaviours
K-2 & 3-6	Positive reinforcement of expected behaviours linked to core values - respect, responsibility, resilience

### 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
Mondays	Students At Risk section of Communication Meeting
T1	Professional Learning - Effective Anti Bullying Interventions
T1-4	Optional Professional Learning - references provided to various online readings
T1-4	Staff Meetings - PBL focus on whole school data trends, evaluation of procedures and systems revision

### 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.

As part of our teacher induction program, newly appointed permanent or long term temporary staff are informed about the school's Positive Behaviour for Learning approach by their supervisor, including the core values, behaviour expectations, systems of positive and negative consequence and behaviour tracking. The PBL team are in the process of developing a folder to support the communication of these various components for all teachers across the school.

All new teachers are provided with a copy of the school's Discipline Policy and Anti Bullying Plan.

New casual teachers are informed by an Assistant Principal of our school behaviour expectations. Long term casual teachers are informed of the special needs of any students in their class and of the regular systems for supporting students and behaviour management.

## 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 behaviour.

Dates	Communication methods and topics
T1	P&C Meeting & Skoolbag message - introducing the school's Anti-Bullying Plan and Anti-Bullying Interventions
T1	Letter to parents/carers - introducing NSW anti-bullying website & Office of the e-Safety Commissioner
T2	Term Overview - explaining our school's preventative & responsive strategies
T3-4	Newsletter - relevant helpful information/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.

Learning Support Team - students experiencing difficulties impacting on them at school can be referred by a teacher to the LST. The team will discuss the students' needs and determine an appropriate course of action to support the student.

Extra Curricular Opportunities - students across the school are provided with opportunities to develop their skills and talents in a wide variety of interest areas, such as gardening, music, dance and robotics.

Transition Programs - the school provides programs aimed at supporting students through the challenges presented by key transition points, particularly from preschool to Kindergarten and from Year 6 to Year 7.

Completed by: Elise Berwick

Position: Principal

Signature:  Date: 29 January 2019

Principal name: Elise Berwick

Signature:  Date: 29 January 2019

# LEURA PUBLIC SCHOOL

## ANTI-BULLYING INTERVENTION



### DEFINITION

Bullying:

- involves repeated actions;
- is intended to cause distress or harm; and
- is grounded in an imbalance of power.

Bullying can be understood to occur in three forms: face-to-face bullying, covert bullying and online bullying.

Face-to-face bullying, also called direct bullying, is overt and easier for adults to detect. It can include physical actions such as punching or kicking, and verbal actions such as name-calling and insulting.

Covert bullying, also called indirect bullying, is hidden from adults. It can include behaviours such as spreading rumours, excluding, threatening, blackmailing, whispering and stealing friends.

Online bullying, also called cyberbullying, is a specific type of covert bullying that uses electronic forms of contact. Online bullying is difficult for adults to detect or track, and can be particularly harmful to the targeted student because of the large potential audience.

*(‘Anti-bullying interventions in schools – what works?’, Centre for Education Statistics and Evaluation, 2017)*

### PREVENTATIVE STRATEGIES

**Classroom Behaviour Management** – individual teachers negotiate class rules and consequences, which reflect the core values of the school – respect, responsibility, resilience; these rules are reinforced regularly through various reward systems, including the school wide awards

**Explicit Teaching** – through stage based units of work, students are encouraged and provided with strategies to report incidents of bullying to a trusted adult, which at school may be a teacher, teacher’s aide or School Counsellor; students are also encouraged to engage in ‘upstander’ behaviour, aimed at supporting students to become active bystanders who behave in ways to reduce or prevent bullying behaviour; these expectations are reinforced through anti bullying incursions and communication with parents/carers

**Internet Code of Behaviour** – every year students and parents are provided with a copy of the code, which outlines the behaviours expected on student when engaging with the internet for school purposes; they are requested to read and discuss it together then sign it in agreement

**Learning Support Team** - students with significant behaviour needs are provided with additional support and intervention through the relevant Assistant Principal; if interventions remain unsuccessful, students will be referred to the Learning Support Team, to decide on the most appropriate course of action to best identify and meet the students' needs

**Personal Development Curriculum** – students engage in lessons throughout the year; focus on Growth and Development (developing each student's understanding of their own physical, social, cognitive and emotional development) and on Interpersonal Relationships (developing an understanding of the nature of relationships and the skills for building positive responsible relationships).

**Playground Data** – negative playground incidents are documented using the Sentral system; the data is analysed at least every term by the PBL Team to identify any patterns and inform the staff response

**Playground Supervision** – students are supervised in the playground by teaching staff at all times; this includes before school and during after school transitions to bus transport; teachers are encouraged to provide active supervision, moving throughout their designated area, interacting with students and watching for signs of potential conflict

**Positive Behaviour for Learning** – whole school approach aimed at fostering positive behaviour; based on three-tiered continuum of behaviour supports, which intensifies as required to meet the needs of each student. The first tier is focussed on universal prevention, the second tier involves targeted group interventions that focus on students with additional needs, and the third tier involves working intensively with a small number of students who experience complex behavioural difficulties

**Social Emotional Learning** – Bounce Back program is implemented every year across the whole school; aimed at promoting positive mental health, wellbeing and resilience; themes include self management strategies, social values, positive thinking, emotions and relationships

## **RESPONSIVE STRATEGIES**

**Direct Sanctions** – incorporated into Discipline Policy consequences; used in conjunction with proactive strategies

**Discipline Policy** – clearly documents procedures for responding to bullying behaviours; identifies a required response from the Principal; identifies possible proactive and reactive consequences; provides flexible consequence options to best meet the needs of the students involved

**Parent/Carer Involvement** – communication with parents/carers about bullying incidents is welcomed and expected; parents/carers may be the initial informants of bullying behaviours; parents/carers will be kept informed about any information gathered by staff relating to their child's involvement in a bullying incident as well as any responsive and preventative action taken; relevant anti-bullying information and resource links are provided to parents through the school newsletter or specific notes home

**Pikas Method** - non-punitive approach for working with groups of students involved in bullying, and seeks to empower students to negotiate a solution to the issue through a series of meetings with the Principal; aimed at developing a plan of how to resolve the situation and provide support to the student who has been bullied; requires ongoing monitoring following development of the resolution plan

**Reflection Room** – opportunity for students to speak about incidents from their perspective and reflect on the impact of their behaviour; allows students to work with an Executive teacher in resolving problems, repairing damage to property or relationships and developing strategies for improved behavioural responses

## RESOURCES

NSW Anti Bullying Website: <https://antibullying.nsw.gov.au>

Be You: <https://beyou.edu.au>

Be You Primary: <https://www.facebook.com/BeYouPrimary/>

Bullying. No Way!: <https://bullyingnoway.gov.au>

Bully Zero: <https://bullyzero.org.au>

Family Zone Cyber Safety: <https://www.facebook.com/FamilyZoneTeam/>

Kids Helpline: <https://kidshelpline.com.au/> 1800 55 1800

Kids Matter: <https://www.kidsmatter.edu.au>

Office of the eSafety Commissioner: <https://www.esafety.gov.au> 1800 880 176

Smiling Mind: <https://www.smilingmind.com.au/>