Seven Hills North Public 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.

Seven Hills North 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
Term 1	National Day of Action against Bullying & Violence, Action Education Anti-Bullying Show, Anti-Bullying Lessons
Term 2	Behaviour Code for students
Term 3	Cyber Bullying and Positive online via Kids Help Line
Term 4	Police Youth Liaison Officer Talk – Stages 2 and 3 Cyber Bullying K-2 Anti-Bullying/Cyber Bullying

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 March	TPL: Respect and Dignity Charter & Respect for ALL Training ARCO
Term 1-4	Wellbeing Policy and PBL Framework Investigating behaviour systems/ approaches underpinned by student wellbeing – (PBL)
Term 3	Revise school procedures regarding bullying and website exploration Anti bullying strategies reviewed and revisited
Term 4	TPL: Police Youth Liaison Officer present to staff & PBL Team

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 the school's approach and strategies to prevent and respond to student bullying in the following ways:

Casual Staff:
- Induction with casual folder that outlines procedures in dealing with student behaviour management which aligns directly to the whole school PBL expectations. A matrix outlining our expectations for being a 'good friend' are included.
- All casual staff are supported and equipped with tools to manage conflicts that arise and understanding the procedures for reporting issues when they arise to relevant personnel.

New Permanent & Temporary Staff:
- The executive team, led by the principal inducts new staff regarding procedures around student behaviour management including recording using SENTRAL.
- Staff receive a PBL handbook, outlining student wellbeing policies and managing behaviours at a whole-school level.
- Staff are invited to join the PBL team
- Displayed in each classroom is a set of clear PBL expectations that the teacher can refer to when dealing with conflict/behaviour/bullying.

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	Regular section in the newsletter regarding PBL expectations including a link to the school website and DoE policy
Term 1	Posters and newsletter items to celebrate the National day against Bullying & Violence and Harmony Day placed around the school
Term 2	P&C presentation led by principal regarding strategies and ways to respond to bullying Cybersafety Talk Police Youth Liaison Officer Parent Talk
Term 4	Police Liaison Officer to present at parent meeting K-6

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.

- Social Skills program taught by Chaplain throughout the year
- Friendship bench to assist students in the playground
- Kindergarten Buddies to help with friendships during transition periods
- PBL: Focus Areas, Fast and Frequent Awards, Merit Awards
- Student Representative Council
- PDHPE curriculum programs
- Student led murals around the school
- Structured play initiatives
- CI/CO systems

Completed by: Ashleigh Biggar

Position: Assistant Principal (Relieving)

Signature: *Ashleigh Biggar*   Date: 01.04.2022

Principal name: Renai Diamond

29/07/2022

X *Renai Diamond*

Renai Diamond
Principal
Signed by: Diamond, Renai

Signature: Date: 27.07.2022

education.nsw.gov.au