

# ANTI-BULLYING PLAN 2021

## Royal Far West School

Bullying behaviour has three key features. It involves the intentional misuse of power in a relationship. It is ongoing and repeated, and it involves behaviour 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.

### Royal Far West School's commitment

Royal Far West School is a school committed to providing a safe, caring, and harmonious environment that fosters respect for others and individual differences. Schools exist in a society where incidents of bullying behaviour may occur. When bullying incidences occur in our school community, and are reported, the school's response will be proactive, professional, and committed to increasing the awareness of all involved and how they can best address and resolve the identified incidence of bullying; restore relationships; and ensure a safe and caring environment.

Royal Far West 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 Royal Far West 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 respond to student bullying behaviour in an active and supportive manner.

Royal Far West 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
Weekly, given new class/group cohort turnover	<p>Behaviour code for students as per the link (below) will be addressed every week with each new cohort of students. It will be addressed across the school in various, diverse ways according to the class group.</p> <p><a href="https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/behaviour-strategy/the-student-behaviour-strategy.html#A4">https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/behaviour-strategy/the-student-behaviour-strategy.html#A4</a></p>
Weekly, given new class cohort turnover	<p><u>Behavioural expectations:</u> Every Monday morning, the whole school assembly will be the vehicle for discussion of <i>behavioural expectations</i>.</p> <p><u>Intolerance of bullying:</u> Royal Far West School's School Rules/Values of 'Be Safe, Be Friendly' will be explained with examples of how they translate into student expectations and the <i>intolerance of bullying</i>. Emphasis will be that <i>bullying will not be tolerated</i> by anyone.</p>
Weekly, given new class/group cohort turnover	<p><u>Importance of feeling safe:</u> Student orientation will be held in each of the classrooms and levelled according to age and cognitive ability. This will happen during the first session on Monday morning. Students will be assured that '<i>feeling safe</i>' is paramount in our classrooms and in our school. Emphasis will be that <i>bullying will not be tolerated</i> by anyone. For the younger students, this may be addressed as role play. Support and strategies around what to do if bullying occurs will be addressed in the classroom orientation sessions. Again, this may be in the form of role play for the younger students.</p>

## 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	<p>Staff professional learning in evidenced-based programs that encourage and teach positive social and emotional behaviour and discourage, prevent, identify, and respond effectively to student bullying behaviour will be addressed throughout the year in a methodical and planned manner.</p> <p>Weekly staff meetings will include an opportunity to refresh and remind staff of existing policies and procedures. These will include the Anti-Bullying, Wellbeing and Anti-Racism Policies.</p> <p>Weekly staff briefings will provide an opportunity to revise current procedures where there are individual issues or concerns. The response to inappropriate behaviour must be built on evidenced-based knowledge and practice. This will be addressed through further training if deemed to be necessary.</p>
Term 2	<p>Weekly staff meetings will include an opportunity to refresh and remind staff of existing policies and procedures. These will include the Anti-Bullying, Wellbeing and Anti-Racism Policies.</p> <p>Weekly staff briefings will provide an opportunity to revise current procedures where there are individual issues or concerns. The response to inappropriate behaviour must be built on evidenced-based knowledge and practice. This will be addressed through further training if deemed to be necessary.</p>
Term 3	<p>Weekly staff meetings will include an opportunity to refresh and remind staff of existing policies and procedures. These will include the Anti-Bullying, Wellbeing and Anti-Racism Policies.</p> <p>Weekly staff briefings will provide an opportunity to revise current procedures where there are individual issues or concerns. The response to inappropriate behaviour must be built on evidenced-based knowledge and practice. This will be addressed through further training if deemed to be necessary.</p>
Term 4	<p>Weekly staff meetings will include an opportunity to refresh and remind staff of existing policies and procedures. These will include the Anti-Bullying, Wellbeing and Anti-Racism Policies.</p> <p>Weekly staff briefings will provide an opportunity to revise current procedures where there are individual issues or concerns. The response to inappropriate behaviour must be built on evidenced-based knowledge and practice. This will be addressed through further training if deemed to be necessary.</p>

## 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 when it does occur, in the following ways:

- An executive staff member provides advice to new staff members when they enter on duty. They are provided with a comprehensive handout with all the relevant, essential information around

the implementation of policies in this unique setting.

- All new casual, temporary or permanent staff undergo staff induction procedures in which the implementation of the school's Anti-Bullying Policy is discussed. A one note school policy document which contains the Anti-Bullying Policy document is made available as well as a copy of the Student Wellbeing Framework. A robust conversation ensues with all new staff.
- The principal speaks to all new executive staff members when they enter on duty, this is part of their induction process.
- Early career teachers discuss the school's Anti-Bullying Policy and its implementation with their teacher-mentor.
- A link to the RFWS Anti-Bullying Policy that is included in the Staff Orientation handout, is sent via email to casual teachers, prior to their engagement at RFWS.

## **2 Partnerships with families and community**

Effective schools have a prominent level of parental and community involvement. This involvement is related strongly to improved student learning, attendance, and behaviour.

Our school is committed to building collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety, and wellbeing.

All members of the RFWS community have the following responsibilities:

- Model and promote positive relationships that respect and accept individual differences within the school community.
- Support the school's Anti Bullying Plan through words and actions
- Work collaboratively to resolve incidents of bullying when they occur in a sensitive and supportive manner

School staff members have the following responsibilities:

- Respect and support students
- Promote and maintain respectful relationships
- Model and promote appropriate behaviours
- Have knowledge of school and departmental policies relating to bullying behaviours
- Respond to bullying behaviours in a timely manner
- Behave as responsible bystanders
- Behave as responsible digital citizens.

### **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.

- Behaviour Code for Students
- School Anti-Bullying Plan
- NSW Anti-bullying Website

## 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
Weekly	<p>Given the uniqueness of our setting, communication with parents occurs face to face, on a daily basis during the family's visit to RFW.</p> <p>The parents of new students meet with an executive for a short orientation meeting, ideally on the first day. This is an opportunity for a sensitive and respectful dialogue where any fears that the parent may have around their child's ability to '<i>feel safe</i>' can be allayed. Re-assurance can be met through a referral to this Anti-Bullying Plan that demonstrates how our school is committed to building collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety, and wellbeing.</p> <p>Notes are taken at this meeting, and they added to the child's notes in RFWS's database and RFW's Electronic Medical Record (EMR) system. This means that this information is shared with RFW clinicians and may contribute to building the client's diagnostic profile.</p>
Weekly	<p>RFWS does not publish a school newsletter. Students only attend RFWS for the duration of their medical appointments; normally three to five days.</p> <p>Information about the school's commitment to support student learning, safety and wellbeing is made clear in a pamphlet that is included in the pre-admission/ orientation folder. This is sent to each family prior to their first admission.</p>
Weekly	<p>Non-verbal communication around RFWS's commitment to 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, is evidenced by Anti-Bullying posters and literature in the classrooms and communal spaces.</p>

### 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). RFWS staff members act as role models
- RFWS staff members act as role models within the school community
- School staff members are familiar with, and utilise, the departmental resources that include well-planned activities and lessons designed to support wellbeing, anti-bullying and positive behaviour approaches: <https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/anti-bullying/educators/resources-for-educators>
- This link (above) has resources for staff to use to address bullying in their classroom but can also be used for whole staff/whole school professional development.
- Harmony Day and International Women's Day celebrations are acknowledged to promote compassionate and inclusive behaviours.
- School teaching and support staff meet every afternoon and share information about every student in their class. This meeting is attended by RFW Recreational staff who will be engaging with those students during after school hours. This ensures that any wellbeing issues are addressed and shared. This includes processes that were employed and the result of these interventions. This ensures continuity of approach and knowledge.
- More serious incidents that occur during school hours, are relayed to RFW in an email. This includes processes that were employed and the result of these interventions. This ensures a consistent approach in supporting the student and family. Reciprocal emails to notify reportable incidents that have happened out of school hours or overnight, are sent directly to school executive. This is relayed to staff immediately.
- RFWS also addresses cyber safety and cyber bullying. Lessons are incorporated in all teaching and learning programs (according to the student cohort needs) and explore wellbeing, relationships, seeking support, digital citizenship and online safety. This is also outlined in the RFWS Use of Devices Policy.

Completed by: Royal Far West School

Position: Led by Assistant Principal

Signature: Lynda Edwards

Date: 3<sup>rd</sup> September 2021

Acting Principal : Sharon Smithies

Signature: *Sharon Smithies*

Date: 3<sup>rd</sup> September 2021