

# ANTI-BULLYING PLAN 2023

## Beverly Hills North 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.

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.

At Beverly Hills North we seek to provide a safe and supportive environment in which all students, teachers, parents, and school community can fully participate in school life. We believe it is the right of all individuals to be free of bullying. At Beverly Hills North we acknowledge that bullying can be harmful to a person's health, wellbeing, educational and social development.

### 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
Term 1	The school's "Student Wellbeing Policy" is explained to all students.
Terms 1- 4	Students are reminded during school, grade and stage-based assemblies of the expectations of the school in promoting a positive culture where bullying is not accepted
Ongoing	Students receive Merit awards for displaying Learner Profiles
Fortnightly	Students who have reached Bronze, Silver, Gold Level are acknowledged during a school assembly
Term 4	Students who have reached PLATINUM Level are acknowledged during a school assembly

## 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	The school's "Student Wellbeing Policy" is explained to all staff.
Ongoing	Teachers are encouraged to seek out professional learning opportunities to encourage and teach positive social and emotional wellbeing and discourage, prevent, identify, and respond effectively to student bullying behaviour.
Ongoing	Social and emotional wellbeing is regularly discussed during stage-based meetings, particularly when specific issues of concern arise. Stage meetings are also an opportunity where teachers can discuss strategies used and share their experiences to support one another.
Yearly	Review of school's Student Wellbeing Policy

## 1.3 New and casual staff

New and casual staff will be informed about the school's approaches and strategies to prevent and respond to student bullying behaviour, when it does occur in a variety of ways including:

- information is provided to staff when they enter on duty at the school as part of the induction process
- an executive staff member is assigned as a mentor to beginning and early career teachers when they enter on duty at the school
- 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 topic
Term 1	Meet the Teacher - Overview of BHN Student Wellbeing Policy.
At need	Parent workshop on "Bullying" to include the definition of bullying, the procedures outlined in the school Anti Bullying Plan and ways parents can support their children to develop resilience and where to seek help
At need	School newsletter with features around promoting a positive school culture.
Fortnightly	Acknowledgment of award winners in school newsletter

## 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.

- all our Kindergarten and newly enrolled students are assigned a buddy to support them as they transition into a new school environment
- classes across the school engage in a variety of "Buddy" programs where K-2 classes work with 3-6 class groups
- students participate in You Can Do It lessons weekly to support their social/emotional wellbeing.
- the school has a very strong student wellbeing policy that is clearly articulated to students.
- fortnightly assemblies to acknowledge positive behaviour choices with students being awarded merit, Bronze, Silver, Gold and Platinum award

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