

Killarney Vale Public School

Anti-bullying Plan 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. Schools are encouraged to visit the website to support whole-school prevention, early intervention and response approaches and strategies for student bullying behaviour.

Killarney Vale 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	Reinforcing respectful and reciprocal relationships and expectations.
Term 2	Powerful conversations about Anti-bullying Action.
Term 3	Resilience and positive coping skills.
Term 4	Prevention and Respect.



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	DoE Student code of conduct and KVPS- School consistency guide.
Term 2	PBL - KVPS Rockstar.
Term 3	Belonging and acceptance - Growth Mindset AVID.
Term 4	PBL and Bullying No Way!

1.3. New and casual staff

New and casual staff will be informed about schools' approach and strategies to prevent and respond to student bullying behaviour in the following ways:

- Information is provided in a folder to staff when they enter on duty at the school about school policies and procedures.
- DP speaks to new and casual staff when they enter on duty at the school about school PBL expectations and behaviour management (outlined in casual folder).
- Principal speaks to new executive staff when they enter on duty at the school, as part of the induction process.
- PBL team communicate regularly with staff about data and lesson focus and weekly lessons and expectations are presented in all classrooms.
- Information provided on school website about DOE policies.

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).

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	Student code of conduct and school consistency chart send home/ placed on school website.
Term 2	KVPS Rockstar lessons and class videos.
Term 3	School and class community building - National Day of Action against Bullying and Violence (NDA).
Term 4	Anti-bullying resources, school flow chart and anti-bullying brochure.

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.

- Alternating Weekly - PBL lesson and Zones of Regulation
- Staff meetings.
- Facebook, Skoolbag app, newsletter and school website - School consistency chart.

Position: Teacher

Completed by Emma Bowden

Signature:



27/03/2020

Principal name: Jeanette Dillon

Signature:



27/03/2020

Bullying of Students - Prevention and Response Policy

This policy sets out the department's position on student bullying and the requirements for preventing and responding to student bullying, including online bullying, in NSW public schools and preschools.

The department's policies, resources and guidance materials relating to the use of mobile digital devices, including smartphones, in schools will be reviewed in light of the findings and recommendations made in a recent independent review. We note the NSW Government's decision on 13th December 2018 to restrict the use of mobile digital devices in NSW public primary schools. This restriction will take place during 2019 and departmental policies and guidance material will be updated prior to any implementation of this restriction. Policies, resources and guidance material for secondary schools will also be updated and developed as necessary. Current policies remain in force.

1 Policy statement

1.1 The department rejects all forms of bullying behaviour including online bullying.

1.2 NSW public schools work to provide safe, inclusive, and respectful learning communities that promote student wellbeing.

1.3 The department's Behaviour Code for Students requires students to be inclusive and respect other students, their teachers, school staff, and community members, and to not bully, harass, intimidate, or discriminate against anyone in our schools.

1.4 Schools are required to establish strategies and practices to encourage positive student behaviour, recognise and reinforce student achievement and wellbeing, and manage disruptive student behaviour, as outlined in the Student Discipline in Government Schools Policy.

1.5 School staff need to encourage high levels of parental and community involvement in the school to improve student attendance, engagement, learning and behaviour.

1.6 Each school must complete and implement the Anti-bullying Plan.

1.7 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.

1.8 Bullying behaviour can also involve intimidation, victimisation and harassment, including that based on sex, race, religion, disability or sexual orientation, both online and offline.

1.9 Bullying can be illegal if it involves behaviours that include physical violence, threats of violence, damaging property or stalking.

1.10 The NSW anti-bullying website supports school staff, parents and carers, volunteers and contracted staff, and students to discourage, prevent, identify and respond effectively to student bullying behaviour, where it does occur.

1.11 Preventing and responding to bullying is the shared responsibility of all school staff, volunteers, and contracted staff employed by schools, and students, parents and carers.

1.12 Teachers and other school staff are provided with support and professional development to discourage, prevent, identify and respond to student bullying behaviour.

1.13 Reports of student bullying can be made to any staff member at a school. A teacher or school executive staff (such as the principal, deputy principal or assistant principal) at the school will address the reported bullying in a timely manner.

1.14 If a student, parent or carer believes a matter is not being dealt with effectively, they can refer the matter to the school's principal (or delegate) for resolution.

1.15 If the student, parent or carer still has concerns, after referring the matter to the school's principal (or delegate), and would like advice, they can contact the learning and wellbeing advisor or officer at the local department office. If the matter is then still not resolved they can contact the director, educational leadership, at the local department office, who must follow the Complaints Handling Policy.

1.16 For incidents of physical violence, and where required, staff should administer first aid (consistent with their training and experience) and contact emergency services whenever necessary. Staff must also report the incident to the Incident Reporting and Support Hotline on 1800 811 523.

2 Audience and applicability

2.1 This policy applies to all NSW public schools and preschools.

2.2 This policy applies to all student bullying behaviour, including online bullying, and applies outside of school hours and off school premises where students have been involved and there is a clear and close connection to the school.

3 Context

3.1 Public schools must comply with the NSW Education Standards Authority requirement to provide a safe, inclusive and supportive environment for students.

3.2 Ways to prevent or respond to student bullying behaviour are addressed through teaching and learning programs across the key learning areas including the self and relationships strand of the mandatory personal development, health and physical education curriculum.

3.3 This policy relates to student bullying in public schools. The Work, Health and Safety Policy applies to staff bullying in public schools. When bullying involves a student and staff member, both policies apply.

4 Responsibilities and delegations

4.1 Teachers:

- Support the school in maintaining a safe, inclusive and supportive learning environment.
- Model and promote appropriate relationships and behaviours.
- Promote a school culture where bullying is not acceptable.
- Teach students to identify, report and respond to bullying at school and online.
- Manage reports of bullying and escalate matters to the principal (or delegate) when necessary.

4.2 Non-teaching staff:

- refer any report of bullying to a teacher or school executive staff.
- Complete and implement the Anti-bullying Plan for their school.
- Maintain a positive school climate that includes respectful relationships.
- Identify patterns of bullying behaviour and initiate school action to respond.
- Manage complaints about bullying in accordance with the Complaints Handling Policy.

4.3 Directors, educational leadership:

Manage complaints about how a school has responded to a report of bullying in accordance with the Complaints Handling Policy and where required, assist schools to implement the Anti-bullying Plan, to best meet the needs of the school community.

5 Monitoring and review

5.1 The principal reviews the Anti-bullying Plan every year.

5.2 The Director, Student Engagement and Interagency Partnerships monitors the implementation of this policy and reviews its effectiveness, at least every three years.

6 Contact

6.1 Leader, Behaviour Services, (02) 7814 3809

<https://www.det.nsw.edu.au/wellbeing/connect/antibullying>



THE WELLBEING FRAMEWORK FOR SCHOOLS -CONNECT – SUCCEED - THRIVE

Introduction

The NSW Department of Education and Communities (DoE) is committed to creating quality learning opportunities for children and young people. This includes strengthening their cognitive, physical, social, emotional and spiritual development. Parents entrust their children and young people to principals, teachers and school staff with confidence that schools will deliver on this agenda.

The concept of wellbeing and its close links with learning are not new. A wealth of evidence is available to inform educators of this important relationship in the work they do every day with students, from preschool students beginning their education journey, to senior students preparing for further education, employment and adult life.

In recent years however, there have been changes to how children and young people learn and how teachers teach. The school environment, and the world in which our children and young people will grow and function, continue to change. We need to be responsive to numerous influences as we deliver public education now and into the future.

There is a heightened awareness of, and commitment to, personalised and differentiated learning and support for every student to succeed. There is targeted support at the system and school levels so that where a child or young person lives and goes to school does not shape their learning outcomes.

In this context, our understanding of wellbeing needs to be contemporary and forward focussed. An individual's wellbeing is constantly changing. How students feel about themselves and their own wellbeing changes over time, in different situations and circumstances, and in response to community and environmental factors. Wellbeing, or the lack of it, can affect a student's engagement and success in learning. Educators need to understand the potential wellbeing has to bring about positive change, what is required to foster wellbeing, and how it can become a powerful force in students' learning and development.

The themes that will drive wellbeing in our public schools into the future are **Connect, Succeed and Thrive**. Our commitment to our students, parents and members of the community is that public schools will be teaching and learning environments that enable the development of healthy, happy, successful and productive individuals.

In turn, our students will be expected to contribute to their own wellbeing, the wellbeing of their peers and the collective wellbeing of their communities. In this way schools in partnership with parents and carers will equip children and young people to be active and positive contributors to the society in which they live.

Schools will be supported at every level by a system that is cohesive, expert and responsive. Information for school leaders and school staff will be clear and easy to access; policies will be streamlined and meet the modern operating context of our schools; resources will be positioned in schools to drive contextual decision making and planning; educational services will be coordinated at the local level and will be responsive to the needs of schools. Education will work with government and non-government agencies to develop partnerships to enhance the collective wellbeing of schools and their communities.

Student wellbeing is enhanced when schools connect with and draw on the expertise, contribution and support of their communities. Community engagement maximises how students connect, succeed and thrive.

Rationale

What is Wellbeing?

- It has long been acknowledged that wellbeing is more than the absence of physical or psychological illness. In very broad terms, wellbeing can be described as the quality of a person's life.
- Two major approaches to defining wellbeing relate it to our subjective experience of feeling good or experiencing pleasure and positive emotion; and functioning well, or our potential to flourish. While there is debate about whether one or both approaches to wellbeing offers the best way of understanding it, an approach that considers the whole person, and which combines feeling good and functioning well offers the most utility.
- The literature sets out a range of contexts in which wellbeing is experienced. These contexts recognise that wellbeing needs to be considered against a background of how we feel and function across several domains, recognising the multidimensional nature of wellbeing. These domains include cognitive, emotional, social, physical and spiritual wellbeing.
- Cognitive wellbeing is associated with achievement and success. It includes how information is processed and judgements are made. It is also informed by motivation and persistence to achieve. Cognitive wellbeing is important for attaining knowledge and experiencing positive learning.
- Emotional wellbeing relates to self-awareness and emotional regulation. It includes how well we cope and is often reflected by the level of a person's resilience. Emotional wellbeing is in part informed by our capacity for self-reflection.

- Social wellbeing includes the extent to which we experience positive relationships and connectedness to others. It is important for pro-social behaviour and our empathy towards others.
- Physical wellbeing is associated with the extent to which we feel physically safe and healthy. It includes nutrition, preventative health care, physical activity and physical safety and security. Physical wellbeing enables positive health outcomes.
- Spiritual wellbeing relates to our sense of meaning and purpose. It can include our connection to culture, religion or community and includes the beliefs, values and ethics we hold.
- These domains of wellbeing are helpful in describing the contexts in which wellbeing is experienced. However, to understand wellbeing more deeply we must also consider a range of other influences that contribute to wellbeing.

How can schools positively influence the wellbeing of students?

- Wellbeing can be shaped by several broad influences including the degree to which there is an experience of: choice, achievement of meaningful goals, positive relationships, enjoyment, personal growth and development, health and safety.
- Choice is important because it impacts positively on a student's learning and engagement in schooling. It contributes to enhanced motivation, interest and commitment to tasks. The provision of choice supports self-regulation, self-discipline and achievement. When students have choice and opportunities to engage in activities that are of interest and value to them, their wellbeing is enhanced.
- Achievement contributes positively to a student's wellbeing and can contribute to a student's confidence and self-esteem. It can help to foster student self-discipline and effort, encourage students to stretch themselves and take risks in their learning. Achievement fosters positive emotions which can build further engagement and effort.
- Positive relationships foster connectedness and feelings of belonging and are essential for wellbeing. These relationships are characterised by constructive interactions that provide enthusiastic and genuine support. They are important because they help us to build social and emotional skills and in turn nurture other positive, caring and respectful relationships.
- Enjoyment, or the presence of positive emotion, can increase a student's wellbeing. Learning occurs more effectively in the context of positive emotions. Enjoyment broadens a student's ability to think creatively, be innovative and to problem solve more effectively.
- Development and personal growth can lead to a student having greater satisfaction with life, more confidence and self-efficacy and greater feelings of resilience, health and wellbeing. Development contributes to social competence, self-esteem and a student's sense of meaning and purpose.
- Feeling physically safe and being in good physical health contributes to wellbeing. Environments that provide safety, and support good health, optimise learning experiences.

Why is wellbeing important to the work of schools?

- Schools have a pivotal role to play in connecting character development in children and young people to individual and collective wellbeing, which in the longer term will shape the values and attitudes of the society in which they live. Teachers play an important role in providing learning experiences and opportunities that develop and shape the character and wellbeing of children and young people. Experiences that develop character by promoting mindfulness (self-regulation and behaviour), curiosity, courage, resilience, ethics and leadership benefit children and young people as they grow and develop. Schools focus on giving children and young people a voice, being active learners and developing strong character qualities that will enable them to succeed, thrive and contribute positively throughout life.

Our commitment to Wellbeing

- The Wellbeing Framework for NSW public schools contextualises wellbeing to individual students, school settings and local school communities. The concept that wellbeing is dynamic and is integral to learning is vital to embedding it in the complex multi-dimensional work of schools.
- The DoE commitment to wellbeing is for our schools to support students to connect, succeed and thrive at each stage of their development and learning; to provide opportunities that are age rigorous, meaningful and dignified; and to do this in the context of individual and shared responsibility underpinned by productive relationships that support students to learn.
- To this end, schools will be enabling environments, informed and guided by legislative and policy requirements. Schools will be supported to focus on the development of quality teaching, learning and engagement. Local decision-making will invigorate school communities. Highly effective leadership will deliver on this commitment for every member of the school community.

- At the system level, there will be focus on being responsive to the needs of schools and incorporating wellbeing into planning and processes. There will be strong communication frameworks within and across government and non-government partners relating to how their work contributes to the development of individual and collective wellbeing.

Our shared understanding of wellbeing:

- Is that it is dynamic and integral to learning.
- Focuses on attributes and strengths that teach and support children and young people to grow and learn from challenges and complexities.
- Recognises the importance of developing and shaping the character of the individual.
- Is multidimensional and interrelated.
- Considers the context of children's and young people's lives and uses both objective and subjective measures.
- Incorporates the views and perspectives of children and young people themselves throughout the different stages of development.
- Considers the wellbeing of children and young people in the present as well as focussing on long-term outcomes.
- Acknowledges the diversity of contributors to and influences on the wellbeing of children and young people and recognises our obligations and responsibilities.

The Wellbeing Framework for schools**CONNECT**

- Students are actively connected to their learning through meaningful, engaging and rewarding personalised learning experiences.
- Students have positive and respectful relationships with each other, their teachers and the community.
- Students experience a sense of belonging and connectedness that respects diversity and identity.
- Students are self-aware and regulate their own emotions and behaviours. Students have the social and emotional skills to develop and maintain positive relationships and engage in pro-social behaviour.
- Students are connected with their cultural, religious or spiritual backgrounds.
- Staff nurture professional relationships with students which are safe, respectful and supportive and which help students to reach their full potential.
- The school is focused on building individual and collective wellbeing through a climate of care and positivity.
- Parents and the broader school community actively participate in the school and in helping students to develop positive connections.

SUCCEED

- Students are succeeding in their learning.
- Students strive toward and achieve meaningful goals.
- Students are confident and resilient learners. They have positive self-esteem, stretch themselves and take risks in their learning. They demonstrate self-discipline and effort toward their learning.
- Students are provided opportunities to succeed and success is celebrated in a way that is meaningful to the student.
- Students develop strong positive character traits that are reflected in their behaviour decision making and relationships.
- Staff enable success by personalising student learning and supporting students to achieve.
- Staff enable success by contributing to a positive, supportive and encouraging learning environment.
- Parents and the broader school community actively participate in supporting and reinforcing student learning.

THRIVE

- Student learning takes place in an environment which fosters and develops choice, accomplishment, positive relationships, enjoyment, growth, health and safety.
- Students are self-directed, take initiative and grasp opportunity.
- Students contribute to the learning of other students and to the school community more broadly.
- Students have a strong sense of meaning and purpose.
- Students develop the skills to reflect on and positively shape their behaviour in the context of ethical decision making.
- Students are recognised and celebrated.
- Staff contribute to environments which allow students to thrive by delivering high quality learning experiences.
- The school has high expectations for every student.
- Parents and the broader community support and enable the aspirations of every student.

ENABLING SCHOOL ENVIRONMENT

- Students are recognised, respected and valued.
- Students are provided with opportunities to exercise choice in the context of self-regulation, self-determination, ethical decision making and responsibility.
- Collaborative partnerships are built with students, staff, families, communities and other organisations to support and develop students and school communities.
- Professional practice is valued and there is a commitment to ongoing improvement and student wellbeing.
- Resources are used to best meet individual and collective student need.
- The school environment is a safe and healthy place to be.
- Counselling and wellbeing services provide essential expertise to schools and communities to guide student growth and development.
- Schools provide learning experiences that contribute to the development of individual character traits and positive group dynamics.

What does the Wellbeing Framework mean for schools?

- There are strong links between school excellence and wellbeing. Schools should consider teaching and learning and the development of wellbeing as a parallel, integrated and complementary process.
- All schools are required to have a planned approach to wellbeing in place that incorporates the elements of the Wellbeing Framework.

Teaching and Learning

- Schools will consider aspects of and factors contributing to wellbeing in the delivery of teaching and learning.
- Students should be provided with opportunities to connect, succeed and thrive that are relevant to their stages of learning and development.
- The child or young person's subjective view of their own wellbeing is recognised by schools, peers and parents as an important measure to inform decisions about the child or young person.
- Whole school approaches to physical health and fitness, social skills and friendship, empathy and resilience, peer support and mentoring, student leadership, citizenship and community engagement contribute to the growth of individual and collective wellbeing.

Behaviour, discipline and character education

- Every school will implement a comprehensive and inclusive strategy to create an environment with clearly defined behavioural expectations.
- All members of the school community should consistently implement the agreed strategy to create a positive teaching and learning environment.
- The school recognises the importance of developing and shaping the character of the individual and maximises opportunities for personal growth.
- Students have responsibility to be active learners who exercise self-regulation appropriate to their age and level of understanding.
- Parents and caregivers play an important role in working with the school to develop their child's understandings, skills and character.
- Teaching and learning is not disrupted by unacceptable behaviour in the classroom, on the playground and in activities for which the school is responsible.
- The principal implements systems to meet accountabilities relating to wellbeing policies in the school environment.
- The principal effectively uses school and system resources to support the learning and wellbeing of all students.

NSW Department of
Education

Behaviour code for students

NSW public schools

NSW public schools are committed to providing safe, supportive and responsive learning environments for everyone. We teach and model the behaviours we value in our students.

In NSW public schools' students are expected to:

- Respect other students, their teachers and school staff and community members.
- Follow school and class rules and follow the directions of their teachers.
- Strive for the highest standards in learning.
- Respect all members of the school community and show courtesy to all students, teachers and community members.
- Resolve conflict respectfully, calmly and fairly.
- Comply with the school's uniform policy or dress code.
- Attend school every day (unless legally excused).
- Respect all property.
- Not be violent or bring weapons, illegal drugs, alcohol or tobacco into our schools.
- Not bully, harass, intimidate or discriminate against anyone in our schools.

Schools take strong action in response to behaviour that is detrimental to self or others or to the achievement of high quality teaching and learning.

Behaviour Code for Students: Actions

Promoting the learning, wellbeing and safety of all students in NSW Public Schools is a high priority for the Department of Education.

We implement teaching and learning approaches to support the development of skills needed by students to meet our high standards for respectful, safe and engaged behaviour.

Respect

- Treat one another with dignity
- Speak and behave courteously
- Cooperate with others

- Develop positive and respectful relationships and think about the effect on relationships before acting
 - Value the interests, ability and culture of others
 - Dress appropriately by complying with the school uniform or dress code
 - Take care with property

Safety

- Model and follow departmental, school and/or class codes of behaviour and conduct
- Negotiate and resolve conflict with empathy
- Take personal responsibility for behaviour and actions ■ Care for self and others
- Avoid dangerous behaviour and encourage others to avoid dangerous behaviour

Engagement

- Attend school every day (unless legally excused)
- Arrive at school and class on time
 - Be prepared for every lesson
- Actively participate in learning
- Aspire and strive to achieve the highest standards of learning

The principal and school staff, using their professional judgment, are best placed to maintain discipline and provide safe, supportive and responsive learning environments. The department provides a policy framework and resources such as Legal Issues Bulletins, access to specialist advice, and professional learning to guide principals and their staff in exercising their professional judgment. In this context the NSW Government and the Department of Education will back the authority and judgment of principals and school staff at the local level.





Anti-bullying Information for Parents

The Department of Education and Training recognises that schools exist in a society where intimidation and harassment occur. Students have the right to expect that they will spend the school day free from the fear of bullying, harassment and intimidation. Bullying is a serious matter and is not acceptable in any form.

Bullying can be defined as intentional, repeated behaviour by an individual or group of individuals that causes distress, hurt or undue pressure. It can involve all forms of harassment (including sex, race, disability, homosexuality or transgender), humiliation, domination and intimidation of others. Bullying behaviour can be:

- **Verbal** e.g. name calling, teasing, abuse, humiliation, sarcasm, insults, threats
- **physical** e.g. hitting, punching, kicking, scratching, tripping, spitting
- **social** e.g. ignoring, excluding, ostracising, alienating, making inappropriate gestures
- **psychological** e.g. spreading rumours, glaring, hiding or damaging possessions, malicious SMS and email messages, inappropriate use of camera phones.

Bullying can devalue, isolate and frighten young people. It has long-term effects on those engaging in bullying behaviour, those who are the subjects of bullying behaviour and the onlookers or bystanders.

All schools develop, implement, monitor and review anti-bullying plans as consistent with the Department of Education and Training's Anti-bullying Plan for Schools (*Anti-bullying Plan for Schools*). The plan recognises that teachers, students, parents, caregivers and members of the wider community have a responsibility to work together to address bullying. It provides information for school community members to identify bullying behaviours and provides clear procedures to report bullying.

The Anti-bullying Plan includes strategies utilised by the school to deal effectively with bullying behaviour. Schools implement strategies which best reflect individual school needs.

Parents and caregivers can support young people by:

- assisting them to understand and identify bullying behaviour as outlined in the school's Anti-bullying Plan
- responding to incidents of bullying in a manner consistent with the school's Anti-bullying Plan
- supporting all students in the school to deal effectively with bullying through strategies in the Anti-bullying Plan.

More information on bullying can be found at

<http://www.schools.nsw.edu.au/studentsupport/studentwellbeing/anti-bullyingpolicy.php>

If you would like more information about your school's Anti-bullying Plan, please make an appointment with your school principal. If you require assistance to make the appointment please ring the Telephone Interpreter Service on 131 450, ask for your language and ask them to telephone the principal of your child's school. This service will be free of charge to you.

Statement by the Minister for Education and Training

Definitions of bullying, harassment, discrimination and violence

Bullying, harassment, discrimination and violence are all interpersonal behaviours that can create or contribute to negative social environments. All school communities should have clear definitions outlined in their school policies and procedures for bullying, harassment, discrimination and violence.

The national definition of bullying for Australian schools says:

Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.

Bullying can happen in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records).

Bullying of any form or for any reason can have immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fight between equals, whether in person or online, are not defined as bullying.

Behaviours that do not constitute bullying include:

- Mutual arguments and disagreements (where there are no power imbalance).
- Not liking someone or a single act of social rejection.
- One-off acts of meanness or spite.
- Isolated incidents of aggression, intimidation or violence.

However, these conflicts still need to be addressed and resolved.

Bullying Statistic in NSW schools

- Approximately one in four, Year 4 to Year 9 Australian students (27%) report being bullied every few weeks or more often (considered to be frequent) during the last term at school.
- Frequent school bullying was highest among Year 5 (32%) and Year 8 (29%) students.
- 83% of students who bully others online, also bully others offline.
- 84% of students who were bullied online were also bullied offline.
- Peers are present as onlookers in 85% of bullying interactions and play a central role in the bullying process.
- Hurtful teasing was the most prevalent of all bullying behaviours experienced by students, followed by having hurtful lies told about them.
- Cyberbullying appears to be related to age (or access to technology), with older students more likely to engage in cyberbullying than younger students.
- More students have experienced bullying than haven't, with 59% or 2.3 million students nationally saying they have experienced bullying.
- One in five experiencing it weekly (20%).
- Four in five students recognise the seriousness of the issue of bullying, with 80% saying it's a problem in their school, and 20% saying it is an extremely or very serious problem.

Killarney Vale Public School - Anti-Bullying Yearly Matrix – 2020

Students	Term 1	Term 2	Term 3	Term 4
<i>Responsibility</i>	Behaviour code for students			
<i>Resilience</i>				Bullying Now Way!
<i>Respect</i>			Bystander to Up stander	
<i>Reasoning</i>		Identifying Bullying – Recognising and Reporting		
Staff	Term 1	Term 2	Term 3	Term 4
<i>Responsibility</i>	Reinforcing respectful and reciprocal relationships and expectations			
<i>Resilience</i>				Reflect on PBL –KVPS Rock star Bullying No Way!
<i>Respect</i>			Empowering Positivity – AVID Growth Mindset	
<i>Reasoning</i>		Zones of Regulation/ Anti-Bullying		
Community	Term 1	Term 2	Term 3	Term 4
<i>Responsibility</i>	United Approach School newsletter, student conferences			
<i>Resilience</i>				Bullying No Way! Prevention – Home and school connection
<i>Respect</i>			Upstander videos	
<i>Reasoning</i>		Parent and Carers Tips – Handout		

School Implementation

Students	Action	Prevention	Resilience	Collaboration
	<p><u>Behaviour code of conduct</u></p> <ul style="list-style-type: none"> - Revise DoE code of conduct for all students. - Establish class rules and expectations – have students sign class rules. - School STAR values. – Safety, Tolerance, Achievement, Responsibility. - Revise Behaviour consistency chart. - Name board system/ Dojos. 	<p><u>Bullying No Way!</u></p> <ul style="list-style-type: none"> - Understand the term ‘bullying’ - Know how to be an upstander. - Identify a trusted adult at school that students can turn to for advice and support. - Follow PBL -Safe Respectful Behaviour = KVPS Rockstar - STOP, WALK, TALK. - Use Zones of Regulation to express emotions. 	<p><u>Bystander to Upstander</u></p> <ul style="list-style-type: none"> - Class creates own videos demonstrating examples of upstanders vs. bystanders. - Support peers in the playground/classroom by using KVPS Rockstar method. - Recognise emotions in friends. - Communicate positively with peers. 	<p><u>Bullying No Way!</u></p> <ul style="list-style-type: none"> - Powerful Conversations -DoE Resources. - Anti-Bullying Day NDA – wear orange - Allen adventures program. - Bullying No Way –poster competition
Staff	Action	Prevention	Resilience	Collaboration
	<p><u>Reinforcing respectful and reciprocal relationships and expectation</u></p> <ul style="list-style-type: none"> - Staff trained in School PBL core values. PBL values displayed. - PBL team lead data sessions and term goals. - Staff teach PBL expectations and PBL lessons. - Teach/revise Behaviour consistency chart. - CT parent teacher interviews goal setting with parents. - Class rules created and name board utilised. 	<p><u>PBL – KVPS Rockstar</u></p> <ul style="list-style-type: none"> - Explicitly teach – stop, walk, talk program. - All staff actively supervision. - Promoting Rockstar program in all areas of school life. - Define bullying and identifies forms of bullying including cyber bullying. - Identifying and reporting bullying at KVPS. - Teach Zones of Regulation 	<p><u>Empowering Positivity</u></p> <ul style="list-style-type: none"> - Teach Growth vs. Fixed Mindset and mindfulness. - Teach Zones of Regulation lessons. - Classroom Dojo – mini units. - You, Me and Empathy. - PBL become an Upstander lesson. - Bully Bust – Upstander program - building a positive outlook. - Bullying Now Way -NDA National Day of Action. 	<p><u>Antibullying and NDA</u></p> <ul style="list-style-type: none"> - Anti-Bullying Day NDA – wear orange. - Create class artworks – belonging. - Bullying No Way interactive resources and lessons. - School video for community.
Community	Action	Prevention	Resilience	Collaboration
	<p><u>DoE and School Policies</u></p> <ul style="list-style-type: none"> - Community information opportunities. - Enrolment packs. - Newsletter and Facebook posts - School website. 	<p><u>PBL</u></p> <ul style="list-style-type: none"> - Know KVPS PBL expectations and rules. - Read updates in newsletter and Facebook page. - STAR reward Days. - Speak with your children about school life. - Communicate with CT regularly. 	<p><u>Awareness and information</u></p> <ul style="list-style-type: none"> - Parent information packs from DoE. - Kids help line. - Bully No Way website. - School councillor. 	<p><u>Working together</u></p> <ul style="list-style-type: none"> - Classroom artworks – belonging. - School video. - National Day Against Bullying. - Strong communication between school and home.



The Four 'R's! Anti-bullying

The Four 'R's is a NSW Government initiative that provides powerful conversations on bullying prevention. It aims to reduce bullying by strengthening positive people and places across all DET schools.

The Four 'R's framework – Respect, Resilience, Responsibility and Reasoning provide early interventions and safe forums for students to recognise, respond and report incidents of bullying.

The Four 'R's address the growing importance of e-safety as well as the roles of a by-stander and upstander. Students learn how to recognise how actions can result in a reaction and how best to support our friends and peers socially and emotionally.

<https://antibullying.nsw.gov.au/>

Additional Information

The NSW anti-bullying website provides evidence-based resources and information for schools, parents and carers, and students

<https://www.det.nsw.edu.au/wellbeing/connect/antibullying>

Bullying. No Way! provides information and ideas for students, parents and teachers. If you want to talk to someone in person or online at

www.parentline.org.au
1300 1300 52



Henricks Road, Killarney Vale
New South Wales 2261

Phone: 02 43 88 10 66

Killarney Vale Public School



Anti – bullying Prevention



What is bullying?

Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power.

Bullying can happen in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert).

Bullying of any form or for any reason can have immediate, medium and long-term effects on those involved, including bystanders.



K.V.P.S Statement

Our School rejects all forms of bullying behaviours, including online bullying by maintaining a commitment to providing a safe, inclusive and respectful learning community that promotes student wellbeing.

Staff are committed to implementing evidence-based approaches and strategies that promote a climate where bullying is less likely to occur.



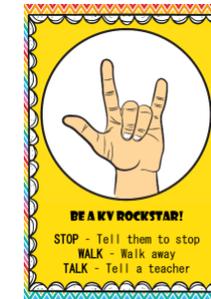
K.V.P.S Plan

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 with an ethos that bullying is not accepted, in both online and offline environments.

K.V.P.S employs well-being programs such as PBL, Zones of Regulation and OREO lessons to improve learning outcomes and wellbeing for

all students.



PBL and Anti-bullying

PBL is a vehicle for establishing positive school culture.

PBL (*Positive Behaviour for Learning*) is a research-based practice that provides strategies for students to increase academic performance, improve safety and decrease problem behaviour. At K.V.P.S we teach students strategies of being a 'Rockstar' by using STOP, WALK, TALK. We encourage students to be upstanders not bystanders

K.V.P.S has four key values - Safety, Tolerance, Achievement, Responsibility.

Positive Behaviour for Learning

WHAT IS PBL?

Positive Behaviour for Learning (PBL) is a whole school approach to proactive, school wide behaviour management.

Based on research and evidence-based practices, it provides strategies for all students to increase academic performance, improve safety and decrease problem behaviour.

PBL is a vehicle for establishing positive school culture.

Killarney Vale PS has established four core rules as part of the PBL process-

At Killarney Vale Public School, we strive to show STAR Behaviour.

We explicitly teach the expectations we are promoting, and we reward our students frequently with Star Slips and positive acknowledgement.

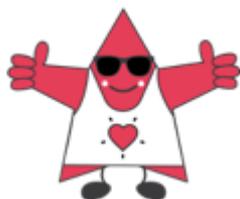
S – Safety



Students are rewarded for appropriate behaviour using 'STAR slips', 'STAR days', 'STAR awards' 'shooting STARS' and 'dojo points'. Positive communication between home and school is promoted using the 'Shooting STAR's.

Dojo Points – are a cloud-based reward system where individual students are assigned an avatar and given points for positive actions demonstrated by behaviour and academic performance.

T – Tolerance



STAR Slips – are awarded to students who are displaying our STAR values in the classroom and playground. These are awarded regularly throughout the school day and are traded for dojo points.

A – Achievement



STAR Awards – these awards are for behaviour that always represents our STAR values. These are awarded at the end of Term and are given to students in their portfolio.

R – Responsibility



KVPS Behaviour consistency guide

Tier 1		Tier 2		Executive – Warning of Suspension		
Minor – Teacher managed Warning One/Warning Two/Time Out/Buddy Class		Major – Office/Exec Managed Immediate Action	Continued Disobedience	Serious Misbehaviour Immediate Action	Continued Disobedience	Aggressive Behaviour Immediate Action
Safe	<ul style="list-style-type: none"> No hat in wrong area Out of bounds Playing in toilets Running on concrete Swinging on chair Throwing an object in the room without intent Unsafe/rough play 	<ul style="list-style-type: none"> Leaving the room without permission Leaving school grounds without permission. Refusing to go to class. Throwing an object with intent Aggressive language Minor physical aggression 	<p style="text-align: center;">3 Major Within 5 school weeks</p>	<ul style="list-style-type: none"> Bullying Deliberate destruction of school/ others property Discrimination – racial, sexual or religious. Refer to ARCO Inappropriate use of technology (racial, sexual, violence) Physical aggression – with the intent to cause harm. 	<p style="text-align: center;">3 Major following Tier 2 Within 5 school weeks after moving to Tier 2</p>	<ul style="list-style-type: none"> Criminal behaviour (stealing, vandalism, smoking, etc.) Offensive language towards a member of staff, student or community member Physical aggression causing injury or pain Spitting at another person <p>*An immediate suspension may be given depending on the severity of the incident (Principal)</p>
Tolerant	<ul style="list-style-type: none"> Annoying others Excluding others Teasing 	<ul style="list-style-type: none"> Intimidation Deliberately interfering with a game 				
Achieve	<ul style="list-style-type: none"> Off task behaviour Out of seat Refusing to do work 	<ul style="list-style-type: none"> Refusing to go and speak to a teacher Refusing to go to Time Out 				

Killarney Vale Public School - Anti-bullying Policies and Procedures.

Updated March 2020

Responsible	<ul style="list-style-type: none"> • Back chatting/arguing • Disruptive behaviour • Littering • Ignoring teacher instructions/defiance • Inappropriate gestures • Taking things without permission 	<ul style="list-style-type: none"> • Disturbing others in the toilet • Instigating negative behaviour • Using language of a sexual nature • <i>Continued Minor Behaviours (Buddy Class)</i> 				<p>*Repeated incidents involving this type of behaviour will result in a suspension (Principal)</p>
	Action/Consequences	<u>Action</u>		<u>Action</u>		<u>Action</u>
<ul style="list-style-type: none"> • Phone call/ interview with parents (Classroom Teacher) • Enter on Sentral – Minor playground entered by Classroom Teacher. Major playground entered by PS AP. Major classroom entered by CT notify AP. • Letter to parents (PS AP) 			<ul style="list-style-type: none"> • Phone call/interview to parents (AP) • Enter on Sentral – Major playground entered by AP. Major classroom entered by CT notify AP. • Notify Principal/Deputy Principal (PS AP) • Complete ERASE and discuss at stage meeting (CT) • Tier 2 intervention (AP and PBL team) 		<ul style="list-style-type: none"> • Behaviour Intervention Plan (CT) • Refer to Learning Support Team (CT) • Letter to parents (Principal/DP) • Phone call/interview to parents (AP/DP) • Issue monitoring card (AP/DP) 	
	<u>Consequences</u>		<u>Consequences</u>		<u>Consequences</u>	
<ul style="list-style-type: none"> • Student sent to buddy class with work • 1 PS Session in the Planning Room – AP to determine further action 		<ul style="list-style-type: none"> • PS Sessions – As determined by AP • Restricted playground areas if applicable • Cannot purchase next top Star Reward 		<ul style="list-style-type: none"> • PS Sessions – As determined by AP/DP • Restricted playground areas • Cannot purchase next top Star Reward 		

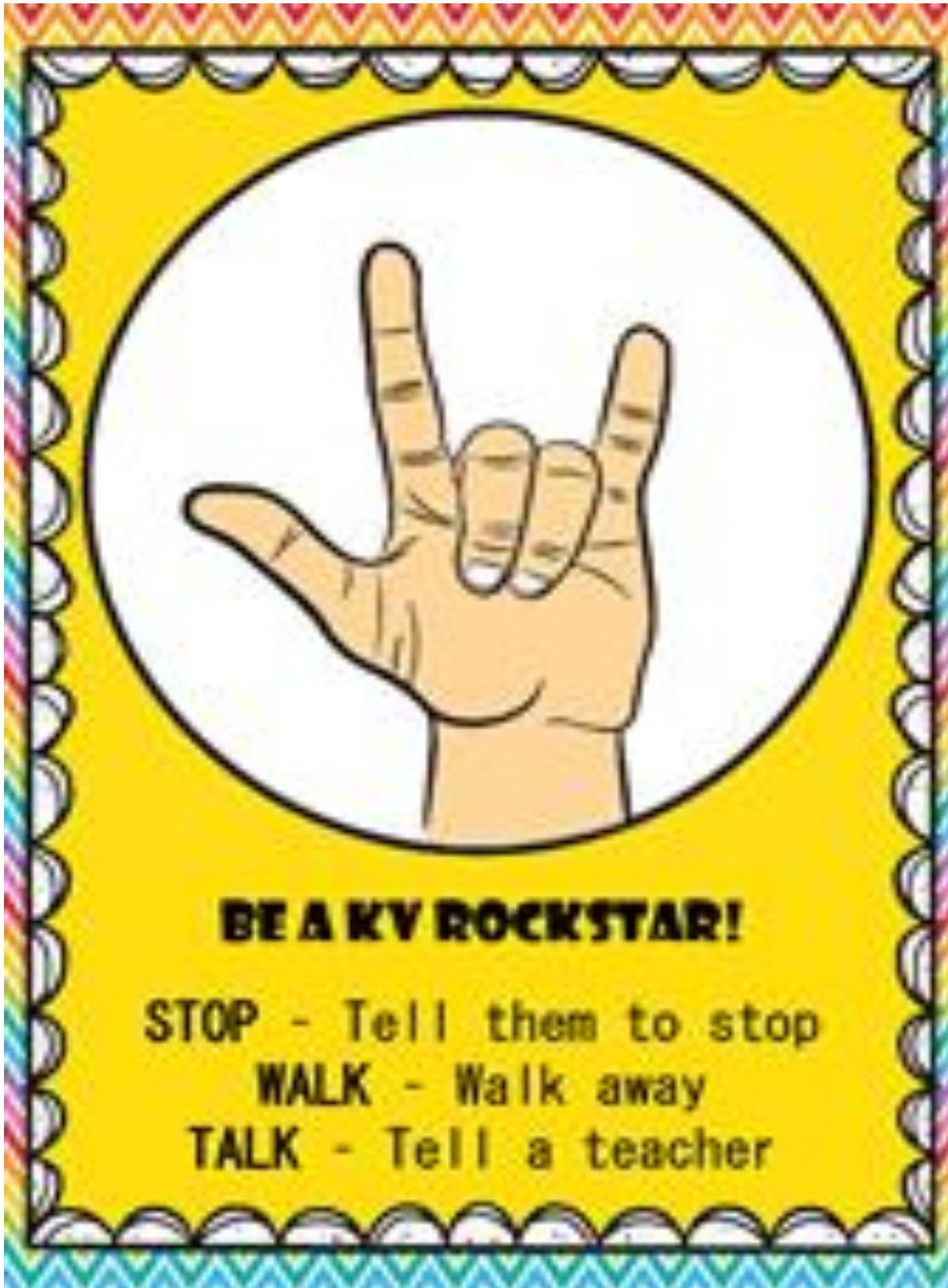
The Zones of Regulation

The Zones of regulation is a curriculum feared towards helping students to gain skills in consciously regulating their actions, leading to increased control and problem-solving abilities. This curriculum provides activities students for students to learn to strategies or tools to stay in a zone or move to another based on their emotions. Students explore calming techniques, cognitive strategies and sensory support so they will have a toolbox of methods to regulate their own emotions and respond positively to the emotions of others. These lessons set out to teach students: how to read others' facial expressions and recognise a broader range of emotions, perspectives about how others see and react to their behaviour, insight into events that trigger their less regulated states, and when and how to solve problems using their toolbox of coping mechanisms.



The ZONES of Regulation®							
BLUE ZONE	Sad Sick Tired Bored Moving Slowly	GREEN ZONE	Happy Calm Feeling Okay Focused Ready to Learn	YELLOW ZONE	Frustrated Worried Silly/Wiggly Excited Loss of Some Control	RED ZONE	Mad/Angry Terrified Yelling/Hitting Elated Out of Control
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KVPS Rockstar





Killarney Vale Public School - PBL Lesson Plan

Safe Respectful Behaviour

Safety	Tolerance	Achievement	Responsibility
Wear your hat. Move Safely.	Play games fairly.	Be a KVPS Rock Star.	Care for equipment.
Ignition Activity	Brainstorm a list of games that students like to play on the basketball court.		
Matrix Expectation	Responsibility		
Matrix Rules	Follow the ROCKSTAR strategy		
Teaching/Learning Opportunities	<p>STEP 1 - STOP</p> <ul style="list-style-type: none"> If someone is directing non-respectful behaviour to you, or someone else, tell them to "Stop". Because talking is hard in emotional situations, always include a physical signal to stop. Teacher demonstrates / models how to use stop signal appropriately with a firm hand signal and clear voice. Teacher models' non-examples (not the student). Once the bully stops, continue to play as a ROCK STAR! . <p><u>Teaching and learning activities:</u></p> <p>In groups, students role-play using the stop 'signal' across all relevant settings. They must use a firm hand signal and clear voice. Explain what you want the bully to stop doing. e.g. "Stop tapping me".</p> <p>STEP 2 – WALK</p> <ul style="list-style-type: none"> Discuss the definition of 'Walk away'. Sometimes, even when students tell others to "stop", non-respectful behaviour will continue. When this happens, students are to walk away from the non-respectful behaviour. Remember that walking away removes the reinforcement for non-respectful behaviour. Teacher demonstrates / models how to walk away. Teacher models' non-examples (not the student). Teach students to encourage one another when they use the appropriate response (walk away together). 		

- Continue to play as a ROCK STAR!

Teaching and learning activities:

- Quick Write: Craig David 'Walking away' song - lyrics displayed – First line in the song (*I'm walking away from the troubles in my life, I'm walking away to find a better day*). What are the lyrics saying?
- In groups, students role-play 'walking away' across all relevant settings. (Classroom: Turn and ignore. Playground: Find another area.)

STEP 3 – TALK

- Even when students use stop and they walk away from the problem, sometimes students will continue to behave inappropriately toward them. When that happens, students should talk to a teacher. Teacher will ask "Did you tell the student to stop?" (If yes, praise the student for using an appropriate response. If no, practice). Teacher will ask "Did you walk away?" (If yes, praise student for using appropriate response. If no, practice.)
- Discuss / Brainstorm / Mind map: WHEN and WHY you need to talk (to get help).
- Teacher demonstrates / models how to talk: approach teacher calmly and responsibly. Make sure the target is there, not a friend relaying the issue. Teacher models' non-examples (not the student).
- Continue to play as a ROCK STAR!

Teaching and learning activities:

- In groups, students role-play how to talk across all relevant settings:
 - Talk politely and honestly
 - Always tell the truth
 - Listen to the teacher
 - Keep calm

Revisit how to be an upstander

- Discuss / Brainstorm / Mind map: What is a Bystander / Upstander (2 parts). Why should you be an Upstander?
- Teacher demonstrates / models how to be an Upstander – Focus on positive talk (actually helping, not adding to the problem). Teacher models' non-examples (not the student).

Teaching and learning activities:

- In groups, students role-play how to be an Upstander across all relevant settings. Scenarios must be stage based and appropriate.
- Create posters – display in classroom and around the school.
- Discuss feelings / emotions – uncomfortable / comfortable.
- Create a 'Compliment wall' – positive comments.
- Stage 2/3 – Survey pre-lesson to collect data.

Anti-Bullying Lesson Template: Become and Upstander

Term _____

Action	Prevention	Resilience	Collaboration
✓	✓	✓	✓

Teaching/Learning Opportunities	Focus - Become and Upstander	Resources	Date and Registration
	Resilience		
Ongoing Opportunities for Reinforcement			
	Empathy		
Ongoing Opportunities for Reinforcement			
	Ownership		
Teaching/Learning Opportunities			
Ongoing Opportunities for Reinforcement			

KVPS and Bullying

A clear, comprehensive and shared definition is essential to enable schools to identify bullying and distinguish it from other types of conflicts or violence, so that appropriate strategies and interventions can be used.

Staff statement:

Bullying is a repeated action that is negative and harmful. It is or has the potential to be ongoing and deliberate. It can be directed at the same person or friendship group and will be investigated immediately.

Reporting bullying Flowchart

1. The first step to reporting bullying is to make sure the behaviours are classified as bullying. If you have only a suspicion, you need to look out for signs that your child is being bullied. E.g. Change in sleep patterns, frequent tears, mood swings, refusal to go to school, becomes withdrawn, antisocial. Speak with your child and classroom teacher about our concerns.

2. If you are sure that your child is being bullied, you need to immediately notify the school, beginning with the classroom teacher.

3. Classroom teachers will be able to investigate further, speak with executive staff members about concerns and contact parents about reporting processes and management.

4. Support the child and speak with them about their school day, emotions and friendship groups. Seek out a trusted peer or adult at school for further support in painting an accurate picture.

5. The school can offer support services such as school counsellor and social groups within the school to further engage and support the student. Alternately parents can seek outside agencies, further counselling or emotional support if they desire.

6. School policies and procedures ensure that the wellbeing of students is addressed. Parents and careers will work alongside staff members to resolve conflict. Bullying reports will be taken seriously and handled appropriately in accordance to DoE and school-based policies.