

ANTI-BULLYING PLAN

Brooklyn Public School 2023-2024

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.

Brooklyn 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 Brooklyn 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 Deputy 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 positive education 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 positive education program is outlined below. Our anti-bullying practices are embedded across all programs throughout the year.

Positive Education Program

EVEN YEAR				
Term	ES1	Stage 1	Stage 2	Stage 3
<p>1</p> <p>How can we care for and include each other?</p> <p>People Bouncing Back Social Values Relationships</p>	<p>It's important to be kind:</p> <ul style="list-style-type: none"> • Being kind • Our family is kind and supports us 	<p>It's important to be kind:</p> <ul style="list-style-type: none"> • Being kind to people we don't know very well <p>Being friendly and including others</p> <p>Showing respect</p> <p>Being a good friend</p>	<p>It's important to be kind</p> <p>It's important to cooperate</p> <p>Getting along well with others</p>	<p>Friendliness and including others</p> <p>It's important to treat others with respect</p> <p>It's important to have self-respect</p> <p>Making and keeping friends</p> <p>Dealing with friendship problems</p>
<p>2</p> <p>How do we grow and change?</p> <p>Emotions Humour Success</p>		<p>Be the boss of your angry feelings:</p> <ul style="list-style-type: none"> • <i>What does anger feel like?</i> • <i>Being mindful to be the boss of your angry feelings</i> • <i>Check your facts - did they really mean it?</i> • <i>Use good thinking to be the boss of your angry feelings</i> <p><i>Empathy: How are others feeling</i></p> <p><i>Being a class clown can get you in trouble</i></p> <p><i>Use humour to help, not to hurt</i></p> <p>Believe in yourself and have a go</p> <p><i>Make a plan to make something happen</i></p> <p><i>Mistakes help you learn</i></p> <p><i>Solving problems</i></p>	<p>Describing and understanding feelings</p> <p>Boosting positive feelings</p> <p>You can change a bad mood into a good mood</p> <p>When do you feel angry?</p> <p>Developing empathy</p> <p>Humour: Everyone has a different sense of humour</p> <p>Humour is enjoyable and is good for your health</p> <p>Humour helps us cope better and feel more hopeful</p> <p>Train your brain for success and think like a CHAMP</p> <p>Challenge yourself, set a goal and make a plan</p> <p>Always look for and use your strengths</p> <p>Managing time and being organised</p>	<p>What is that feeling?</p> <p>Identifying mixed feelings</p> <p>Practising mindfulness</p> <p>Managing being nervous or worried and stressed</p> <p>Managing sadness</p> <p>Managing other unpleasant feelings like jealousy and disappointment</p> <p>Humour helps us to cope better</p> <p><i>Put-down humour is not okay</i></p> <p>What are your strengths? (And what is your evidence?)</p> <p>Using your ability and character strengths to help others</p> <p>Interesting mistakes will happen</p> <p>Don't give up – persist and use grit to overcome obstacles</p>

EVEN YEAR

				Ethics and honesty must be the rule – or it's not worth it
<p>3</p> <p>How can I keep myself and others safe?</p> <p>Being Safe Core Values Courage</p>		<p>It's okay to be different</p> <p><i>Being brave to help someone else</i></p> <p><i>The courage to be yourself</i></p> <p><i>Don't be foolish</i></p> <p><i>What is bullying?</i></p> <ul style="list-style-type: none"> <i>Why do some children bully others?</i> <p><i>What is cyberbullying?</i></p> <p><i>How to help someone who is being bullied or cyberbullied</i></p>	<p>Being honest</p> <p>Being responsible</p> <p>Everyone feels frightened sometimes</p> <p>Everyone feels anxious sometimes</p> <p>The courage to be yourself</p> <p>How to become braver</p> <p>What is bullying?</p> <p>Bullying causes great harm</p> <p>If someone gets bullied, it is not their fault</p> <p>Why do some children bully others?</p> <p>What can someone do if they are being bullied or cyberbullied?</p>	<p>How to self-protect from being bullied</p> <p>How can we work together to stop bullying in our school?</p> <p>Being fair</p> <p>It's okay to be different</p> <p>The courage to do what's right</p> <p>Finding your own courage</p> <p>Brave, stupid or thrill-seeking?</p>
<p>4</p> <p>How can we make positive health choices?</p> <p>People Bouncing Back Looking on the Bright Side</p>		<p><i>Other people can help if you talk to them</i></p> <p>Unhelpful thinking makes you feel more upset</p> <p><i>Everyone has unhappy times sometimes, not just you</i></p> <p>Be a positive tracker</p> <p>Happy memories help us bounce back</p> <p>Being hopeful</p>	<p>Life has ups and downs but you can bounce back</p> <p>Animals and plants can bounce back too</p> <p>Losing someone or a pet you love</p> <p>Concentrate on the good and funny bits when things go wrong</p> <p>Blame fairly</p> <p>Accept what can't be changed (but try to change what you can change first)</p> <p>Bad times don't last</p> <p>Bright side versus down side thinking</p> <p>Being hopeful</p>	<p>Bad times don't last, things always get better – stay optimistic</p> <p>Unhelpful thinking makes you feel more upset – think again</p> <p>Nobody is perfect – not you and not others</p> <p>Everybody experiences sadness, hurt, failure, rejection and setbacks</p> <p>Catastrophising exaggerates your worries</p> <p>Keep things in perspective</p> <p>Using positive tracking</p> <p>Being thankful and showing gratitude</p>

EVEN YEAR

				Making your own good luck
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ODD YEAR

Term	ES1	Stage 1	Stage 2	Stage 3
<p>1</p> <p>How can I be healthy, safe and active?</p> <p>People Bouncing Back Looking on the Bright Side Success</p>	<p>Everyone can bounce back</p> <p>Looking on the bright side</p> <p>Being thankful and grateful</p> <p>You feel great when you achieve a goal</p> <p>Stick with it and don't give up</p> <p>Remember to try hard and work hard</p>	<p><i>Change happens in everyone's life</i></p> <p><i>Nobody is perfect – not you and not others</i></p> <p>One unhappy thing doesn't have to spoil everything</p> <p>Things always get better – seasons and weather</p> <p><i>What are you good at?</i></p> <p><i>Be the boss of yourself: Be organised</i></p>	<p>Other people can help if you talk to them – get a reality check</p> <p>Unhelpful thinking makes you feel more upset – think again</p> <p>Nobody is perfect – not you and not others</p> <p>Everybody has setbacks sometimes</p> <p>Catastrophising exaggerates your worries</p> <p>Keep things in perspective</p> <p>Being a positive tracker</p> <p>Being thankful and grateful</p> <p>Making your own good luck</p> <p>Have a go, take a risk and believe in yourself</p> <p>Mistakes help you learn – don't be afraid to make them</p> <p>Use grit: persist, work hard and don't give up</p>	<p>Life has ups and downs but you can bounce back</p> <p>Other people can help if you talk to them – get a reality check</p> <p>Concentrate on the positives (no matter how small) and use laughter</p> <p>Blame fairly</p> <p>Accept what can't be changed (but try to change what you can change first)</p> <p>Using bright side not gloomy thinking</p> <p>Being hopeful Train your brain for success and think like WINNERS do</p> <p>Being 'in the zone'</p> <p>Smart goal-setting helps you plan and succeed</p> <p>No effort, no results – challenge yourself</p> <p>Being organised and managing yourself to achieve your goals</p> <p>Risk-taking is sometimes necessary – believe in yourself</p>

ODD YEAR

<p>2 How can I be a positive influence and build respectful relationships?</p> <p>Emotions Core Values Humour</p>	<p>Giving the right names to feelings</p> <p>Be the boss of your angry feelings:</p> <ul style="list-style-type: none"> Keeping safe: Hands are not for hitting, feet are not for kicking, words are not for hurting <p>Be the boss of your sad feelings</p> <p>Be the boss of your worried or scared feelings</p> <p>Being honest</p> <p><i>Everyone has fears, even grown ups</i></p> <p>Humour can help you feel better</p>	<p>Being fair</p> <p>Being responsible</p> <p>Everyone has pleasant and unpleasant feelings</p> <p>Be the boss of your feelings: Change a bad mood into a good mood</p> <p>Be the boss of your jealous feelings</p> <p>What makes you laugh?</p>	<p>Helpful thinking – check your facts</p> <p>Dealing with disappointment</p> <p>Dealing with jealousy</p> <p>Dealing with embarrassment</p> <p>Dealing with feeling lonely and being left out</p> <p>Dealing with sadness</p> <p>Dealing with worries</p> <p>Being fair</p> <p>It's okay to be different</p> <p>You can use humour to cheer someone up</p> <p>Humour can help friendships grow stronger</p> <p>Humour can be hurtful if it makes fun of others</p>	<p>All feelings are necessary, even the unpleasant ones</p> <p>Boosting positive and enjoyable feelings</p> <p>You can change a bad mood into a good mood</p> <p>Managing anger</p> <p>Developing empathy</p> <p>Being honest</p> <p>Being responsible</p> <p>What is humour? What makes people laugh?</p> <p>Humour is healthy and enjoyable</p>
<p>3 Where can I get information to keep myself and others safe and healthy?</p> <p>Being Safe Courage</p>	<p>Humour can help you feel better</p> <p><i>What is bullying?</i></p> <ul style="list-style-type: none"> <i>How does it feel to be bullied?</i> <p><i>What can you do if you are bullied?</i></p>	<p><i>We don't all get frightened by the same things</i></p> <p><i>What is courage?</i></p> <p><i>Helping yourself to feel brave</i></p> <p><i>Put-downs are not okay</i></p> <p><i>Bullying is everyone's problem</i></p> <p><i>Think for yourself: Don't take part in bullying</i></p>	<p>What is cyberbullying?</p> <p>Bullying is not okay in our school and is everyone's problem</p> <p>Put-downs are not okay in our school</p> <p>Think for yourself – don't just follow others</p> <p>How can we all help with the problem of bullying?</p>	<p>What is bullying?</p> <p>Why do some people bully and why are some people targeted?</p> <p>What is courage?</p> <p>People feel frightened and brave about different things</p> <p>Who's a hero?</p>

ODD YEAR

			<p>We don't all get frightened by the same things</p> <p>What is courage?</p> <p>There are different kinds of courage</p> <p>Being foolish and showing off is not being brave</p>	
<p>4</p> <p>How can I build positive relationships with others?</p> <p>Social Values Relationships</p>	<p>Dealing with feeling shy and lonely</p> <p>Getting to know others</p> <p>It's important to be kind:</p> <ul style="list-style-type: none"> • Our teachers are kind and support us • We care for and support animals. Animals care for and support us, too <p>It's important to cooperate</p>	<p>Getting along well with others</p> <p>Good and bad ways to disagree</p>	<p>It's important to be friendly</p> <p>It's important to respect others</p> <p>Self-respect is important too</p> <p>Making and keeping friends</p>	<p>Kindness and supporting others</p> <p>Cooperation is important</p> <p>Getting along well with others</p> <p>How to negotiate well</p> <p>Being an effective leader</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 - 4	School procedures including 'Anti-Bullying' communicated with all staff
Term 2 and Term 4 (or as required)	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.
Term 1 - 4	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
Term 1 - 4	Teaching and reinforcing respectful relationships
Term 1 - 4	Solution focused conversations – Restorative Practices
Term 1 - 4	Whole school approach of Mindfulness – Life Skills Go and Smiling minds
Term 4	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.

- Information is provided in a handout to staff when they enter on duty at the school
- 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.
- The Principal is rostered on duty in the playground to support teachers and students

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:

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
Term 1 - 4	Parent meetings i.e. P&C, Meet the Teacher Night - defining student bullying and support systems the school have in place
Term 1 - 4	Annual BPS Harmony/ Kindness Day aligns with National Day of Action Against Bullying Campaign (Be an up-stander, not a bystander)
Term 1 - 4	Fortnightly social media and school newsletter updates – (Up stander/ Bystander behaviour, what is bullying, how to deal with bullying etc)
Term 3	Open Day for Education Week includes activities related to our positive education practices to engage and inform the community
Term 3	Whole school participation in National Day of Action against Bullying and Violence with lessons and activities completed by students and information shared with families on the day.
Term 3	Annual involvement in RUOK? Day – Whole school recognition of the importance empathy and compassion
Term 4	Wellbeing Wednesday – Whole school celebration of the learning related to wellbeing

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: Principal

Signature: *Kelly Cartwright*

Date: 13th November 2023

Principal name: Kelly Cartwright

Signature: *Kelly Cartwright*

Date: 13th November 2023

Updated by Leanne King
Relieving Principal
2 April 2024