

ANTI-BULLYING PLAN

Richmond Public School 2024 -2025

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.

Richmond 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.

At Richmond 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

- 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 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.

1.1 Student learning

Anti-bullying and expectations about student behaviour are explicitly taught through our school's social and emotional learning 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 social and emotional learning program is outlined below. Our anti-bullying practices are embedded across all programs throughout the year.

Social and Emotional Learning Program

Kindergarten					
Term 1 - Skills for Learning					
Lesson Topics	Social- Emotional Competencies				
	Growth Mindset	Self-Management	Social Awareness	Self-Awareness	Self- Efficacy
Learning to Listen					
Focusing Attention					
Following Directions					
Self-Talk for Staying on Task					
Being Assertive					
Term 2 - Empathy					
Feelings					
More Feelings					
Identifying Anger					
Same or Different?					
Accidents					
Caring & Helping					
Term 3 – Emotion Management					
We Feel Feelings in Our Bodies					
Managing Frustration					
Calming Down Strong Feelings					
Handling Waiting					
Managing Anger					
Managing Disappointment					
Handling Being Knocked Down					
Term 4 – Problem Solving					
Solving Problems					
Inviting to Play					
Fair Ways to Play					
Having Fun with Our Friends					
Handling Having Things Taken Away					
Handling Name- Calling					
Reviewing Second Step Skills					

Social and Emotional Learning Program

Year 1					
Term 1 - Skills for Learning					
Lesson Topics	Social- Emotional Competencies				
	Growth Mindset	Self-Management	Social Awareness	Self-Awareness	Self- Efficacy
Listening to Learn					
Focusing Attention					
Following Directions					
Self-Talk for Learning					
Being Assertive					
Term 2 - Empathy					
Identifying Feelings					
Looking For More Clues					
Similarities and Differences					
Feelings Change					
Accidents					
Showing Care and Concern					
Term 3 – Emotion Management					
Identifying Our Own Feelings					
Strong Feelings					
Calming Down Anger					
Self-Talk for Calming Down					
Managing Worry					
Term 4 – Problem Solving					
Solving Problems Part 1					
Solving Problems Part 2					
Fair Ways to Play					
Inviting to Join					
Handling Name- Calling					
Reviewing Second Step Skills					

Social and Emotional Learning Program

Year 2					
Term 1 - Skills for Learning					
Lesson Topics	Social- Emotional Competencies				
	Growth Mindset	Self-Management	Social Awareness	Self-Awareness	Self- Efficacy
Being Respectful					
Focusing Attention and Listening					
Using Self-Talk					
Being Assertive					
Term 2 - Empathy					
Identifying Feelings					
Learning More About Feelings					
Feeling Confident					
Respecting Different Preferences					
Showing Compassion					
Predicting Feelings					
Term 3 - Emotion Management					
Introducing Emotion Management					
Managing Embarrassment					
Handling Making Mistakes					
Managing Anxious Feelings					
Managing Anger					
Finishing Tasks					
Term 4 - Problem Solving					
Solving Problems Part 1					
Solving Problems Part 2					
Taking Responsibility					
Responding to Playground Exclusion					
Playing Fairly on the Playground					
Reviewing Second Step Skills					

Social and Emotional Learning Program

Year 3					
Term 1 - Skills for Learning					
Lesson Topics	Social- Emotional Competencies				
	Growth Mindset	Self-Management	Social Awareness	Self-Awareness	Self- Efficacy
Being Respectful Learners					
Using Self-Talk					
Being Assertive					
Planning to Learn					
Term 2 - Empathy					
Identifying Others' Feelings					
Understanding Perspectives					
Conflicting Feelings					
Understanding Differences					
Showing Compassion					
Making Friends					
Term 3 - Emotion Management					
Introducing Emotion Management					
Managing Test Anxiety					
Handling Accusations					
Managing Disappointment					
Managing Anger					
Managing Hurt Feelings					
Term 4 - Problem Solving					
Solving Problems Part 1					
Solving Problems Part 2					
Solving Classroom Problems					
Solving Peer Exclusion Problems					
Dealing With Negative Peer Pressure					
Reviewing Second Step Skills					

Social and Emotional Learning Program

Year 4					
Unit 1 – Empathy and Skills for Learning					
Lesson Topics	Social- Emotional Competencies				
	Growth Mindset	Self-Management	Social Awareness	Self-Awareness	Self- Efficacy
Empathy and Respect					
Listening With Attention					
Being Assertive					
Respecting Similarities and Differences					
Understanding Complex Feelings					
Understanding Different Perspectives					
Conversations and Compliments					
Joining In					
Showing Compassion					
Unit 2 – Emotion Management					
Introducing Emotion Management					
Managing Strong Feelings					
Calming Down Anger					
Managing Anxiety					
Avoiding Jumping to Conclusions					
Handling Put-Downs					
Unit 3 – Problem Solving					
Solving Problems Part 1					
Solving Problems Part 2					
<u>Making a Plan</u>					
Solving Playground Problems					
Taking Responsibility for your Actions					
Dealing With Peer Pressure					
Reviewing Second Step Skills					

Social and Emotional Learning Program

Year 5					
Unit 1 – Empathy and Skills for Learning					
Lesson Topics	Social- Emotional Competencies				
	Growth Mindset	Self-Management	Social Awareness	Self-Awareness	Self- Efficacy
Empathy and Respect					
Listening With Attention					
Being Assertive					
Predicting Feelings					
Taking Others' Perspectives					
Accepting Differences					
Disagreeing Respectfully					
Responding With Compassion					
Unit 2 – Emotion Management					
Introducing Emotion Management					
Calming Down					
Managing Anxiety					
Managing Frustration					
Resisting Revenge					
Handling Put-Downs					
Avoiding Assumptions					
Unit 3 – Problem Solving					
Solving Problems Part 1					
Solving Problems Part 2					
<u>Making a Plan</u>					
Seeking Help					
Dealing With Gossip					
Dealing With Peer Pressure					
Reviewing Second Step Skills					

Social and Emotional Learning Program

Year 6					
Unit 1 – Empathy and Communication					
Lesson Topics	Social- Emotional Competencies				
	Growth Mindset	Self-Management	Social Awareness	Self-Awareness	Self- Efficacy
Working In Groups					
Friends and Allies					
Considering Perspectives					
Disagreeing Respectfully					
Being Assertive					
Unit 2 – Bullying Prevention					
Recognising Bullying					
Bystanders					
Unit 3 – Emotion Management					
Emotions – Brain and Body					
Calming Down Strategies					
Unit 4 – Problem Solving					
Using the Action Steps					
Making a Plan					
Unit 5 – Substance Abuse and Prevention					
Tobacco and Marijuana					
Alcohol and Inhalants					
Identifying Hopes and Plans					
Making a Commitment					

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 1-4	School procedures including 'Anti-Bullying' communicated with all staff
	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 mistakes and repair of relationships.
	explicit teaching of wellbeing lessons to promote positive mental health, wellbeing and resilience for both students and teachers and build safe and supportive class and school learning environments
	Teaching and reinforcing respectful relationships
	Solution focused conversations
	Whole school approach of Mindfulness
	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 will be informed about our school's approaches and strategies to prevent and respond to student bullying behaviour in the following ways.

- All staff revisit Bullying of Students – Prevention and Response Policy which includes 'Anti-Bullying'.
- Anti-bullying systems and procedures are communicated to all new staff at the beginning of each year.

- The Principal supports new and casual staff when a bullying issue may arise at the school.
- The Principal speaks to new staff when they enter on duty at the school, as part of the induction process.

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
	Parent meetings i.e. P&C, Meet the Teacher Night - defining student bullying and support systems the school have in place
	Annual RPS Harmony/ Kindness Day aligns with National Day of Action Against Bullying Campaign (Be an up-stander, not a bystander)
	School website and school newsletter updates- Up stander/ Bystander behaviour
	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
	Wellbeing Wednesday – Whole school celebration of the learning related to wellbeing
	R U OK Day – importance of empathy

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.

- **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:** Wellbeing 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

Completed by: Kelly Cartwright

Position: R/Principal

Signature: *Kelly Cartwright*

Date: 10th December 2024

Principal name: Kelly Cartwright

Signature: *Kelly Cartwright*

Date: 10th December 2024