

Bullying Response Flowchart

The following flowchart explains the actions that Goulburn South Public School staff will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. The timeframes will vary depending on the professional judgment of staff who receive the bullying complaint and their assessment of immediate risk to student/s.



Anti-Bullying Plan 2024 – Goulburn South Public 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 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.

Goulburn South 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 School 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 and also re-iterated through our PBL lessons.

Term 1 –PBL introduction lessons and police visit

Term 2 – Peer support groups and NAIDOC week

Term 3 – Bullying No Way and RUOK?Day

Term 4 – PBL lessons and child protection lessons

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.

Weeks 3,6, and 9 every term – PBL team meet and review data

PBL lesson review annually

Executive monitoring of ongoing and serious behaviour incidents logged in School Bytes

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 new staff are inducted with PBL and school procedures, casual teachers are briefed on arrival and are provided with a casual information folder to inform them about the school's approaches and strategies to prevent and respond to student bullying behaviour, when it does occur. On arrival information is provided in a handout to staff when they enter on duty at the school Induction occurs by an executive staff member speaks to new and casual staff when they enter on duty at the school The principal speaks to new executive staff when they enter on duty at the school, as part of the induction process. All visitors to the school are requested to report any behaviours of concern to an Executive member of staff.

2. Partnership 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).

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.

- School website school Facebook and/or school newsletter - National Day of Action: Bully NO WAY!
- School Counsellor Referrals
- Tell Them from Me parent Survey
- Kindergarten Orientation Days
- P&C tabled updates on DoE Policies and Support
- Parent and Carer DoE anti-bullying information <https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-andengagement/anti-bullying>

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.

- Social skills programs through PDHPE lessons for all stages
- The Resilience Project lessons
- Peer support program in Term 2, run by Year 6 students and teachers
- Buddy bench in the playground
- Stingers given out in classroom and playground for PBL
- Explicit PBL lessons in classes and assemblies, tailored to address recent incidents as necessary
- Risk management plans and Behaviour management plans where appropriate
- Buddy class
- Learning and Support referrals for students where necessary
- Collaboration with paraprofessionals
- Accessing DoE wellbeing resources as required

