

Oakhill Drive Public School

Anti-bullying Plan 2019-2020

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. This website supports whole-school prevention, early intervention and response approaches and strategies for student bullying behaviour. Other websites include; bullyingnoway.gov.au and reachout.com.

Oakhill Drive Public School's commitment

Our school rejects all forms of bullying behaviours, including online (or cyber) bullying. Oakhill Drive maintains 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.

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 our school culture is 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.

At Oakhill Drive Public School

We believe:

- Students are at the centre of all decisions
- Learning goes beyond the classroom
- Relationships are central

We value:

- Lifelong learning
- A collaborative, respectful and supportive environment
- A positive approach

SPECIFIC TO ANTI-BULLYING AT OAKHILL DRIVE PUBLIC SCHOOL WE BELIEVE:

- Every person has a right to be treated as an individual and with dignity.
- Every person has a right to feel safe.
- Every person has a right to be able to learn.

The staff should aim to:

- be role models in word and actions at all times
- be observant of suspected incidents of bullying

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- minimise opportunities for bullying to occur on the playground through proactive supervision
- practise active supervision at all times, in all spaces
- be compassionate to alleged victims
- adapt an educative approach with alleged perpetrators
- respond to bullying using a relational approach
- report incidents to Deputy Principal or Executive when warranted
- implement appropriate strategies for dealing with bullying and the need to report any incidents
- work co-operatively with parents and students to reach a solution.

The students should aim to:

- refuse to be involved in any bullying situation
- recognise that keeping quiet about a bullying situation provides support and protection for a bully
- report the incident or suspected incident to a teacher or parent
- recognise that, 'bullying stops, when someone tells!'
- participate in restoring relationships through restorative practices.

The parents should aim to:

- teach children respect for others and an appreciation of differences
- be role models in word and actions at all times
- be responsive to signs of distress or changes in behaviour
- report incidents to the school promptly
- work co-operatively with the school to reach a solution.

Our school engages in the following practices to promote a positive school culture.

1.1 Student Learning

Anti-bullying and expectations about student behaviour are taught explicitly through our schools' positive education program. With a whole school approach, we aim to promote a positive school culture where quality relationships are valued and bullying is not accepted. The importance of quality relationships is also integrated across all key learning areas and aspects of school. An overview of our Positive Education Program is outlined below. Our anti-bullying practises are embedded across all programs throughout the year.

Dates	Positive Education Program and Communication Topics
Term 1	<ul style="list-style-type: none"> ▪ <u>Values and Expectations (ES1, Stage 1, Stage 2 and Stage 3)</u> <ul style="list-style-type: none"> - The Golden Rule - Kindness, Forgiveness - School Expectations (Respect, Responsibility and Resilience) - Gratitude - Getting Along (Anti-bullying/ Cyberbullying BB: It's Ok to be different!) - Whole School 'Harmony/ Kindness Day – Getting Along with Others' (to align with National Anti-bullying day)
Term 2	<ul style="list-style-type: none"> ▪ <u>Managing Emotions & Conflict Resolution(ES1 and Stage 1)</u> <ul style="list-style-type: none"> - Recognising Feelings (associated body signs and intensity) - The Feeling Strength Bar to scale intensity of emotions - Helpful and Unhelpful Thoughts ▪ <u>Positive Relationships & Conflict Resolution (Stage 2 and 3)</u> <ul style="list-style-type: none"> - Positive Pan's 5 Aspects of Relationships: Hope, compassion (Empathy in action), forgiveness (3 step apology), trust and integrity) - Getting Along Well with Others/ Collaboration: Being a good listener and having an interesting conversation (<i>taught within the context of the relationship aspects</i>) - Solution-Focused Conflict and Resolution (<i>embedded</i>) - Message: Focus on solutions!
Term 3	<ul style="list-style-type: none"> ▪ <u>What is wellbeing? (ES1, Stage 1, Stage 2 and Stage 3)</u> ▪ Understanding Wellbeing and how a high level wellbeing helps us to treat others with kindness and respect (social, physical, emotional, cognitive & spiritual) ▪ Recognising character strengths in oneself and others, promotes positive relationships ▪ RUOK? Day (highlighting the importance of empathy and compassion)
Term 4	<ul style="list-style-type: none"> ▪ <u>Positive Relationships & Optimistic Thinking ES1 & S1</u> <ul style="list-style-type: none"> - Helpful and unhelpful thoughts ▪ <u>Positive Relationships</u> <ul style="list-style-type: none"> - 5 Aspects of Relationships: (Hope, compassion, forgiveness, trust and integrity) - Friendships: Being a good winner and a good loser (<i>taught within the context of the 5 elements of Positive Relationships</i>) - Being a Good Friend: Friends can be different, sometimes friendships change (<i>taught within the context of the 5 elements of Positive Relationships</i>) ▪ <u>Optimistic Thinking to help us resolve conflict Stage 2 and Stage 3</u> <ul style="list-style-type: none"> - Growth mind-set skills - Optimistic/ Pessimistic Thinking strategies ▪ <u>WELLBEING WEDNESDAY</u> <ul style="list-style-type: none"> - Whole school celebration of Positive Education Learning

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
Terms 1 -4	<ul style="list-style-type: none">▪ School Policy inclusive of 'Anti-Bullying' is communicated with all staff▪ Implementation of the new school discipline policy TPL 2018 onwards Aim: to develop a series of professional learning sessions that will enable staff to appreciate the value of relationships as fundamental to building a resilient and kind school culture, required for learning to take place. This understanding will position staff to adopt discipline procedures, where the aim is to teach appropriate behaviour through acceptance of mistake and repair of relationships.▪ Teaching and reinforcing respectful relationships: wellbeing lessons on the 'golden rule' and 'getting along'▪ 'Social Skills/ Team Building Program K-6', (External Provider), teaching children the importance of collaboration, teamwork, encouragement, acceptance, tolerance and compromise.▪ Panda Patch Play Area: The purpose of this play area is to provide an opportunity to support students who have difficulty initiating, and sustaining positive relationships with their peers. Teachers from the wellbeing team, teach social skills during lunchtime.▪ Solution-focused conversations▪ Student, Parent & Teacher Workshops linked to positive relationships▪ Whole School Approach of Mindfulness (Thinking about the present moment)▪ Wellbeing Wednesday: Annual Whole school event to recognise what the students, staff and community are learning about wellbeing. Positive relationships and strengths as a focus.

1.3. New and casual staff

New and casual staff are informed about our school's policies, procedures and strategies to prevent and respond to student bullying behaviour in the following ways.

- **Term 1:** All staff revisit the School Discipline Policy which includes 'Ant-Bullying'.
- **Term 1:** New staff induction (half day): Anti-bullying systems and procedures are communicated to all new staff at the beginning of each year.
- **Ongoing:** Casual teachers are provided with a folder that outlines the school's anti-bullying systems and procedures, discipline procedures and awards and recognition procedures.
- **An executive staff member supports** new and casual staff when a bullying issue may arise at the school. The school principal speaks to new executive staff when they enter on duty at the school, as part of the induction process.

1.4 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.

Website

Our school website has information to support families, help their children to regulate their emotions and behaviour and to 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.

- School Anti-Bullying Plan
- NSW Anti-bullying website

Communication with parents

Our school provides information to parents to help promote a positive school culture where bullying is not acceptable and to increase parents' understanding of how our school addresses all forms of bullying behaviour.

Dates	Communication methods and topics
Terms 1 – 4	<ul style="list-style-type: none">▪ Parent meetings i.e. P&C, Meet the Teacher Night - defining student bullying and support systems the school have in place▪ Annual ODPS Harmony/ Kindness Day aligns with National Action Against Bullying Campaign (Be an up-stander, not a bystander)▪ Ongoing School website and school newsletter updates- Up stander/ Bystander behaviour
	<ul style="list-style-type: none">▪ Annual Parent Workshops – topics related to anti-bullying, positive relationships, building resilience in children (decided each year).▪ Open Day for Education Week includes activities related to our positive education practices to engage and inform the community.▪ Annual involvement in RUOK? Day – Whole school recognition of the importance empathy and compassion▪ Parent library including information and fact sheets re anti-bullying, positive relationships and resilience.▪ Wellbeing Wednesday – Whole school celebration of the learning related to wellbeing▪ School Environment reinforces the importance of positive relationships and kindness messages – Plaques, murals, graffiti walls, kindness garden, strengths canvasses

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 anti-bullying, personal safety, resilience, help-seeking and protective behaviours are explicitly taught across the curriculum in Personal Development, Health and Physical Education (PDHPE). They are also taught in 'Positive Education' lessons designed by the ODPS Wellbeing Team.

Our school will embed our anti-bullying policy through these strategies that operate on a classroom or whole school level. These include;

- **WELLBEING AND POSITIVE PSYCHOLOGY:** *this school-wide approach emphasises what is working well for students and teaches strategies of how to resolve issues using a positive and solution-focused approach.*
- **CONFLICT RESOLUTION:** *This grade-based program provides students with strategies to resolve conflicts in positive and constructive ways. It is taught in classrooms at the beginning of each year and is reinforced throughout the year.*
- **STOP THINK DO STRATEGY:** *This strategy provides students with the opportunity to consider various problem-solving strategies and be able to select the most appropriate one.*
- **HUMAN SOCIETY AND ITS ENVIRONMENT:** *The personal and social themes foster the acceptance of differences and the promotion of social harmony through the use of the Multicultural, Aboriginal and Gender Equity perspectives.*
- **CHILD PROTECTION PROGRAM:** *As part of the Personal Development program each year, students participate in a number of lessons which teach ways to stay safe and strategies for managing bullying situations.*
- **COUNSELLOR PROGRAM:** *For targeted students the Counsellor will work on an individual basis or with small groups to help alleviate bullying problems.*
- **GUEST SPEAKER PROGRAM:** *During the year, visitors may be invited to the school to speak to students and parents about aspects of bullying and cyber bullying e.g. police*
- **PANDA PATCH**

Completed by: Hollie Brito and Helen Paris

Position: Assistant Principal and Deputy Principal

Signature: *Hollie Brito* *Helen Paris* Date: 16.09.20

Principal name: Betty Asmanis-Ploeg

Signature: *B. Asmanis-Ploeg* Date: 16.09.20