

# HINTON PUBLIC SCHOOL

## Anti-bullying Plan 2021



**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.

### Hinton 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	Behaviour code for students expressed through school values which are displayed as posters in each classroom.
Ongoing	School values and anti-bullying behaviours are reinforced and rewarded through the use of Class Dojo.
Daily	School values are communicated through daily whole school assemblies which allow for students to be rewarded for positive behaviour through a 'Fair Players' scheme.
Weekly	One student is presented a reward during our Friday assembly acknowledging their positive behaviour through the 'Fair Players' scheme.
Throughout School Year	Students are explicitly taught what bullying is, anti-bullying behaviours and bystander behaviours through stage appropriate PDHPE units.
Term 3	Peer support provides students with explicit lessons and explanation for positive behaviour and inclusivity. Students are rewarded for their efforts during these lessons at a whole school assembly where senior students to write awards for students who reflect these behaviours and engage in their lessons.

### 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.

An induction folder is provided to casual and new staff which outlines our school behaviour policies, our consequence systems and the schools procedures for recording and tracking anti-social behaviour. Posters displaying the school values are clearly displayed in each room. Posters displaying the 'Red Face' consequence system are clearly displayed in each classroom.

## 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.

### 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
Ongoing	Communication with parents is consistently used to notify of specific circumstances and to collaboratively plan for intervention.
Monthly	P&C meetings are held which define student bullying and inform the school community of our school supports.
Term 1	A welcome letter is sent home with each student which outlines our school's support system and consequence system for anti-social behaviours, and methods which will be used to contact parents about their child's behaviour such as a letter home.
Term 3	Parent teacher interviews are offered which allow teachers to outline any concerns regarding student behaviour and address our school's strategies for reducing bullying behaviours.

## 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.

- Weekly communication meetings are held where any behaviour concerns between students and implemented strategies are communicated to all staff.
- The distribution of dojo points across each class which reward positive behaviour.
- Bullying and bystander behaviours are logged through Sentral which is consistently analysed to identify reoccurring behaviours and inform approaches to reducing student bullying behaviours.
- Consistent behaviour expectations across all staff is clearly communicated during after lunch assemblies, where school values are addressed and retaught if necessary.
- Individualised plans are made for targeted intervention when necessary which are designed to take preventative actions.

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Signature: M.Cridland Date: 16/11/21

Principal name: Mark Cridland

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