# North Rocks Public School

# **Anti-bullying Plan 2024**



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 <a href="https://education.nsw.gov.au/schooling/schooling-initiatives/anti-bullying">https://education.nsw.gov.au/schooling/schooling-initiatives/anti-bullying</a> ) 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.

#### North Rocks 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.

#### 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.

# 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		
Term l	Behaviour code for students, Expectations of responsible and respectful behaviour clarified in class during PDH lessons		
Term I	National Day of Action Against Bullying		
Term 1	Back Flips Against Bullying Incursion for all students		
Term 3	Friendship program- URSTRING Friendology Program		
Term 3	R U OK? Day		
Term 1-4	Regular conversations in class to promote a positive culture		
Term 1-4	Responses to incidents of bullying following the NRPS process		

### 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 bullving behaviour.

Dates	Communication topics and Professional learning
Terms 1-4	Teaching and reinforcing respectful relationships. Acceptable and Unacceptable behaviour
Terms 1-4	Code of Conduct
Terms 1-4	High Expectation S
Term 1-4	Wellbeing Week
Term 2	UR Strong "Friendology' Training 10 Hours
Term 3	Anti-Bullying Flow Chart

#### New and casual staff

First hour:

Listen

Day 1: Document

Day 2:

Collect

Day3

Discuss

Day4:

Implement

Day 5

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 induction process, an executive staff member speaks to new and casual staff when they enter on duty at the school. The Principal will speak to new executive staff when they enter on duty at the school. Information is provided in a handout to staff when they enter on duty at the school. New casual staff are closely supervised by an executive team member to induct them into the culture and strategies used at North Rocks Public School. All staff are reminded about appropriate responses to allegations of bullying behaviour and Bullying Response Flow Chart is available in the "Casual Teacher" folder in classrooms.

# **Bullying Response Flow chart**

Identify bullying behaviour, including cyber-bullying

•Provide a safe, quiet space to talk and reassure the student that you will listen to them

•Let them share their experience and feelings without interruption

As a mandatory reporter, if you hold immediate concerns for the student's safety, let the student know how
you will address these. Immediate in this circumstance is where the staff member believes the student is likely
to experience harm (from others or self) within the next 24 hours.

•Ask the student for examples they have of the alleged bullying (e.g. hand written notes or screenshots)

 Write a record of your communication with the student and check with the student to ensure you have the facts correct

•Enter the record in School Bytes

Notify school executive of incident if required in line with behaviour management flowchart

Notify parent/s that the issue of concern is being investigated

•Gather additional information from other students, staff or family

Review any previous reports or records for students involved
 Make sure you can answer who, what, where, when and how

Clarify information with student and check on their wellbeing

•Evaluate the information to determine if it meets the definition of bullving (see above)

Make a time to meet with the student to discuss next steps

Ask the student what they believe will help address the situation

Engage the student as part of the solution

Provide the student and parent with information about student support network

Agree to a plan of action and timeline for the student, parent and yourself

•Document the plan of action in School Bytes

•Complete all actions agreed with student and parent within agreed timeframes

Monitor student and check in regularly on their wellbeing

•Seek assistance from student support network if needed

•Meet with the student to review situation

Discuss what has changed, improved or worsened

Explore other options for strengthening student wellbeing or safety

•Report back to parent

•Record outcomes in School Bytes

•Continue to check in with student on regular basis until concerns have been mitigated

•Record notes of follow-up meetings in School Bytes

•Refer matter to the Principal within 48 hours if the situation is not resolved

•Look for opportunities to improve school wellbeing for all students

# follow-up

Ongoing

#### 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. Through our fortnightly newsletter we

#### Website

Our school website has information to support families to 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.
D School Anti-Bullying Plan	D NSW Anti-bullying website	D Behaviour Code for Students

### **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 parents' understanding of how our school addresses all forms of bullying behaviour.

Dates	Communication methods and topics	
Term I	School newsletter - DoE Code of Conduct, DoE Student Behaviour Code bullying,	
parent/teacher evening	Parent/teacher evening- Bullying Behaviour -What to do if your child reports bullying behaviour.	
Term 2	School newsletter - Role of School Anti-Discrimination Officer	
Term 3	School newsletter - Bystander behaviour	
Term 4	School Newsletter - Cyberbullying	

# 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.

- Term 1 Choice Theory Units of work
- · PDH Units of work
- Peer Reading program
- Term 3 URSTRONG Friendship program
- Term 3 Restorative Practice unit of work
- Social Skills lunch time program
- Bullying No Way https://bullyingnoway.gov.au/
- Student Wellbeing Ministry/Wellbeing Week
- Anti-bullying Awareness Days

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