

North Haven 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.

North Haven 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 School planning and Wellbeing

School Planning mechanisms and operational guidelines are focussed on promoting wellbeing and a positive school culture where bullying is not accepted.

- NHPS Wellbeing Policy and school procedures reflect Department of Education policy and clearly outline strategies, support structures, preventative measures and response procedures to identify and address bullying behaviours.
- NHPS Learning Support Team Policy & Operational Guidelines reflect Department of Education policies and are consistently reviewed by stakeholders to include best practice. The guidelines outline mechanisms to promote and support student wellbeing through whole school programs and individual supports.
- Annual review of the school wellbeing programs and procedures and the anti-bullying plan against school data, feedback and the School Excellence Framework.

- Annual explicit teaching programs (aligned to NSW PDHPE Syllabus) are implemented K-6 to empower students with skills for recognising harassment and strategies to report and/or combat bullying.
- The principal ensures all persons on site (including work placements, practicum students, tradespeople, volunteers etc.) are aware of and adhere to relevant Departmental Policy and School procedures whilst onsite.

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.

- All staff complete mandatory Code of Conduct training, as per Department of Education Policy.
- Professional learning to consolidate staff knowledge and skills.
- Access to professional readings and regular review of current research.

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.

- Information is provided to new, temporary and casual staff upon entering duty at the school to familiarise them with school procedures.
- An executive staff member speaks to new, temporary and casual staff upon entering duty at the school to ensure procedures are clear.
- The Principal speaks to new executive staff and support staff when they enter on duty at the school, as part of the 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.

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 (see: <https://antibullying.nsw.gov.au/>)
- Wellbeing Policy and Operational Guidelines
- Learning Support Team Operational Guidelines
- Code of Conduct Policy Overview

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.

Strategies may include:

- Family Conferences and parent meetings as a mechanism to build productive partnerships and provide a forum to raise concerns or build awareness.
- Publication of school focus areas (in School newsletter or website), providing information on school programs and procedures.
- Parent information sessions, including within school enrolment and transition discussions and presentations.
- Seeking feedback from families (via working with the P&C, surveys and other mechanisms) on how best to facilitate positive partnerships between and within the school community.

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. Student bullying and expectations about student behaviour will be discussed and information presented to promote a positive school culture where bullying is not accepted. 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 - Social and Emotional Learning (SEL) teaching and learning program (K-6) involving explicit teaching of skills and strategies for recognising, reporting and addressing bullying behaviours.
- Term 3 - Child Protection teaching and learning program (K-6) involving explicit teaching of skills and strategies for recognising harassment and seeking support.
- Values Education Program involving a weekly focus that is introduced at whole-school assembly and reinforced in classroom and playground procedures, including awards and behaviour support mechanisms.
- 5 Fair Rules - clear and consistent, student friendly 'I can' statements are explicitly taught and reinforced across the school, to support personal accountability for making positive behavioural choices and how to interact respectfully with others.
- Whole school program - N.H.P.S (Need Help with Positive Strategies) involving executive conferencing with students and planning for positive choices.
- Participation in annual school events that promote positive messages, including positive relationships and a collective commitment to anti-bullying and care for others.
- School displays that promote positive and connecting behaviours that support the development and maintenance of positive relationships.
- A wide range of student opportunities that support students to belong, thrive, feel valued, known and cared for.
- Visiting speakers such as the Police Youth liaison officer.

Plan completed by: NHPS Wellbeing Team

Date: August 2019

Principal name: Christine Wild

Signature:



Date: 10.9.19

