

Killarney Vale 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, 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.

Killarney Vale Public School's commitment

"Our school rejects all forms of bullying behaviour, including online (or cyber) bullying by maintaining a commitment to providing a safe, inclusive, and respectful learning community that promotes positive 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.

- KVPS engages in the following practices to promote a positive school culture.

1.1. Student Communication

Student bullying and expectations about student behaviour will be discussed and information presented to promote a positive school culture where bullying is not accepted. Wellbeing lessons will be explicit taught weekly.

Dates	Communication Topics
Term 1	KVPS Action plan Backflips against Bullying
Term 2	Forms of Bullying
Term 3	Reporting Bullying
Term 4	Preventing Bullying



1.2. Staff Communication and Professional Learning

Staff will be supported through professional learning that provides evidence-based ways to encourage and teach positive social and emotional wellbeing skills and strategies. Teachers will empower students to discourage, prevent, identify, and respond effectively to student bullying behaviour.

Dates	
Term 1	School policies & procedures - Creating and maintaining a positive and inclusive school culture.
Term 2	Students identify the different forms of bullying: verbal, emotional, physical, cyber etc. and the varying effects they can have on the victim.
Term 3	Wellbeing policy - maintaining teacher/student relationships (Our Trust Networks).
Term 4	Students build a toolkit of resources, skills, and strategies from previous topics to recognise, prevent and resolve bullying. Students learn how best to work with a growth mindset and how to foster positive relationships.

1.3. New and casual staff

New and casual staff will be informed about the schools' approach and strategies to prevent and respond to student bullying behaviours by:

- Information provided in casual folders about policies and procedures.
- The Deputy Principal speaks to new and casual staff when they enter on duty about school PBL (Positive Behaviour for Learning) expectations and behaviour management.
- The principal speaks to new executive staff when they enter as part of the induction process.
- The Positive Behaviour Learning team communicate regularly with staff during communication meetings about data and future lessons.

2. Partnerships with families and community

Effective schools have prominent 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 children if they 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 parents' understanding of how our school addresses all forms of bullying behaviour.

Dates	
Term 1	Student code of conduct and consistency chart / Backflips Against Bullying
Term 2	Students work samples – defining Bullying
Term 3	Our Trust Networks - Facebook/Students sample
Term 4	PBL/Anti-Bullying Years work/Bullying No Way! Resources

3. Support for wellbeing and positive behaviour

Our school practices support and promote student wellbeing and positive behaviour approaches that align with the needs of our school community.

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) lessons and through our Wellbeing framework.

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

- PBL lessons
- Life skills Go program
- Zones of Regulation lessons
- Rock and Water
- Strong Chicks and Top Bloke programs – Stage 3
- Staff meetings and teacher professional development
- Facebook, Sentral Parent Portal, school newsletter and school website

Coordinating Teacher:

Emma Bowden

Signature: *Emma Bowden*

Principal:

Duane Hutchinson (Rel.)

Signature: *Duane Hutchinson*

Bullying of Students - Prevention and Response Policy

This policy sets out the department's position on student bullying and the requirements for preventing and responding to student bullying, including online bullying, in NSW public schools and preschools.

The department's policies, resources and guidance materials relating to the use of mobile digital devices, including smartphones, in schools will be reviewed considering the findings and recommendations made in a recent independent review. We note the NSW Government's decision of 13th December 2018 to restrict the use of mobile digital devices in NSW public primary schools. This restriction was implemented in 2019.

Current policies remain in force.

1 Policy statement

1.1 The department rejects all forms of bullying behaviour including online (or cyber) bullying.

1.2 NSW public schools work to provide safe, inclusive, and respectful learning communities that promote student wellbeing.

1.3 The department's Behaviour Code for Students requires students to be inclusive and respect other students, their teachers, school staff, and community members, and to not bully, harass, intimidate, or discriminate against anyone in our schools.

1.4 Schools are required to establish strategies and practices to encourage positive student behaviour, recognise and reinforce student achievement and wellbeing, and manage disruptive student behaviour, as outlined in the Student Discipline in Government Schools Policy.

1.5 School staff need to encourage elevated levels of parental and community involvement in the school to improve student attendance, engagement, learning and behaviour.

1.6 Each school must complete and implement a Anti-Bullying Plan.

1.7 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.

1.8 Bullying behaviour can also involve intimidation, victimisation, and harassment, including that based on sex, race, religion, disability, or sexual orientation, both online and offline.

1.9 Bullying can be illegal if it involves behaviours that include physical violence, threats of violence, damaging property, or stalking.

1.10 The NSW anti-bullying website supports school staff, parents and carers, volunteers and contracted staff, and students to discourage, prevent, identify and respond effectively to student bullying behaviour, where it does occur.

1.11 Preventing and responding to bullying is the shared responsibility of all school staff, volunteers, and contracted staff employed by schools, and students, parents, and carers.

1.12 Teachers and other school staff are provided with support and professional development to discourage, prevent, identify and respond to student bullying behaviour.

1.13 Reports of student bullying can be made to any staff member at a school. A teacher or school executive staff (such as the principal, deputy principal or assistant principal, head teacher) at the school will address the reported bullying promptly.

1.14 If a student, parent, or carer believes a matter is not being dealt with effectively, they can refer the matter to the school's principal (or delegate) for resolution.

1.15 If the student, parent, or carer still has concerns, after referring the matter to the school's principal (or delegate), and would like advice, they can contact the learning and wellbeing advisor or officer at the local departmental office. If the matter is then still not resolved they can contact the director, educational leadership, at the local departmental office, who must follow the Complaints Handling Policy.

1.16 For incidents of physical violence, and where required, staff should administer first aid (consistent with their training and experience) and contact emergency services whenever necessary. Staff must also report the incident to the Incident Reporting and Support Hotline on 1800 811 523.

2 Audience and applicability

2.1 This policy applies to all NSW public schools and preschools.

2.2 This policy applies to all student bullying behaviour, including online (cyber) bullying, and applies outside of school hours and off school premises where students have been involved and there is a clear and close connection to the school.

3 Context

3.1 Public schools must comply with the NSW Education Standards Authority requirement to provide a safe, inclusive, and supportive environment for students.

3.2 Ways to prevent or respond to student bullying behaviour are addressed through teaching and learning programs across the key learning areas including the Health, Wellbeing and Relationships strand of the mandatory personal development, health, and physical education curriculum.

3.3 This policy relates to student bullying in public schools. The Work, Health and Safety Policy applies to staff bullying in public schools. When bullying involves a student and staff member, both policies apply.

4 Responsibilities and delegations

4.1 Teachers:

- support the school in maintaining a safe, inclusive, and supportive learning environment.
- model and promote appropriate relationships and behaviours.
- promote a school culture where bullying is not acceptable.
- teach students to identify, report and respond to bullying at school and online.
- manage reports of bullying and escalate matters to the principal (or delegate) when necessary.

4.2 Non-teaching staff:

- refer any report of bullying to a teacher or school executive staff.
- complete and implement the Anti-Bullying Plan for their school.
- maintain a positive school climate that includes respectful relationships.
- identify patterns of bullying behaviour and initiate school action to respond.
- manage complaints about bullying in accordance with the Complaints Handling Policy.

4.3 Directors, educational leadership:

- manage complaints about how a school has responded to a report of bullying in accordance with the Complaints Handling Policy.
- where required, assist schools to implement the Anti-Bullying Plan, to best meet the needs of the school community.

5 Monitoring and review

5.1 The principal reviews the Anti-bullying Plan every year.

5.2 The Director, Student Engagement and Interagency Partnerships monitors the implementation of this policy and reviews its effectiveness, at least every three years.

6 Contact

6.1 Leader, Behaviour Services, (02) 7814 3809

THE WELLBEING FRAMEWORK FOR SCHOOLS -CONNECT – SUCCEED - THRIVE

Introduction

The NSW Department of Education and Communities (DEC) is committed to creating quality learning opportunities for children and young people. This includes strengthening their cognitive, physical, social, emotional, and spiritual development. Parents entrust their children and young people to principals, teachers, and school staff with confidence that schools will deliver on this agenda. The concept of wellbeing and its close links with learning are not new. A wealth of evidence is available to inform educators of this important relationship in the work they do every day with students, from preschool students beginning their education journey, to senior students preparing for further education, employment, and adult life.

In recent years, however, there have been changes to how children and young people learn and how teachers teach. The school environment, and the world in which our children and young people will grow and function, continues to change. We need to be responsive to numerous influences as we deliver public education now and into the future.

There is a heightened awareness of, and commitment to, personalised and differentiated learning and support for every student to succeed. There is targeted support at the system and school levels so that where a child or young person lives and goes to school it does not shape their learning outcomes.

In this context, our understanding of wellbeing needs to be contemporary and forward focused. An individual's wellbeing is constantly changing. How students feel about themselves and their own wellbeing changes over time, in different situations and circumstances, and in response to community and environmental factors. Wellbeing, or the lack of it, can affect a student's engagement and success in learning. Educators need to understand the potential well-being that must bring about positive change, what is required to foster well-being, and how it can become a powerful force in students' learning and development.

The themes that will drive wellbeing in our public schools into the future are **Connect, Succeed and Thrive**. Our commitment to our students, parents and members of the community is that public schools will be teaching and learning environments that enable the development of healthy, happy, successful, and productive individuals.

In turn, our students will be expected to contribute to their own wellbeing, the wellbeing of their peers and the collective wellbeing of their communities. In this way schools in partnership with parents and carers will equip children and young people to be active and positive contributors to the society in which they live.

Schools will be supported at every level by a system that is cohesive, expert, and responsive. Information for school leaders and school staff will be clear and easy to access; policies will be streamlined and meet the modern operating context of our schools; resources will be positioned in schools to drive contextual decision making and planning; educational services will be coordinated at the local level and will be responsive to the needs of schools. Education will work with government and nongovernment agencies to develop partnerships to enhance the collective wellbeing of schools and their communities.

Student wellbeing is enhanced when schools connect with and draw on the expertise, contribution, and support of their communities. Community engagement maximises how students connect, succeed, and thrive.

Rationale

What is wellbeing?

- ❖ It has long been acknowledged that well-being is more than the absence of physical or psychological illness. In broad terms, wellbeing can be described as the quality of a person's life.
- ❖ Two major approaches to defining wellbeing relate it to our subjective experience of feeling good or experiencing pleasure and positive emotion; and functioning well, or our potential to flourish. While there is debate about whether one or both approaches to wellbeing offers the best way of understanding it, an approach that considers the whole person, and which combines feeling good and functioning well offers the most utility.
- ❖ The literature sets out a range of contexts in which wellbeing is experienced. These contexts recognise that wellbeing needs to be considered against a background of how we feel and function across several domains, recognising the multidimensional nature of wellbeing. These domains include cognitive, emotional, social, physical, and spiritual wellbeing.
- ❖ Cognitive wellbeing is associated with achievement and success. It includes how information is processed and judgements

are made. It is also informed by motivation and persistence to achieve. Cognitive wellbeing is important for attaining knowledge and experiencing positive learning.

- ❖ Emotional wellbeing relates to self-awareness and emotional regulation. It includes how well we cope and is often reflected by the level of a person's resilience. Emotional wellbeing is in part informed by our capacity for self-reflection.
- ❖ Social wellbeing includes the extent to which we experience positive relationships and connectedness to others. It is important for pro-social behaviour and our empathy towards others.
- ❖ Physical wellbeing is associated with how much we feel physically safe and healthy. It includes nutrition, preventative health care, physical activity and physical safety and security. Physical wellbeing enables positive health outcomes.
- ❖ Spiritual wellbeing relates to our sense of meaning and purpose. It can include our connection to culture, religion or community and includes the beliefs, values, and ethics we hold.
- ❖ These domains of wellbeing are helpful in describing the contexts in which wellbeing is experienced. However, to understand wellbeing more deeply we must also consider a range of other influences that contribute to wellbeing.

How can schools positively influence the wellbeing of students?

- ❖ Wellbeing can be shaped by several broad influences including the degree to which there is an experience of: choice, achievement of meaningful goals, positive relationships, enjoyment, personal growth and development, health, and safety.
- ❖ Choice is important because it impacts positively on a student's learning and engagement in schooling. It contributes to enhanced motivation, interest, and commitment to tasks. The provision of choice supports self-regulation, self-discipline, and achievement. When students have choices and opportunities to engage in activities that are of interest and value to them, their wellbeing is enhanced.
- ❖ Achievement contributes positively to a student's wellbeing and can contribute to a student's confidence and self-esteem. It can help to foster student self-discipline and effort, encourage students to stretch themselves and take risks in their learning. Achievement fosters positive emotions which can build further engagement and effort.
- ❖ Positive relationships foster connectedness and feelings of belonging and are essential for wellbeing. These relationships are characterised by constructive interactions that provide enthusiastic and genuine support. They are important because they help us to build social and emotional skills and in turn nurture other positive, caring, and respectful relationships.
- ❖ NSW Department of Education and Communities | The Wellbeing Framework for Schools www.dec.nsw.gov.au
- ❖ Enjoyment, or the presence of positive emotion, can increase a student's well-being. Learning occurs more effectively in the context of positive emotions. Enjoyment broadens a student's ability to think creatively, be innovative and to solve problems more effectively.
- ❖ Development and personal growth can lead to a student having greater satisfaction with life, more confidence and self-efficacy and greater feelings of resilience, health, and wellbeing. Development contributes to social competence, self-esteem, and a student's sense of meaning and purpose.
- ❖ Feeling physically safe and being in good physical health contributes to wellbeing. Environments that provide for safety, and support good health, optimise learning experiences.
- ❖ Why is wellbeing important to the work of schools?
- ❖ Schools have a pivotal role to play in connecting character development in children and young people to individual and collective wellbeing, which in the longer term will shape the values and attitudes of the society in which they live. Teachers play a key role in providing learning experiences and opportunities that develop and shape the character and wellbeing of children and young people. Experiences that develop character by promoting mindfulness (self-regulation and behaviour), curiosity, courage, resilience, ethics and leadership benefit children and young people as they grow and develop. Schools focus on giving children and young people a voice, being active learners and developing strong character qualities that will enable them to succeed, thrive and contribute positively throughout life.

Our commitment to wellbeing

- ❖ The Wellbeing Framework for NSW public schools contextualises wellbeing to individual students, school settings and local school communities. The concept that wellbeing is dynamic and is integral to learning is vital to embedding it in the complex multi-dimensional work of schools.
- ❖ The DEC commitment to wellbeing is for our schools to support students to connect, succeed and thrive at each stage of their development and learning; to provide opportunities that are age rigorous, meaningful, and dignified; and to do this in the context of individual and shared responsibility underpinned by productive relationships that support students to learn.
- ❖ To this end, schools will be enabling environments, informed, and guided by legislative and policy requirements.

Schools will be supported to focus on the development of quality teaching, learning and engagement. Local decision-making will invigorate school communities. Highly effective leadership will deliver on this commitment for every member of the school community.

- ❖ At the system level, there will be focus on being responsive to the needs of schools and incorporating wellbeing into planning and processes. There will be effective communication frameworks within and across government and non-government partners relating to how their work contributes to the development of individual and collective wellbeing.

Our shared understanding of wellbeing:

- ❖ Is that it is dynamic and integral to learning.
- ❖ Focuses on attributes and strengths that teach and support children and young people to grow and learn from challenges and complexities.
- ❖ Recognises the importance of developing and shaping the character of the individual.
- ❖ Is multidimensional and interrelated.
- ❖ Considers the context of children's and young people's lives and uses both objective and subjective measures.
- ❖ Incorporates the views and perspectives of children and young people themselves throughout the various stages of development.
- ❖ Considers the wellbeing of children and young people in the present as well as focusing on long-term outcomes.
- ❖ Acknowledges the diversity of contributors to and influences on the wellbeing of children and young people and recognises our obligations and responsibilities.

The Wellbeing Framework for schools**CONNECT**

- ❖ Students are actively connected to their learning through meaningful, engaging and rewarding personalised learning experiences.
- ❖ Students have positive and respectful relationships with each other, their teachers, and the community.
- ❖ Students experience a sense of belonging and connectedness that respects diversity and identity.
- ❖ Students are self-aware and regulate their own emotions and behaviours. Students have the social and emotional skills to develop and maintain positive relationships and engage in pro-social behaviour.
- ❖ Students relate to their cultural, religious, or spiritual backgrounds.
- ❖ Staff nurture professional relationships with students which are safe, respectful, and supportive, and which help students to reach their full potential.
- ❖ The school is focused on building individual and collective wellbeing through a climate of care and positivity.
- ❖ Parents and the broader school community actively participate in the school and in helping students to develop positive connections.

SUCCEED

- ❖ Students are succeeding in their learning.
- ❖ Students strive toward and achieve meaningful goals.
- ❖ Students are confident and resilient learners. They have positive self-esteem, stretch themselves and take risks in their learning. They demonstrate self-discipline and effort toward their learning.
- ❖ Students are provided opportunities to succeed, and success is celebrated in a meaningful way.
- ❖ Students develop strong positive character traits that are reflected in their behaviour, decision making and relationships.
- ❖ Staff enable success by personalising student learning and supporting students to achieve.
- ❖ Staff enable success by contributing to a positive, supportive, and encouraging learning environment.
- ❖ Parents and the broader school community actively participate in supporting and reinforcing student learning.

THRIVE

- ❖ Student learning takes place in an environment which fosters and develops choice, accomplishment, positive relationships, enjoyment, growth, health, and safety. Students are self-directed, take initiative and grasp opportunities. Students contribute to the learning of other students and to the school community more broadly. Students have a powerful sense of meaning and purpose.

- ❖ Students develop the skills to reflect on and positively shape their behaviour in the context of ethical decision making.
- ❖ Students are recognised and celebrated.
- ❖ Staff contribute to environments which allow students to thrive by delivering high quality learning experiences.
- ❖ The school has high expectations for every student.
- ❖ Parents and the broader community support and enable the aspirations of every student.

ENABLING SCHOOL ENVIRONMENT

- ❖ Students are recognised, respected, and valued.
- ❖ Students are given opportunities to exercise choice in self-regulation, self-determination, ethical decision-making, and responsibility.
- ❖ Collaborative partnerships are built with students, staff, families, communities, and other organisations to support and develop students and school communities.
- ❖ Professional practice is valued and there is a commitment to ongoing improvement and student wellbeing.
- ❖ Resources are used to best meet individual and collective student needs.
- ❖ The school environment is a safe and healthy place to be.
- ❖ Counselling and wellbeing services provide essential expertise to schools and communities to guide student growth and development.
- ❖ Schools provide learning experiences that contribute to the development of individual character traits and positive group dynamics.
- ❖ What does the Wellbeing Framework mean for schools?
- ❖ There are strong links between school excellence and wellbeing. Schools should consider teaching and learning and the development of wellbeing as parallel, integrated, complementary processes.
- ❖ All schools are required to have a planned approach to wellbeing in a place that incorporates the elements of the Wellbeing Framework.



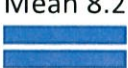









Teaching and learning

- ❖ Schools will consider aspects of and factors contributing to wellbeing in the delivery of teaching and learning.
- ❖ Students should be provided with opportunities to connect, succeed, and thrive that are relevant to their stages of learning and development.
- ❖ The child or young person's subjective view of their own wellbeing is recognised by schools, peers, and parents as an important measure to inform decisions about the child or young person.
- ❖ Whole school approaches to physical health and fitness, social skills and friendship, empathy and resilience, peer support and mentoring, student leadership, citizenship and community engagement contribute to the growth of individual and collective wellbeing.

Behaviour, discipline, and character education

- ❖ Every school will implement a comprehensive and inclusive strategy to create an environment with clearly defined behavioural expectations.
- ❖ All members of the school community should consistently implement the agreed strategy to create a positive teaching and learning environment.
- ❖ The school recognises the importance of developing and shaping the character of the individual and maximises opportunities for personal growth.
- ❖ Students have a responsibility to be active learners who exercise self-regulation appropriate to their age and level of understanding.
- ❖ Parents and caregivers play a key role in working with the school to develop their child's understanding, skills, and character.
- ❖ Teaching and learning are not disrupted by unacceptable behaviour in the classroom, on the playground and in activities for which the school is responsible.
- ❖ The principal implements systems to meet accountabilities relating to wellbeing policies in the school environment.
- ❖ The principal effectively uses school and system resources to support the learning and wellbeing of all students.
- ❖ School planning.

TTFM (Tell Them from Me) Survey breakdown 2020-2022

<p>Student participation in school sports</p> <p>68% 2020 61% 2021 S1 57% 2021 S2 69% 2022 S1</p> <p>Mean 83%</p> 	<p>Students with a positive sense of belonging</p> <p>64% 2020 60% 2021 S1 55% 2021 S2 63% 2022 S1</p> <p>Mean 81%</p> 	<p>Students with positive relationships</p> <p>82% 2020 78% 2021 S1 83% 2021 S2 82% 2022 S1</p> <p>Mean 85%</p> 	<p>Students that value schooling outcomes</p> <p>91% 2020 89% 2021 S1 92% 2021 S2 87% 2022 S1</p> <p>Mean 96%</p> 	<p>Students with positive behaviour at school</p> <p>90% 2020 94% 2021 S1 89% 2021 S2 85% 2022 S1</p> <p>Mean 83%</p> 	<p>Students who are interested and motivated</p> <p>69% 2020 61% 2021 S1 52% 2021 S2 59% 2022 S1</p> <p>Mean 78%</p> 
<p>Effective learning time</p> <p>8.3 2020 8.2 2021 S1 8.1 2021 S2 8.2 2022 S1</p> <p>Mean 8.2</p> 	<p>Relevance</p> <p>7.5 2020 7.5 2021 S1 7.2 2021 S2 7.6 2022 S1</p> <p>Mean 7.9</p> 	<p>Students who are victims of bullying</p> <p>24% 2020 21% 2021 S1 18% 2021 S2 26% 2022 S1</p> <p>Mean 36%</p> 	<p>Students know where to seek help if bullied</p> <p>68% 2020 72% 2021 82% 2022</p> 	<p>Positive teacher-student relations</p> <p>8.4 2020 8.6 2021 S1 8.3% 2021 S2 8.4 2022 S1</p> <p>Mean 8.4</p> 	<p>Effort</p> <p>86% 2020 86% 2021 S1 81% 2021 S2 87% 2022 S1</p> <p>Mean 88%</p> 
<p>My teachers have a good understanding of my culture</p> <p>92% 2020 89% 2021 S1 72% 2021 S2 57% 2022 S1</p> 	<p>I feel good about my culture when I am at school.</p> <p>96% 2020 85% 2021 70% 2022</p> 	<p>School staff emphasise academic skills and hold high expectations for all students to succeed</p> <p>8.2 2020 8.4 2021 S1 8.3 2021 S2 8.6 2022 S1</p> <p>Mean 8.7</p> 	<p>Students understand there are clear rules and expectations for classroom behaviour</p> <p>7.1 2020 7.2 2021 S1 7.2 2021 S2 7.2 2022 S1</p> <p>Mean 7.2</p> 	<p>Advocacy at school</p> <p>7.6 2020 7.7 2021 S1 8.0 2021 S2 8.0 2022 S1</p> <p>Mean 7.7</p> 	<p>I feel proud of my school.</p> <p>79% 2020 76% 2021 S1 79% 2021 S2 78% 2022 S1</p> 

Definitions of Bullying

Bullying, harassment, discrimination, and violence are all interpersonal behaviours that can create or contribute to negative social environments. All school communities should have clear definitions outlined in their school policies and procedures for bullying, harassment, discrimination, and violence.

The national definition of bullying for Australian schools says:

- 1. Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more people who feel unable to stop it from happening.*
- 2. Bullying can happen in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records).*
- 3. Bullying of any form or for any reason can have immediate, medium, and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.*

Behaviours that do not constitute bullying include:

- ❖ Mutual arguments and disagreements (where there are no power imbalance).
- ❖ Not liking someone or a single act of social rejection.
- ❖ One-off acts of meanness or spite.
- ❖ Isolated incidents of aggression, intimidation, or violence.

However, these conflicts still need to be addressed and resolved.

Bullying Statistic in NSW schools

- ❖ Approximately one in four Year 4 to Year 9 Australian students (27%) report being bullied every few weeks or more often (considered to be frequent) during the last term at school.
- ❖ Frequent school bullying was highest among Year 5 (32%) and Year 8 (29%) students.
- ❖ 83% of students who bully others online, also bully others offline.
- ❖ 84% of students who were bullied online were also bullied offline.
- ❖ 85% of Peers as onlookers of bullying interactions and play a significant role in the bullying process.
- ❖ Hurtful teasing was the most prevalent experience by students, followed by hurtful lies.
- ❖ Cyberbullying is related to age (or access to technology), with older students more likely to engage in cyberbullying than younger students.
- ❖ More students have experienced bullying than have not 59% say they have experienced bullying.
- ❖ One in five experiences it weekly (20%).
- ❖ Four in five students recognise the seriousness of the issue of bullying, with 80% saying it is a problem in their school.

Anti-bullying K-6 Scope and Sequence KVPS

OVERVIEW

Health, Wellbeing and Relationships - The strand Health, Wellbeing and Relationships focuses on students developing the knowledge, understanding and skills for building respectful relationships, enhancing personal strengths, and exploring personal identity to promote the health, safety and wellbeing of themselves and others. Students develop strategies to manage change, challenges, power, abuse, violence and how to protect themselves and others in a range of situations.

Interpersonal Skills – This strand supports students in building skills for negotiation, refusal, conflict management and being able to confidently express feelings support students to build and manage relationships that are caring and respectful. Interpersonal skills develop a student’s capacity to effectively relate to and interact with other people. Children and young people develop interpersonal skills through interactive experiences that involve various forms of communication and collaboration. They build empathy by learning to respond to and understand.

The Anti-bullying Scope and Sequence maps out a two-yearly plan that covers all age-appropriate content for each student stage and year group. This programming allows KVPS to guide future planning and ensure students are explicitly taught and guided to understand, report, and respond to acts of bullying safely and appropriately.

EVEN YEAR PDH – Ant Bullying

Term 1	Term 2	Term 3	Term 4
<p>Early Stage 1:</p> <ul style="list-style-type: none"> • PDe-2 Identifies people and demonstrates protective strategies that help keep themselves healthy, resilient, and safe. • PDDe-9 Practices self-management skills in familiar and unfamiliar scenarios. • PDDe-10 Uses interpersonal skills to effectively interact with others. 	<p>Stage 1:</p> <ul style="list-style-type: none"> • PD1-10 Describes and practices interpersonal skills to promote inclusion to make themselves and others feel they belong. • PD1-9 Demonstrates self-management skills in taking responsibility for their own actions. • PD1-2 Recognises and describes strategies people can use to feel comfortable, resilient, and safe in situations. 	<p>Stage2:</p> <ul style="list-style-type: none"> • PD2-9 Demonstrates self-management skills to respond to their own and others’ actions. • PD2-2 Explains and uses strategies to develop resilience and to make them feel comfortable and safe. • PD2-10 Demonstrates a range of interpersonal skills that build and enhance relationships and promote inclusion in various situations. 	<p>Stage 3:</p> <ul style="list-style-type: none"> • PD3-9 Applies and adapts self-management skills to respond to personal and group situations. • PD3-2 Investigates information, community resources and strategies to demonstrate resilience and seek help for themselves and others. • PD3-10 Selects and uses interpersonal skills to interact respectfully with others to promote inclusion and build connections.

Killarney Vale Public School - Anti-bullying Policies and Procedures.

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<p>Unit title – Behaviour Code of conduct.</p> <p>Unit description – Students understand the school expectations and model the behaviours we value in our students. They explore how to build and maintain caring, respectful, and inclusive relationships within the school community.</p> <p>Key inquiry questions <u>ES1</u> – Do I know the STAR Values at KVPS? <u>Stage 1</u> – What are the STAR values at KVPS? <u>Stage 2</u> – Can I name behaviours will earn me a STAR slip? <u>Stage 3</u> Can I identify are my expectations when I am at school?</p>	<p>Unit title – Bullying definitions.</p> <p>Unit description – Students understand the definition of bullying and can identify bullying in action.</p> <p>Key inquiry questions <u>ES1</u> – What does bullying mean at school? <u>Stage 1</u> – What does it mean to be bullied? <u>Stage 2</u> – What is the definition of bullying? <u>Stage 3</u> – Can I give examples and definitions of bullying in action?</p>	<p>Unit title – KVPS Rockstars.</p> <p>Unit description – Students explore the school PBL values and what it means to be a KVPS Rockstars. Students develop resilience and strategies to recognise negative behaviours and how to report incidents of bullying to staff members.</p> <p>Key inquiry questions <u>ES1</u> – Why is it important to tell the teacher? <u>Stage 1</u> – Who can I tell when I am being bullied? <u>Stage 2</u> – Can I explain our STOP, WALK, TALK system at school? <u>Stage 3</u> – How can I best support my peers when bullying occurs?</p>	<p>Unit title – By stander vs, Upstander.</p> <p>Unit description – Students learn how to become an active bystander by standing up for their peers in positive ways. Students develop social skills and strategies to recognise bullying and how to best support their peers.</p> <p>Key inquiry questions <u>ES1</u> – What should we do when our friends are sad? <u>Stage 1</u> – How can I help from peers when they are being bullied? <u>Stage 2</u> – How do I become an active upstander? <u>Stage 3</u> – Why is it important to be an active upstander?</p>
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ODD YEAR PDH – Ant bullying

<p>Early Stage 1:</p> <ul style="list-style-type: none"> • PDe-2 Identifies people and demonstrates protective strategies that help keep themselves healthy, resilient, and safe. • PDDe-9 Practices self-management skills in familiar and unfamiliar scenarios. • PDDe-10 Uses interpersonal skills to effectively interact with others PD1-2 recognises and describes strategies people can use to feel comfortable, resilient, and safe in situations. 	<p>Stage 1:</p> <ul style="list-style-type: none"> • PD1-10 Describes and practices interpersonal skills to promote inclusion to make themselves and others feel they belong. • PD1-9 Demonstrates self-management skills in taking responsibility for their own actions. 	<p>Stage2:</p> <ul style="list-style-type: none"> • PD2-9 Demonstrates self-management skills to respond to their own and others' actions. • PD2-2 Explains and uses strategies to develop resilience and to make them feel comfortable and safe. • PD2-10 Demonstrates a range of interpersonal skills that build and enhance relationships and promote inclusion in various situations. 	<p>Stage 3:</p> <ul style="list-style-type: none"> • PD3-9 Applies and adapts self-management skills to respond to personal and group situations. • PD3-2 Investigates information, community resources and strategies to demonstrate resilience and seek help for themselves and others. • PD3-10 Selects and uses interpersonal skills to interact respectfully with others to promote inclusion and build connections.
Term 1		Term 2	
<p>Unit Title Building and maintaining positive relationships.</p> <p>Unit description – Students identify</p>	<p>Unit Title Forms of bullying.</p> <p>Unit description – Students identify</p>	<p>Unit Title Reporting Bullying.</p> <p>Unit description – Students learn how to</p>	<p>Unit Title Preventing bullying.</p> <p>Unit description – Students build a toolkit of</p>
Term 3		Term 4	

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<p>positive relationships in their life and discuss how they are recreated/maintained. Students identify aspects of being a good friend and how best to sustain positive relationships.</p> <p>Key inquiry questions <u>ES1</u> – Can I describe what makes a good friend? <u>Stage 1</u> – How can I be a good friend? <u>Stage 2</u> – How do we establish and maintain positive friendships? <u>Stage 3</u> – What attributes contribute to a positive/solid friendship?</p>	<p>the different forms of bullying: verbal, emotional, physical, cyber etc. and the varying effects they can have on the victim.</p> <p>Key inquiry questions <u>ES1</u> – How do I know it is bullying? <u>Stage 1</u> – Can I recognise the differences from someone being mean and someone being a bully? <u>Stage 2</u> – Can I explain the definition of bullying? <u>Stage 3</u> – Is bullying a one of occurrence? Can I identify the 3 forms of bullying?</p>	<p>report bullying and how to respond to different scenarios, developing greater strategies to report forms of bullying in the community.</p> <p>Key inquiry questions <u>ES1</u> – Who can we tell if we are feeling sad or hurt from our friends? <u>Stage 1</u> – Can I name staff/adults who I trust? <u>Stage 2</u> – If a friend confides in you about an act of bullying, what should I do? <u>Stage 3</u> – Why is it important to inform staff members about acts of bullying as soon as they happen?</p>	<p>resources, skills, and strategies from previous topics to recognise, prevent and resolve bullying. Students learn how best to work with a growth mindset and how to foster positive relationships.</p> <p>Key inquiry questions <u>ES1</u> – Why is it so important to be nice to everyone? <u>Stage 1</u> – How can I include others in my play? <u>Stage 2</u> – How can I ensure I include my peers, and no one feels left out? <u>Stage 3</u> – How can I be inclusive to all my peers even when there are differences?</p>
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Positive Behaviour for Learning (PBL)

WHAT IS PBL?

Positive Behaviour for Learning (PBL) is a whole school approach to a proactive, school wide, positive behaviour management system.

Established from research and evidence-based practices, it provides strategies for all students to increase academic performance, improve safety and decrease problem behaviour.

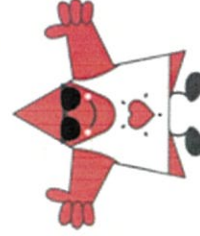
PBL is a vehicle for establishing positive school culture.

Killarney Vale Public School has established four core values known as our STAR VALUES as part of the PBL process-

S – Safety



T – Tolerance



A – Achievement



R-Responsibility



We explicitly teach the weekly expectations we are promoting and reward our students frequently with Star Slips and positive acknowledgement. Students are rewarded for appropriate behaviour using 'STAR slips', 'Reward Days', 'STAR Awards' 'Shooting STARS' and 'Star Points'.

Positive communication between home and school is promoted through the 'Shooting STAR's.

Star Points – are a cloud-based reward system where individual students are assigned an avatar and given points for positive actions demonstrated by behaviour and academic performance.

STAR Slips - are awarded to students displaying our STAR values in the classroom and playground. These are awarded regularly throughout the school day and are traded for star points in which they collect for larger reward

DoE (Department of Education) -Cyberbullying

Cyberbullying is bullying using digital technologies including mobile phones, email, and social media tools.

Cyberbullying includes:

- ❖ **Pranking:** Repeated hang ups, anonymous, mocking, or threatening phone calls.
- ❖ **Image sharing:** Forwarding or sharing unflattering or private images without permission.
- ❖ **Sexually explicit images:** People of any age, who forward or share images of a sexual nature of a person under 18 need to be aware that this is a criminal offence (child pornography) that may result in prosecution.
- ❖ **Text and email:** Sending insulting or threatening text messages or emails.
- ❖ **Personal online information:** Publishing online someone's private, personal, or embarrassing information without permission, or spreading rumours online.
- ❖ **Identity theft:** Assuming someone's identity online and negatively representing them in a way that damages their reputation or relationships.
- ❖ **Hate sites:** Creating hate sites or implementing social exclusion campaigns on social networking sites.

It is also cyberbullying when a student, or students, uses technology to run a multi-step campaign to bully another student. For example, setting another student up to be assaulted, video-recording their humiliation, posting the videorecording online and then sending the website address to others.

Cyberbullying vs bullying

While cyberbullying is like bullying in some ways, there are also differences.

Differences:

- ❖ **Cyberbullying is invasive**
It can be difficult to escape and is incredibly invasive. It is more likely to occur outside of school, including while at home, and can happen at any time.
- ❖ **Cyberbullying can involve a large audience**
It can involve harmful material being widely and rapidly shared to a large audience, for example, rumours and images can be posted on public forums or sent to many people at once. This material can also continue to be available and harmful long after cyberbullying has ceased.
- ❖ **Cyberbullies have a sense of anonymity**
It can provide the bully with a sense of relative anonymity and distance from the target, so there is a lack of immediate feedback or consequences.

Similarities:

- ❖ **Power imbalance**
The power imbalance between the 'bully' and 'target,' the repetitive nature of the bullying behaviour and the intent to harm, humiliate, embarrass, ostracise, or isolate can occur in bullying and cyberbullying.
- ❖ **Types of behaviour**
Types of behaviour including spreading rumours and making threats or insults, can occur in bullying and cyberbullying.
- ❖ **Reasons for behaving in a bullying way**
People often engage in cyberbullying for the same reasons they engage in bullying.

KILLARNEY VALE PUBLIC SCHOOL STUDENT EXPECTATIONS FOR ONLINE LEARNING



Killarney Vale Public School is committed to providing a safe, supportive, and responsive learning environment for everyone. Online Learning will form part of our learning experience. The following expectations are aligned with our STAR Values and guide our educational interactions on various online platforms. Following these expectations will help students and teachers make the most of online learning opportunities.

SAFETY	TOLERANCE
<p>Speak politely to family, friends, and teachers all the time.</p> <p>Work in a safe, comfortable, quiet space in homes that has been set aside for learning.</p> <p>Take breaks from screen time.</p>	<p>Collaborate with and support classmates with their learning.</p> <p>Follow teacher and parent instructions and remember to share online resources with family members.</p>
ACHIEVEMENT	RESPONSIBILITY
<p>Create a daily routine for learning and try to stick with this routine.</p> <p>Complete tasks honestly and always try to do your best work.</p>	<p>Regularly monitor online platforms and communication to check for announcements and feedback from teachers.</p> <p>Communicate with teachers if you are having problems with work or need additional support.</p>

When going online, students MUST always follow these rules:

1. **NO** – to looking for, reading, sending, or linking to anything rude, scary, or unkind.
2. **GO** – to a responsible adult if they see anything rude, scary, or unkind.
3. **TELL** – a responsible adult about anything they receive, send, or read that makes them feel uncomfortable.

Please review and discuss these expectations with all the students at Killarney Vale Public School. It is important that all students understand these expectations as they will support a positive online learning environment for everyone in our school community.

KVPS and Bullying

A clear, comprehensive definition of bullying is essential to enable schools to identify bullying and distinguish it from other types of conflicts or violence, so that appropriate strategies and interventions can be used. Killarney Vale Public School has a zero tolerance towards bullying and actively works with students, parents, and community members to provide an inclusive positive school experience.

Staff Statement: *The staff at Killarney Vale believe bullying is a repeated action that is negative and harmful. It can be ongoing and deliberate. It can be directed at the same person or friendship group and will be investigated immediately. At KVPS we strive to provide an inclusive and positive experience for all students with a zero-tolerance approach towards bullying. The staff provide an inclusive positive school experience for all students, parents, and community members.*

At KVPS we strive to provide an inclusive and positive experience for all students with a zero-tolerance approach towards bullying. The staff are dedicated to actively working with students, parents, and community to provide an inclusive positive school experiences.