

Anti-Bullying Plan 2023

Belmore South Public School

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 <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.

Belmore South 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
Annually	In Term 1, students are introduced to/reminded of and provided with the Behaviour Code for Students in NSW Public Schools.
Ongoing	In Term 1, students are introduced to/reminded of the school's Positive Behaviour for Learning (PBL) Matrixes. Individual class expectations are jointly constructed with students based on PBL expectations and referred throughout the year to promote positive behaviour.
Termly	Anti-bullying focus assembly led by student executive team.
Fortnightly	PBL expectations focus communicated to students at assembly and through posters displayed in the classroom.
Biannually and at point of need	Police liaison visit to discuss anti-bullying.
Annually	Anti-bullying assembly led by student executive team to acknowledge National Day of Action against Bullying. Students take part in National Day of Action against Bullying learning activities during Gemstone Learning Teams.
Ongoing	Year 5 students are trained as 'Positive Playground Patrollers' to identify and report any incidents of bullying on the playground.

Ongoing	Social and Emotional Learning program Bounce Back is taught across the school, throughout the year. The Bounce Back scope and sequence is data informed and responsive to student needs, explicitly targeting anti-bullying and respectful relationships.
Ongoing	PDHPE programs about anti-bullying (including cyber-bullying) and respectful relationships are taught across the school, throughout the year, as per the scope and sequence.

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
Annually	The school wide wellbeing approach, positive and negative behaviour procedures and anti-bullying policy are communicated to staff.
Twice termly	The PBL team meet to monitor and discuss student behaviour data, and implement school-wide strategies to support positive student behaviour.
Termly	Student Bounce Back survey data is collated and communicated to staff so that programs can be created to respond to and address student needs.
Annually	Staff complete mandatory professional learning – Child Protection.
Ongoing	All staff teach and reinforce respectful relationships, monitor and respond to incidents of bullying.
Weekly	Wellbeing and Inclusion is listed as a stage meeting item agenda weekly to allow for behavioural and bullying concerns to be discussed and responded to promptly.

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.

New and casual staff are informed of Belmore South Public School's wellbeing approach, positive and negative behaviour flow charts and PBL expectations. An executive member of staff will speak to new and casual staff when they enter on duty as part of the induction process. New staff are mentored by their assistant principal. The principal speaks to 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
Annually	Parents/carers are provided with the Behaviour Code for Students in NSW Public Schools.
Annually	In Term 1, parents/carers are invited to attend 'Meet the Teacher Night'. During this session, information about the school-wide wellbeing approach, positive and negative behaviour procedures and anti-bullying is communicated through a presentation.
Biannually	In Term 1 & 2, three-way conferences involving parents, students and teachers are held to discuss student learning and wellbeing. This provides the opportunity for parents and teachers to discuss how they can best support students socially and emotionally.
Fortnightly	PBL expectations focus communicated to attendees at assembly and signage around the school.
Ongoing	Messages and infographics about anti-bullying are included in the newsletter and on the school Facebook page.

3. Support for Wellbeing and Positive Behaviours

At Belmore South Public School, we are committed to creating a safe and supportive learning environment where all students feel known, valued, and cared for. 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.

We continue to implement Positive Behaviour for Learning (PBL) to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. We have developed a detailed matrix of expectations to guide students in making positive behavioural choices.

Social and Emotional Learning programs, Bounce Back promote student wellbeing by teaching students the skills and knowledge to form respectful relationships, respond to challenging situations with resilience, act with kindness, and regulate emotions.

Gemstone Learning Teams is a whole-school peer support program that encourages students to develop their social skills by interacting with a group of students from Kindergarten to Year 6. Gemstone Learning lessons are led by the student executive team and focus on our PBL expectations, school-wide 'Learner Qualities' and significant events that occur throughout the school year, including National Day of Action Against Bullying and Harmony Day. This enables students to establish a social network across year groups and build a sense of belonging.

Completed by: Cristalina Rinaldi

Position: Classroom Teacher

Signature: Cristalina Rinaldi

Date: 02/06/23

Principal name: Lurlene Mitchell

Signature: Lurlene Mitchell

Date: 02/06/23