CASULA PUBLIC SCHOOL ANTI-BULLYING PLAN 2023

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.

Casula 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	**Regular discussions of behaviour expectations and anti-bullying messages at PBL assemblies each Monday morning**
18/8/23	**National Day of Action Against Bullying and Violence**
20/3/23-24/03/23	**Harmony Week**

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
1/2/23	**Staff meeting focused on the new Behaviour and Support Plan, Anti Bullying Plan and the introduction of the new behaviour Levels**
15/2/23	**Staff meeting focused on PBL. How Anti bullying is addressed within the school discussed.**

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 are provided with the staff handbook with links to our Behaviour and Support Plan and Anti bullying policy included.
- Induction process includes school expectations around behaviour and supervision.
- Staff are made aware of the process for addressing incidences and who they need to contact with concerns.

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	Community Consultation: Communication methods and topic
Ongoing	**Regular topics discussed in the Newsletter related to Bullying.**
10/3/23	**Website**

22/03/23	Family Partnership Meetings
Term 2	P & C meetings/ Parent Workshops
Term 4	Community Planning Dinner

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).

	Early Stage 1	Stage 1	Stage 2	Stage 3
Health, Wellbeing and Relationships (Term 1)	What makes me unique?	How does my uniqueness shape who I am?	How does who I am influence others?	How does my uniqueness change over time?
Health, Wellbeing and Relationships (Term 2)	How can we care for and include each other?	How can we be inclusive and respectful?	Why are empathy, inclusion and respect important in our relationships?	How do empathy, inclusion and respect have an impact on myself and others?
Healthy, Safe and Active Lifestyles (Term 2)	What choices can make me safe, supported and active?	How can I be responsible for my own, and others' health, safety and wellbeing?	How can I contribute to promote healthy, safe and active communities?	How responsible am I for my own and others' health, safety and wellbeing?
Healthy, Safe and Active Lifestyles (Term 3)	How do we make healthy and safe choices in different situations?	What influences my decisions and actions to be healthy, safe and physically active?	What skills and strategies do we need to be healthy, safe and empowered?	How does a healthy, safe and active lifestyle enhance connection with others?
Healthy, Safe and Active Lifestyles (Term 4)	What helps us to stay healthy and safe?	How can I act to help make my environment healthy, safe and active?	How can I take action to enhance my own and others' health, safety, wellbeing and participation in physical activity?	What actions positively influence the health, safety and wellbeing of my community?

Anti-Bullying Lessons - Early Stage One

	Early Stage 1	Lessons
Health, Wellbeing and Relationships (Term 1)	What makes me unique?	**Kindness- We are learning about kindness** Kindness - song activator What does kindness look like, feel like, sound like? Role playing Drawing picture of someone being kind **Introduce the concept of bullying as not being kind** Bucket Fillers: **book**
Health, Wellbeing and Relationships (Term 1)	What makes me unique?	**We are learning about bullying** What does bullying look like? - Verbal, physical and social (WHAT YOU DO AND WHAT YOU SAY) Look at scenario cards and discuss whether it is bullying. Spaghetti in a Hot Dog Bun- Read the book and discuss how the little girl is being bullied.
Health, Wellbeing and Relationships (Term 2)	How can we care for and include each other?	**We are learning to be respectful** **SC: Sharing** **Taking turns** **Activators** **Sesame street- sharing** **Sesame street -Taking turns** Create an anchor chart What does sharing look like, feel like, sound like? (anchor chart) Discuss - What can we do when I want something and someone else has it? Model how to ask for a turn and to wait until they have finished. Role play different situations when they need to share or take turns. Discuss the feelings of the people in the scenario.
Healthy, Safe and Active Lifestyles (Term 2)	What choices can make me safe, supported and active?	**We are learning to be safe and respectful.** Activator Book - Revise what bullying may look like. Discuss Keep your hands to yourself video Discuss why it is important to keep your hands and feet to yourself. Discuss personal space. Discuss what it looks like in different situations - in lines, on the floor, when playing.

Healthy, Safe and Active Lifestyles (Term 3)	How do we make healthy and safe choices in different situations?	**We are learning about bullying** SC: Anchor - what can I do? What can I do if I feel bullied? Activator: Spaghetti in a Hot Dog Bun- Read the book Discuss what Lucy did in the story. What other things could Lucy do? (tell a teacher, tell a parent, walk away) Students draw a picture of what they could do if they were being bullied.
Healthy, Safe and Active Lifestyles (Term 3)	How do we make healthy and safe choices in different situations?	**We are learning about bullying** SC: How can I show care for other people? Activator: Spaghetti in a Hot Dog Bun- Read the book Discuss how you could help Lucy if she was your friend e.g. ask them to stop, tell a teacher, ask Lucy to come and play with you etc. Students draw a picture of what they could do if they saw someone being bullied
Healthy, Safe and Active Lifestyles (Term 4)	What helps us to stay healthy and safe?	**We are learning about being friends** SC: What is a friend?
Healthy, Safe and Active Lifestyles (Term 4)	What helps us to stay healthy and safe?	**We are learning about being friends** SC: How can I be a good friend?

Anti-Bullying Lessons - Stage One

	Stage 1	Lessons
Health, Wellbeing and Relationships (Term 1)	How does my uniqueness shape who I am?	**How am I unique?** Show the Sts the video: For the Birds - Ask what they think the video tells us. Does it have a message? - Chn will often say "the small birds were mean to the big bird because he is different". - Spark a discussion: Who are the mean ones? Why do they mean? Are any of the small birds worse than the others? - What is the moral of the story? Could we give the film a new title? How do you think the bird is unique? How could they have

		celebrated his uniqueness? - What is bullying? One incident with one bird? Lots of birds ganging up on one? One bird repeatedly being mean? - What would have been a better ending? Could they have worked with his uniqueness to make things better for everyone? E.g. counterbalance him.
Health, Wellbeing and Relationships (Term 1)	How does my uniqueness shape who I am?	**What makes me unique?** - Read Pearl Barley and Charlie Parsley - What makes Charlie unique and what makes Pearl unique? (T/anchor chart/Venn diagram) - How do we know they're unique? - Are Pearl and Charlie kind people? Why/why not? - Should Charlie be judging Pearl for being loud? - Should they be friends, should they be finding people that are more like them? **Focus on kindness** - What is kind/what is not kind.

Health, Wellbeing and Relationships (Term 1)	How does my uniqueness shape who I am?	**What is Bullying?**
		
		What Is Bullying?
		Bullying is when a person or group deliberately tries to make someone else feel upset, scared, or ashamed. People often bully others who have any difference of **behavior, appearance, culture, race, class, ability,** or **identity.**
		
		Types Of Bullying
		• *Physical bullying* means harming or intimidating someone physically.
		• *Verbal bullying* means taunting or hurtful teasing.
		• *Psychological bullying* means leaving someone out or saying bad things so others will think less of them.
		• *Cyberbullying* means using online and mobile technology to harm someone emotionally or socially.
		
		- What is not being kind?
		- Discuss bullying:
		  - What is it? Repetitive behaviours, ganging up. Include excluding others.
		  - What is it not? One off incidents etc
		  - Watch video
		- Case Studies on bullying:
		  - Pearl is telling Charlie to be more like her. She thinks that Charlie is being too quiet all of the time. Charlie doesn't say that he is happy how he is, but he agrees with Pearl. Is this bullying? No
		  - Charlie keeps telling Pearl that he

		doesn't want to play with her. He hasn't played with Pearl for 2 weeks now but is telling her she is still his friend, but just feels like playing alone. Is this bullying? No - Charlie keeps on telling Pearl he's playing alone, but Pearl keeps seeing him play with other people from his class. When Pearl asks to join in, they tell her to go away. Pearl now feels really lonely and sad. Is this bullying? Yes - Every time Charlie reads his books, Pearl keeps snatching them off of him and telling him to come and run around. Charlie continuously tells Pearl to stop and that he doesn't feel like playing, but Pearl doesn't listen. Is this bullying? Yes. Create a classroom poster on what is bullying (you may think of your own catchphrase: power for good, bullying no way, stand up and be heard etc) **Odd Sock Day to celebrate uniqueness March 20th (Whole School)**
Health, Wellbeing and Relationships (Term 2)	How can we be inclusive and respectful?	**What is Respect?** <u>Sesame Street - Respect</u> - What is respect? What does it mean? - How do you know if you are respected and how do you know if you are showing respect? - What isn't respect? You don't have to be the same - Always try and find the common ground Divert the conversation to inclusion and how inclusion is a part of respect. - What is inclusion? - What are some ways that you can include someone? Complete class artwork How does respect grow?

Healthy, Safe and Active Lifestyles (Term 2)	How can I be responsible for my own, and others' health, safety and wellbeing?	**Be an upstander not a bystander.** - <u>Watch</u> and discuss. - Create a class anchor chart about speaking up for yourself and others. - Discuss strategies (speaking up etc) - Role Play <u>what would you do if</u>. - Optional - <u>One by Kathryn Otoshi</u>
Healthy, Safe and Active Lifestyles (Term 3)	sh What influences my decisions and actions to be healthy, safe and physically active?	**I am resilient.** Discuss resilience and what it means to be resilient. - How I'm feeling about myself. Does this change how I feel when people say and do things to me? Does it change how I treat others? - Discuss actions and strategies - what can I do if someone is bullying me?
Healthy, Safe and Active Lifestyles (Term 3)	What influences my decisions and actions to be healthy, safe and physically active?	**I am a Safe, Respectful Learner.** Discuss Whole school PBL and PBL posters: - In the classroom - In the playground etc Sts in small groups create a poster showing how to be SRL in different aspects of the school.
Healthy, Safe and Active Lifestyles (Term 3)	What influences my decisions and actions to be healthy, safe and physically active?	**Empathy** - Discuss empathy and what it means - <u>Worksheet</u>
Healthy, Safe and Active Lifestyles (Term 4)	How can I act to help make my environments healthy, safe and active?	Good friends role plays
Healthy, Safe and Active Lifestyles (Term 4)	How can I act to help make my environments healthy, safe and active?	Cooperation and building networks
Healthy, Safe and Active Lifestyles (Term 4)	How can I act to help make my environments healthy, safe and active?	Protecting yourself from bullying online

Anti-Bullying Lessons - Stage Two

	Stage 2	Lessons
Health, Wellbeing and Relationships (Term 1)	How does who I am influence others?	**I've seen someone bullied: The Upstander or the Bystander** Who is an upstander? An upstander is someone who offers support to the person being bullied. Watch this video about being an upstander. Who are bystanders? Bystanders can contribute to the problem. Bystanders are people who watch or are nearby at the time the bullying takes place. You can be a bystander in person or online. Watch the video: Be an Upstander You may have been a bystander if you have: ❏ stood and watched in silence ❏ seen bullying happening online and said nothing ❏ laughed or walked away from the situation ❏ cheered or encouraged the person bullying ❏ forwarded an offensive image, post or text message to someone. What can I do to become an upstander? ❏ Be a buddy ❏ Interrupt ❏ Speak out ❏ Tell someone **Independent Activity:** Students break into small groups and create posters supporting the four concepts of how to be an upstander. **Exit Slip:** How does who I chose to be (upstander or bystander) influence others?
Health, Wellbeing and Relationships (Term 1)	How does who I am influence others?	**I've been called a bully: How do I correct my behaviour?** Have you been bullying others? Are you thinking you may have bullied someone but you are not sure? Do you feel upset or confused because someone has called you a bully? Bullying can happen in person or online. It can be obvious or hidden. Bullying might involve repeatedly:

❏ physically hurting someone
❏ keeping someone out of a group (online or in person)
❏ Saying mean or humiliating things, or spreading rumours or lies
❏ sending nasty messages or inappropriate images online
❏ tagging inappropriate images online.

If you have been bullying others, admitting to it is a big thing. Taking responsibility for what you've done is the first step. You need to:

❏ accept that others don't like the way you behave
❏ think about how you have not been respectful or behaved inappropriately
❏ accept the consequences you've been given for bullying behaviour
❏ get ready to cooperate with your school and/or parents to work things out.

Apologise, repair the damage and make a change

It may be okay to apologise to the person and reassure them that you will not do it anymore. However, don't be surprised if they don't trust you or aren't comfortable to talk with you about it. You could try writing them a letter to apologise for your behaviour or speak to them with your parent or teacher present. Assure them that you've learnt and won't behave like that again.

Take steps to repair the damage you have caused. If you were bullying someone online, remove any offensive or hurtful images or messages. There may be other ways you can repair the damage you have caused to others.

Tell a parent or teacher that you have been using bullying behaviours and feel bad about it. Ask them to help you to change your behaviour and to learn how to deal with conflict in better ways.

Independent Activity: Students role play two situations. Situation one: someone is being bullied. Situation two: the person identified as being the bully apologises or repairs the damage.

Exit Slip: What should I do if I've been called a bully?

Health, Wellbeing and Relationships (Term 1)	How does who I am influence others?	
Health, Wellbeing and Relationships (Term 2)	Why are empathy, inclusion and respect important in our relationships?	<u>Aim</u> Understand what empathy, inclusion and respect are. Be able to use empathy to change behaviour and build better relationships. Note •Empathy is considering other people's feelings – it's putting yourself in someone else's shoes. Identify types of different relationships, roles within each relationship. (include others, respect others, empathise others) What are students responsibilities within relationships? (include others, respect others, understanding of differences, accepting differences) Explore behaviours that can be used to display respect/empathy/inclusion. (what actions can students display to show respect/empathy/inclusion to others) <u>What is empathy link</u> Independent activity - positive negative actions/behaviour sort eg - leave crying friend, stay beside friend
Healthy, Safe and Active Lifestyles (Term 2)	Why are empathy, inclusion and respect important in our relationships?	Present visual images of people and identify the feeling/s. Brainstorm actions that could be used to support a selected emotion and actions include negative actions that do not support. Explore possible outcomes of each. Reading (bucket book) <u>link</u> How does it make you or others feel when people show they understand what you're going through? How does it feel to help someone by showing compassion? (bucket book) Why is it important for people to empathize with others? Independent - Possible Role Play (modify to suit age)

		* You get into an argument with a friend because she wants to borrow your phone charger — for the fifth time this week! Role-play the scenario in which you handle the situation with empathy rather than with anger * Your brother is having a bad day and is yelling at you and everyone else in your house. Role-play a scenario in which you show empathy toward your brother instead of yelling back * Your friend invites you to swim in her pool, but not your other friend, who is standing right with you. Role-play a scenario in which you show empathy toward your friend who wasn't invited to go swimming.
Healthy, Safe and Active Lifestyles (Term 2)	How can I contribute to promote healthy, safe and active communities?	Aim - recognise and practise strategies that nurture mental health and wellbeing, eg mindfulness, relaxation What actions/strategies can you do to support others in being accepted?
Healthy, Safe and Active Lifestyles (Term 3)	What skills and strategies do we need to be healthy, safe and empowered?	**Building resilience: how do we cope when things go wrong?** Resilience can also be described as: ❏ Bouncing back after difficult times ❏ Dealing with challenges and still holding your head up ❏ Giving things a go or trying your best ❏ Being strong on the inside ❏ Being able to cope with what life throws at you and shrug it off ❏ Standing up for yourself ❏ Getting back into shape after you have been bent or stretched **Independent Activity:** Provide students with a variety of situations that face a challenge. Students answer the below questions and discuss ways to cope with the situation. What can I do when I'm facing a challenge? You can start to build resilience by asking yourself: ❏ I can't control everything, so what **is** in my control? ❏ Can I change something I'm doing to make things better?

		❏ What can I learn from this? ❏ Who can help? ❏ How can I move forward? **Exit Slip:** Everyone can learn how to be resilient. You might still feel stressed at times but it's how you deal with it that counts. What is one way you can handle a difficult situation next time you are in one?
Healthy, Safe and Active Lifestyles (Term 3)	What skills and strategies do we need to be healthy, safe and empowered?	**Acceptance: Differences out of our control** Personal factors which influence our personal choices and decisions ❏ Medical conditions ❏ Food intolerances How do these factors influence our personal choice and decisions around health, safety and physical activity? ❏ Anaphylaxis - avoid food choice which may harm us ❏ Heart condition - mindful of physical activity which increases the heart rate. Have you seen someone being bullied for factors out of their control? **Independent Activity:** Research a medical condition that someone could have as a child. What are the causes, symptoms and maintenance of this medical condition. What do you need to know about this medical condition in order to be supportive and accepting of this medical condition? **Exit Slip:** Sometimes we have differences out of our control. How can we be accepting of other people's differences?
Healthy, Safe and Active Lifestyles (Term 3)	What skills and strategies do we need to be healthy, safe and empowered?	
Healthy, Safe and Active Lifestyles (Term 4)	How can I take action to enhance my own and others' health, safety, wellbeing and participation in physical activity?	Aim - practise responses and strategies that promote personal safety in unsafe situations, eg No-Go-Tell, seek assistance What types of ways can people be harmed? Physical, emotionally, mentally What are our school's expectations in the

		playground? Be Safe, Be Fair, Be Respectful (these are safety rules) What does it look like to keep myself safe? Be observant of people, places and objects. Display NO GO TELL - What does this mean? When is this strategy to be used? Independent activity - - Provide scenario of varying playground situations (taken hat, hit, yelled at) What actions should be implemented to remain safe? - Provide varying playground situations. Students level them in order of least to most important. (none/little help needed to adult support)
Healthy, Safe and Active Lifestyles (Term 4)	How can I take action to enhance my own and others' health, safety, wellbeing and participation in physical activity?	Including others https://www.youtube.com/watch?v=8_5Ngu_mdhM&list=PL_WT38M75-S0RuoH3R9NWIhdkSLk6neTC People's feelings (emotions) can be hurt when they are left out of activities. Can people be included in every activity? (no) How can we be sure nobody feels they are being left out? (explaining the activity and needs, allowing the person to decide if they are wanting/able to or alter the activity so all are able to be involved)
Healthy, Safe and Active Lifestyles (Term 4)	How can I take action to enhance my own and others' health, safety, wellbeing and participation in physical activity?	

Anti-Bullying Lessons - Stage Three

	Stage 3	Lessons
Health, Wellbeing and Relationships (Term 1)	How does my uniqueness change over time?	**How am I unique?** **Modelled activity** Watch https://youtu.be/IWOuoaAtXGE Teacher to write the word "unique" on the whiteboard. Discussions around what does this word mean. **Independent activity** Students then fold a piece of A4 paper into thirds. Each person draws the head on the top section of the paper. Keeping the paper folded, students then pass the paper to the left and then draw the body on the middle section. Repeat this again, with students drawing the legs and feet on the bottom section. Once they're done, students open the paper and discuss how "unique" each picture is. Teacher to ask students "What is a stereotype?". ● appearance and weight ● socio economic status ● ability or disability ● gender, sex and sexuality ● culture, race and religion. **Reflection:**
Health, Wellbeing and Relationships (Term 1)	How does my uniqueness change over time?	**What is a bystander and upstander?** **Modelled** • Have a general discussion re the role of an upstander v's a bystander. • Bullying often happens in the presence of witnesses, or bystanders, who can play a key role in influencing bullying behaviour. Bystanders contribute to the problem - upstanders can stop the problem. • **Independent** • View the Video - The Upstander Video. Stop at 35 secs and ask students to think, pair, share "What are Tina's options?" "What do you think she should do?" "What is her role in this bullying scenario?". • Play the rest of the video and talk about how the scenario ended. **Exit slip** What did do to be upstander? (eg, she gave the hat back, she asked Bell to sit with her, she ignored the peer pressure and made her own decisions).

Health, Wellbeing and Relationships (Term 1)	How does my uniqueness change over time?	**Keep safe online** **Modelled** Online bullying does happen. Here are some simple steps you can use to make your time online safer. Play the video Keep Safe Online **Independent** As a class discuss: ➜ Don't respond to trolls (someone who constantly attacks other on line) ➜ Don't respond when angry or upset ➜ Collect evidence ➜ Talk to a parent, carer or teacher ➜ Protect yourself online(kids helpline) **Exit slip** "How can you stay safe online"
Health, Wellbeing and Relationships (Term 2)	How do empathy, inclusion and respect have an impact on myself and others? http://ha.bsd7.org/common/pages/DisplayFile.aspx?itemId=2365363	**How to handle bullying?** **Modelled** Look at website Bullying No way! I'm being bullied. 1. Tell someone 2. Stay positive and be confident 3. Try some things to make you feel safe **Read scenario:** Joshua asks the teacher for a pass to go to the restroom. He likes to go to the restroom during class. He thinks there won't be as much of a chance that he will be bullied then. Unfortunately, that is not the case today. Joshua goes to the restroom. But Anthony, Tyler, and Marcus are in the restroom too. Before Joshua can turn and leave, Anthony grabs his arm and pulls him into the restroom. "Hey punk," Anthony says, "Where are you going? I thought we told you never to come into this part of the school again." "Leave me alone, Anthony," Joshua says. "You don't own the bathroom." "Oh, he thinks he's a tough guy," Anthony says. Tyler laughs, but Marcus looks kind of uncomfortable. Tyler shoves Joshua toward the sink, and Anthony sprays running water on him, getting him all wet. A teacher yells in the door, "Hey, what's going on in there?" But the teacher doesn't come in. Anthony gives Joshua one last push and says, "We'll finish this later. You better not say anything about this." Turning toward Marcus, he says, "You either, Marcus!" Tyler follows Anthony out the door. **Independent** Students work in pairs and triads to discuss: "What would you do if you were Joshua?" "What would you do if you were Marcus?" **Exit slip** How can you handle a bullying situation?
Healthy, Safe and	How responsible am I	**Modelled**

| **Active Lifestyles** (Term 2) | for my own and others' health, safety and wellbeing?

http://ha.bsd7.org/common/pages/DisplayFile.aspx?itemId=236536 3 | Brainstorm 'Why are people bullied?'
Create a class anchor chart with responses.
Bullying can happen for many reasons. People may bully others because they:
❏ are angry or unhappy and take it out on others
❏ may have been bullied themselves
❏ think it will make them popular or cool
❏ are trying to fit in with a group
❏ struggle with school work
❏ have problems out of school
❏ don't respect people who are different from them
❏ think it is funny
❏ copy what they have seen others do before.

Independent
Natalie is walking down the hall at school. As she passes a group of girls, they look at her, then start whispering and laughing. Natalie sees that Tanya is in the group. Tanya is one of her best friends. Natalie says, "Hi, Tanya. Do you want to eat lunch together today?" Maria, the leader of the group, says, "You can't eat with any of us. We don't hang out with people like you." Natalie looks at Tanya, but Tanya looks away and doesn't answer. The rest of the group laughs at Natalie. Later at lunch, Natalie sits down at a table to eat. It is near where Maria, Tanya, and the group of girls are sitting. Maria walks over to Natalie and says, "You can't sit there. You're too close to our table. Find somewhere else to sit." The rest of the girls at Maria's table start laughing. Tanya doesn't say anything. Jennifer, another girl at Natalie's table, says, "Knock it off, Maria. She can sit wherever she wants." Maria gets in Jennifer's face and says, "You want to make trouble for yourself too?" The girls at Maria's table laugh and cheer Maria on. Jennifer becomes quiet and starts eating her lunch. A teacher walks over and asks, "Is there anything wrong here?" Maria gives Natalie and Jennifer a mean look. Natalie says, "No, ma'am." Maria goes back to her table and sits down. After the teacher leaves, the girls at Maria's table start laughing.
Exit slip |

Health, Wellbeing and Relationships (Term 2)	How do empathy, inclusion and respect have an impact on myself and others?	**Modelled** **Independent** **Exit slip**
Healthy, Safe and Active Lifestyles (Term 3)	How does a healthy, safe and active lifestyle enhance connection with others?	**Who can we connect to when we have an issue with bullying?** **Modelled activity** Kids help line Explore the website as a class or students can explore individually (teacher discretion) **Independent activity:** Students write their name in the middle of a piece of paper then draw a circle around it. Next, draw a bigger circle and write down a people who they trust to talk to about bullying issues. Next draw a bigger circle again and write down services and people in the community they can talk to about bullying. **Exit Slip:** Media portrayal/influence Cyber bullying - trust circle
Healthy, Safe and Active Lifestyles (Term 3)	How does a healthy, safe and active lifestyle enhance connection with others?	**Modelled** **Independent** Acting Against Bullying Instructions: Work with your group to act out a bullying situation and write who will be playing each role. **Roles** Bully or bullies: Victim: Silent bystander: Defending bystander: Adult: Make sure to act out a possible solution to the bullying situation. *Bullying situation 1*: A rumor is going around school about a boy getting suspended for stealing sports equipment. *Bullying situation 2*: Some students at a lunch table decide one of the students isn't cool and they move to a different table. Now that student eats alone and gets the silent treatment at recess, in the hallways, and in class. *Bullying situation 3*: A foreign exchange student gets picked on and is being threatened. *Bullying situation 4*: A nasty text about a student is

		being forwarded to everyone
		After each skit, discuss these questions as a class: Who was the bully or bullies? Who was the victim? Who was the silent bystander (witness who did nothing in response to bullying)? Who was the defending bystander (witness who helped the victim)? Who was the adult? • How was the victim bullied? Verbally, physically, emotionally? • How do you think the victim, bystander, and defender felt? • Was the possible solution to the bullying situation effective? What other solutions could be effective in dealing with the bullying? • Should there be consequences for the bully? **Exit slip**
Healthy, Safe and Active Lifestyles (Term 3)	How does a healthy, safe and active lifestyle enhance connection with others?	**Modelled** **Independent** **Exit slip** **Resilience**: *Lesson focus: Listening Skills, communication Skills, discussion skills, emotional Literacy.* Teacher led class discussion: Sometimes we flinging emotional the way we respond may not be positive. *Can you think of any situations in your life where your emotions / feelings may have caused you to react or respond badly?* Teacher to give student a piece of A4 paper. Instruct student to fold their piece of paper into quarters with the titles: Angry, embarrassed, ashamed and jealous in each quadrant. Under each header write something about ANGRY: -When you felt like this - What did you do? - What had you wished you had done? - What would you do now? Students to discuss responses with 'shoulder buddy'. WC discussion: -Good communication skills can help us to deal with negative emotions in a positive way

		- It is valuable to recognise times when you feel particularly emotional and try and identify why you are feeling that way
Healthy, Safe and Active Lifestyles (Term 4)	What actions positively influence the health, safety and wellbeing of my community?	**Modelled** **Independent** **Exit slip** - create connections with others to enhance social emotional health - plan for personal safety online and ethical use of mobile devices and social media - propose a personal network of trusted adults who could provide advice and support
Healthy, Safe and Active Lifestyles (Term 4)	What actions positively influence the health, safety and wellbeing of my community?	**Modelled** **Independent** **Exit slip**
Healthy, Safe and Active Lifestyles (Term 4)	What actions positively influence the health, safety and wellbeing of my community?	**Modelled** **Independent** **Exit slip**

Examples of other ways our school will embed student wellbeing and positive behaviour approaches and strategies in practices include the following.

Prevention
It is important that the school community address the underlying causes of bullying relating to school organisational issues, learning and teaching issues and relationship issues.

Preventative Strategies:
• Education and promotion of the school's Anti- Bullying Policy.
• Whole school community shared understanding of Bullying.
• PBL program and its core values.
• Productive and respectful relationships established between all members of the school community.
• Classroom rules, routines and processes negotiated and applied consistently.
• Adequate supervision of students during breaks on playground and classrooms.
• Active intervention when bullying occurs.

Strategies to Deal with bullying:
Reported cases can be dealt with in several ways. It is recognised, however, that each case is different and may require an individual, case by case approach. In all cases it is important to ensure:
• That victims are believed and made safe
• Restorative practices
• School Counsellor Intervention

• Monitored by the Learning Support Team
• Incidences kept on the School Database
• Parents and school staff work together

Strategies for Students on How to Deal with Bullying

Behaviours
• Stay in sight of peers and adults
• Try to stay calm – no fighting back – speak up
• Report bullying to a trusted adult as soon as it happens – do not ignore
• Say – Move – Tell:
Look at the person and in a strong voice say 'Stop, I don't like it when (identify the behaviour).'
If behaviour persists, move away and report to a trusted adult.
• Go to a safe place e.g., with other children, near a teacher
• Talk to someone who can help you (a teacher or your parents). Tell them what has happened, how you feel and what they can do to help. This is not dobbing!
• Never keep bullying a secret

Procedures for Dealing with Bullying Behaviour

Three main purposes for disciplinary action are :
1. To impress on the perpetrator that what he/she does is unacceptable.
2. To deter him/her from repeating the behaviour.
3. To signal to other students that the behaviour is unacceptable and deter them.

• All students have the right to be heard and listened to
• Class teacher deals with smaller issues in the classroom in line with school Student Well Being Policy and class rules
• Teacher on playground duty deals with smaller issues in the playground – if more serious in nature the duty teacher informs the an executive staff member who then deals with the bullying
• Have discussions with the students involved – take appropriate action
• Parents and class teacher work with student to look at underlying problems and seek solutions
• Principal and executive staff work with parents and individuals to identify bullying behaviours where necessary
• School Counsellor and Learning Support Team involved in individual programs if required
• Serious bullying incidents are recorded and consequences are in line with the School's Behaviour code
• Issues are resolved in a calm manner with as much time as necessary given to hearing what each student feels and assisting all students to feel more able to cope
• Students with identified bullying behaviour will take responsibility for their actions
• Teachers and executive staff should organize meetings with parents if they're concerned about bullying amongst students
• Principal and executive staff deal with major bullying incidents and may need to implement the DEC Suspension and Expulsion of Student Procedures

Procedures for Dealing with Cyberbullying

The school reserves the right to determine whether incidents of cyber bullying relate to the responsibility of the school.

If determined the school has a role to play we will:
• Ensure each student is safe and arrange support, including the involvement of student wellbeing.
• Support from staff should be provided on an ongoing basis with the agreement of the student and parent to assist the student to work through the effects of the cyber bullying and to help them develop and implement effective coping strategies.

• Student's parents contacted to alert them to the issue, and ongoing concerns regarding the welfare of the student, and discuss the issue and how best to deal with it.
• Reassure the student that the school is taking the incident seriously and that the reported bullying will be acted on.
• Gather basic facts about the suspected cyber bullying and, if possible, identify the students involved.
• Implement appropriate responses to address the bullying using evidence-based responses such as restorative justice approaches to conflict resolution.
• Provide the following strategies to the student and parent to assist with managing the issue in the future.
• Don't respond to any further messages/postings from the bully and, if possible, block further correspondence from them (block their mobile number or email address).
• Report any further correspondence from the bully to the parent and an agreed school contact
• Keep evidence of any bullying to assist with tracking down the bully and potentially reporting the matter to police (screen captures, bully's screen name, text and images).
• Report any concerns to the administrator of the service used, including the mobile phone provider (if SMS is involved), website administrator (if social networking or chat services are involved), or internet service provider, as most have measures to assist with tracking and blocking the bully. Some block the bully's access to their services entirely as bullying is often a breach of website terms of use.
• If the student is distressed by the bullying, ensure they are provided with options for psychological support including school counselling.

The school will follow its established approach to incidents of bullying as outlined in the school Anti- Bullying Policy.

Early Intervention

Some students are identified as being at risk of bullying or developing long- term difficulties with social relationships. Some students are also identified as using bullying behaviour. These are some ways we will deal with this:
• Referral to Learning Support Team
• Using Social stories and role play situations
• Develop a plan of action on how to cope with situations
• Find things the students are good at and celebrate the successes
• Promote leadership within the school amongst the students

Procedures for Reporting Bullying

• Students are to report all incidents of bullying to a teacher immediately
• Parents with concerns about bullying should contact the school immediately
• All bullying incidents are to be reported, taken seriously and dealt with by teachers, Executive and Principal (depending on the severity). These issues will be dealt with immediately or as soon as practically possible.
• Teachers and executive staff will contact the parents of the student being bullied and the student doing the bullying immediately when it is discovered. All staff to be informed so they can monitor students in the playground.
• In the case of Cyber-bullying, the police may need to be contacted to make a report.
• Students will be supported by the school Counsellor if upset by being bullied or experiencing ongoing bullying of a peer.
• The Anti- Bullying Policy will be available on the school website and regular information will be posted in the school's newsletter.
• In regards to assaults, threats, intimidation and or harassment, these will be reported to the police by the Principal or executive staff. The school safety and response unit will also be contacted where necessary. The schools handling critical incidences policy will be implemented in such incidences.

• If there is a need to contact support agencies, then the principal will contact the Child Well Being Unit. The school counsellor will also research support.
• In regards to staff the Complaints Handling Policy will be used and staff can be directed to EAPPS.

Other resources to support Anti Bullying can be found on the following sites:

https://educationstandards.nsw.edu.au/wps/wcm/connect/2f657694-dc52-48ba-a440-9256e92c00e3/pdhpe-k-10-syllabus-2018-pdf.pdf?MOD=AJPERES&CVID=

https://antibullying.nsw.gov.au/educators/resources

https://kidshelpline.com.au/teens/issues/bullying

https://bullyingnoway.gov.au/Resources/TeachingResources

https://thebullyproject.com.au/learn/resources/

https://www.pacer.org/bullying/classroom/

https://docs.google.com/presentation/d/1Va11NRCBHORzkCJAbd83jSxsfS2HI9IIri4TwqJmXXI/edit#slide=id.g5273de8a8f_0_225

https://bullyingnoway.gov.au/Resources/FactSheets/Pages/For-students.aspx

Completed by: Angela Mitchell

 Position: Rel Deputy Principal

Signature: *AMitchell*

 Date: 9/03/23

Principal name: Megan Predl

Signature: *MPredl*

Date: 9/03/23