

# Broderick Gillawarna School Anti-bullying Plan

**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.

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
Weekly	PBL value of be friendly promoted through visuals and song – whereby pro social behaviours are explicitly explained

## 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
Term 1	Behaviour code for students delivered to all staff so they are aware of student expectations <a href="#">Behaviour Code for Students</a>
Term 1 – 4	Discussion and the identification of the wellbeing of students through staff meetings, Learning and Support meetings and as a part of Monday executive meetings and Tuesday Staff communication meetings
Term 1 and 3	Professional readings and links to Wellbeing framework.
Term 1 – 4	Be You – a major new mental health initiative for school for the Wellbeing Team <a href="#">Be You</a>

## 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 supplied with a school information book which includes information on Anti-Bullying Plan as part of the induction process. They also receive a local class induction whereby, PBL rules for behaviour expectations along with scripts and Behaviour Support Plans are provided which include proactive strategies if bullying is a concern before, they go on class. All casuals to be pointed to PBL rules displayed in all classes and on playgrounds.
- The Assistant Principals for Casual Staff, Deputy Principal or Principal inducts new staff when they enter on duty at the school.
- The Principal or Deputy Principal inducts new executive 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. 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
Term 1 - 4	School website
Term 1 – 4	Learning and Support meetings relevant to individual students
Term 1 – 4	Newsletter outlining behaviour expectations, PBL and Zones of Regulation

## 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.

- Wellbeing programs at Broderick Gillawarna School have sound evidence informed background based on data emphasising the social-emotional benefit for all students. Programs such as Smiling Minds, Trauma Sensitive Restorative Yoga (TSRY), Positive Behaviour for Learning (PBL), Trauma Informed Practice (TIP) Be You, Zones of Regulation and GriffinOT Sensory Processing have a large positive psychological aspect to them. They reinforce self-awareness and self-esteem.
- Strategies such as PBL presentations and teaching about bullying is a whole school approach. It is addressed by teaching students about: Feelings, positive social interaction, diversity, discrimination, power and conflict.
- The crossroads program accessible in the PDHPE program provides explicit teaching for senior students embedding knowledge and positive experiences that reinforce the importance of positive decision making in life.
- Broderick Gillawarna School is a community focused on the holistic student and producing enabled, happy engaged, self-regulated, adjusted students for society.

Completed by: JoAnne Gardiner and Jacqui Hamilton

Position: Principal and Deputy Principal

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