

ANTI-BULLYING PLAN 2022

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.

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	International Women's Day – Celebration of social, economic, cultural, and political achievements of women and recognition of the discrimination and anti-social behaviours experienced by women today. At Verona School we choose to challenge and call out gender bias and inequality and forge toward a gender equal world.
Term 2	Verona Day- Celebration of our school community by bringing our village together to share stories of student identity through art, diversity through cultural food and activities and to celebrate student and school achievement.
Term 3	R U OK? Day – Education and empowerment to support students to meaningfully connect with people when they are experiencing mental health struggles and to recognise the signs that other people may be struggling also

Term 4	White Ribbon Day- Education and promotion of respectful relationships supporting the development of positive, healthy and respectful relationships aiming to reduce the incidence of violence against women and children.
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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
On-going	<p>Professional Learning for all staff including child protection, anti-bullying, trauma informed practice and behaviour.</p> <p>Verona School will review our practices and procedures in line with policy updates and enhanced understanding.</p>
On-going	<p>Personalised learning and support plans developed and communicated to all staff- learning adjustments made around curriculum, resources, learning styles, classroom environment and support agencies and programs. E.g. Literacy and numeracy intervention, Speech and Occupational Therapy, Work Education.</p> <p>PLP's will also have an indication of where a student is scoped on the 'Personal and Social Capabilities Learning Continuum'. A school developed package of strategies to support growth and development will then be implemented as appropriate for the individual student.</p> <p><i>* Plans updated annually or when required. i.e. needs change.</i></p>
On-going	Wellbeing Team regularly review SENTRAL data and Real Time Wellbeing Evaluation Tool (RWET) data. Data, including trends, will be used to inform the development wellbeing lessons and events to support student need
On-going	<p>Positive Behaviour Interventions and Supports Team regularly review SENTRAL data, with particular attention to trends and spikes in order to be able to provide systems support to teachers to ensure consistent approaches to behaviour management.</p> <p>The Positive Behaviour Team will also provide learning supports to explicitly teach expected behaviours.</p>
Weekly	Wellbeing Lessons are delivered in class by teacher. The focus of lessons will be based on behaviour and wellbeing data, and will address current student need. All lessons will be linked to the wellbeing framework.
Weekly	Staff meetings, including muster; to provide information to staff regarding students and relevant supports required at the time. This includes enhanced supervision and social supports

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.

- Staff Handbook- including flowchart and scripted responses to managing bullying and other negative student
- Induction- including PBIS and Behaviour support procedures (Buzzers, Phones, Executive support).
- Playground duty roster provided with all staff inducted to specific areas. High visibility vests worn.

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
On-going	Anti-Bullying- What you can do if your child has been bullied, seen bullying, or if they may have been involved in bullying (School newsletter and website) https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/anti-bullying/parents-and-carers
On-going	Personalised Learning Plan (PLP) and case management meetings – External agencies invited.
On-going	Regular contact with parents/carers via phone, SMS, email or face to face communication (e.g. positive feedback, negative incidents, welfare checks, attendance checks, communicating upcoming events, integration support)
On-going	School Facebook- celebration of successes, student achievements and school community events.
On-going	Verona Community Committee (VCC) – twice termly meeting of parents and community to support collaboration and community voice in school governance including curriculum and wellbeing
On-going	Crime prevention and safety workshops, including bullying and cyberbullying- Police Youth Liaison Officer (offered as required based on trend data, need and interest)

	<i>* Dates subject to change due to availability of Police Youth Liaison Officers</i>
Termly	Recognition of student achievement, upcoming events and connecting home to school- Practical strategies for parents (Newsletter content)
Term 2 and Term 4	Parent/teacher Interviews- opportunity for teachers, parents and carers to discuss student progress and achievement and establish goals for improved learning and wellbeing outcomes.
Annually	Supporting your child's response – magnet sent to families that outlines a suggested response to concerns a child may raise. This response is in line with school systems and allows for school and home to work in collaboration to resolve the issue

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.

- Whole School Wellbeing Program:**
 Wellbeing Team regularly review SENTRAL data and Real Time Wellbeing Evaluation Tool (RWET) data to inform the development of weekly wellbeing lessons and events to support student need. Sample topics include personal identity, respectful relationships, achievement, personal health, community connection, personal safety.
- Allied Health Program:**
 Whole school, targeted Speech and Occupational Therapy interventions, including explicit teaching of language related to feelings and emotions, the zones of regulation, fundamental movement skills and using movement-based brain breaks to support behaviour regulation. Allied Health supports are utilised in class, for small group withdrawals and for 1:1 student sessions.
- PEERS (Social Skills Program):**
 PEERS is an evidence-based social skills intervention program aiming to help neurologically diverse students develop the skills to make and maintain positive relationships. Focus areas include; conversation skills, sportsmanship, humour, social norms, managing disagreements and personal grooming.
- School Counsellor:**
 The School counsellor is available to support students and families with a range of issues. Students are able to self-refer or can be referred by a staff member. If a parent wishes to contact the school counsellor they can make an appointment through the front office.
- School Rules and Expectations:**
 Are displayed in relevant areas of the school, are provided on enrolment and published on our school website
- Executive Support:**
 School executive are on call during the school day for behaviour support (classroom and playground). Executive work with students to resolve issues and re-engage them in learning through positive reinforcement and supporting positive choices.

- **Mentoring Program:**
Students are often linked with a specific staff member to provide targeted support including wellbeing check ins, learning support, goal setting and behaviour support. Supports are based on negotiation with student to about what they need to help resolve the issue and prevent it from re occurring.
- **Breakfast Club and Lunch Program:**
Verona School offers breakfast and lunch to all students every day. These programs encourage students to assist with meal preparation and to come together to share a meal. This supports positive student interaction and the development of relationships. Both breakfast and lunch are provided free of charge to the students.
- **Student Leadership Council (SLC):**
The SLC was established to support students to develop leadership skills and confidence. Students self-nominate for the SLC and complete a written application and interview. Each term students work through a different leadership capability and contribute to a school project.
- **Crime prevention and safety workshops:**
Police Youth Liaison Officer will deliver interactive workshop covering topics such as cyber bullying, crime prevention and road safety to all students (offered as required based on trend data, need and interest).

Completed by: Mr Joshua Nott

Position: Assistant Principal

Signature: 

Date: 20/8/21

Principal name: Ms Carla Scott

Signature: 

Date: 20/8/21