

ANTI-BULLYING PLAN 2024

Barnsley 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 (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.

Barnsley 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
Ongoing	Positive Behaviour for Learning - Acknowledgment of expectations/ Whole school lessons / Weekly Positive Behaviour for Learning (PBL) Assemblies aim to promote positive behaviours across the school and reinforce consistent anti-bullying messages, PBL Reward Days.
Weekly	Whole school assemblies every Monday- aim to discuss and embed PBL expectations in K-6 students.
Daily	PBL- Zone of Regulations - Morning circle - SEL expectations/ discussions.
Areas to focus	Anti-racism, Anti-bullying, Toilet Expectations, Behaviour code for students / Transitions.

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
5 weekly plan	Sentral Data PL for staff - Incident recordings - Identification of behavioural areas of focus – values to be reflected upon and discussed based on data analysis.
Ongoing	Communication meetings - Sentral minutes -Consistency K-6 in identifying areas to support through Learning Support Team Guidelines.
Twice a Term	PL- Berry Street Model - Trauma Informed Practices - Review of PBL processes - Subsequent Data Analysis/ Reflection of practices to target consistency across K-6 in behaviour management and playground behaviours, Restorative Practice.
Biannually	Review of Wellbeing Policies/ Student Behaviour expectations/ Anti- Bullying programs.

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.

A full school induction for all new and casual staff who attend Barnsley Public School.

Wellbeing Framework and procedures and quick easy flowcharts are further provided to assist with classroom and playground settings to help, guide and support casuals and new staff to familiarise themselves with our school procedures that align with Department of Education procedures and processes.

Processes around recording incidents and also who to inform if an incident occurs is also outlined. During the orientation the Anti Racism Contact Officer (ARCO) is also identified within our staff. Sentral incidents are recorded to allow for consistent approach to behaviour management/ identification of Tier system and explicit teaching of areas in focus based on evidence data.

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
Monthly	Parent meeting i.e P&C, parent/teacher night - Defining student bullying and school supports.
Weekly	School Facebook posts.
Yearly	Parent information sessions.
As needed	Communication with parents/ ILP meetings- Reflection Room – Restorative Practice Sessions - Behaviour Management Plans (BMP), Behaviour Response Plans (BRP)

3 Support for wellbeing and positive behaviours

Our school's practices support student wellbeing and positive behaviour approaches that align with our school communities' 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.

Barnsley Public School dedicates the Wellbeing Program to conceptually reform the school's priority programs targeting and focusing on policies, programs structures and practices in K-6.

Our social, emotional awareness program - Focus on students who need support socially and emotionally. This program is based on our Tier 2 Sentral data in Positive Behaviour for Learning. Regular 5 weekly data analysis of Sentral for negative incidents occurs throughout the year and identifies students, who will participate in a structured program for 5 weeks.

Restorative practices and conversations are key to ensuring students know how to deal with bullying and conflict across the school during Reflection Room time.

The school dedicates Professional Learning into Trauma Informed Practices with specific allocated time to consistently develop classroom practices in an explicit and consistent way.

A Wellbeing Officer to provide support to targeted groups through Social and Emotional Programs.

Completed by: *Barnsley Public School Wellbeing Team*
 Position: *Executive Assistant Principal, Principal, Class Teachers*

Signature: *Mekalf* *J. Calligeros*

Date: *21st July 2024*

Principal name: *Lisa Mekalf*