

# ANTI-BULLYING PLAN 2023

## Braidwood Central 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 (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.

### Braidwood Central 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
Week 1 Terms 1, 2, 3 and 4 (7-12)	Behaviour code for students in term 1 this is unpacked, and students sign the code and commit to positive behaviour.  The expectations embedded in the Code are revisited at the start of every term.
Each term (7 - 12)	Homeroom focus on anti-bullying and school expectations. Homeroom sessions occur 3 out of 5 days each week across the year. Homeroom lessons have a strong pastoral care component.

Dates	Communication topics
Week 1 Terms 1, 2, 3 and 4  (K- 6)	Engage in Quality Start Week – students develop classroom expectations with and alongside each other. These are published in classrooms with visuals and referred to throughout the year, with a particular emphasis on reinforcing expectations at the start of each term.  Quality start addresses peer relationships – this leads into personal development units with an antibullying focus throughout the year
Terms 1, 2, 3 and 4 (K - 6)	Focus lessons across the week to promote student wellbeing and positive behaviour following our school core values, expectations and a needs-based lesson relating to student data.

## 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
4 sessions	Choice Theory - identifying motivations in behaviour and suggesting alternative strategies
4 sessions	Inclusive, Engaging and Respectful school - Department policy and school behaviour processes
2 sessions	Restorative practice
1 session	Review of policy and recommendations for improvement

## 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 in the student management processes booklet to staff when they enter on duty at the school. There is an anti-bullying section in the processes booklet for staff to access.
- Supervisors speak to new and casual staff when they enter on duty at the school.

## 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 topic
Newsletter each term	Defining student bullying and school supports
As required	Phone calls home in relation to specific bullying issues

## 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.

K to 6

- focus lessons across the week to promote student wellbeing and positive behaviour following our school core values, expectations and a needs-based lesson relating to student data. These lessons include motivational presentations and class discussions, explicit teaching about expectations.
- Student support officer works with small groups to deliver programs such as *Working Well Together*.
- Participation in external programs designed to build resilience and emotional regulation, for example the Bungee art therapy program.
- Stage 3 students - Leadership opportunities for students including buddies for kindergarten and positive role modelling around the school.

7 to 12

- Wellbeing lessons that focus on proactive development of self-esteem and self-regulation.
- Student support officer will run *Managing the Bull*, an anti-bullying program with small groups of students.

Year 9

- Leadership week for year 9 students builds capacity for students to demonstrate positive behaviour.

Completed by: Amanda Bergan, Jess Forster, Kim Glenday, Joseph Stephens, Letisha Salzke, Vanessa Willetts

Position: Executive team members

Signature: \_\_\_\_\_ Date: 16 March 2023

Principal name: Nerida Mosely

Signature:  Date: 16 March 2023