NSW GOVERNMENT | Education

ANTI-BULLYING PLAN 2025

Broken Hill 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.

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 BHPS 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 BHPS 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
Term 1	Behaviour Code with students in classrooms.
Term 2	Daily Check-Ins and morning/ after lunch musters to promote positive interactions. Buddy Teachers, Mission Australia small group intervention
Term 3	Bullying PDHPE Lessons- Weekly 1 hour timetabled lessons. Anti Bullying Week of Action Week 4 Term 3- Targeted Units of work and introduction to the Behaviour Code for students Year 6 Transition Plan Support for Broken Hill High School

	Kids Helpline- PL Sessions
Term 4	External Agency supports and lessons. School Nurse running Cyberbullying workshops. Kids Helpline running 2 sessions on respectful relationships Whole School Transition Days- Setting expectations of positive behaviour at school.

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	Code of Conduct (annual updates and review)
Term 2	Whole Staff: Online Behaviour Course delivered through APLS SLSO: Staff Development Day for Behaviour and Bullying (delivered by APLS)
Term 3/4	ViSi training with APLS and the Team Around the School. Transition programs developed by APLS, LaST and Principal.

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.

- The principal, or delegate, speaks to new staff when they enter on duty at the school, as part of the induction process (Term 1, annually).
- Casual staff are provided with an information folder when they enter on duty at the school, part of induction process. An executive staff member speaks to new and casual staff when they enter on duty at the school.
- Staff Development Day Term 1 includes an annual 'Induction' presentation identifying students and issues causing concern.
- H&S supports and services for students and staff communicated on dedicated platforms.

2 Partnerships with families and community

Effective schools have high levels of parental and community involvement. This involvement is strongly related to improved student learning, attendance and behaviour. Our school proactively builds collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety and wellbeing.

2.1 Website

Our school website has information to support families help their children to regulate their emotions and behaviour and develop socially. Information is provided to assist if children have been involved in bullying behaviour (as the person engaging in bullying behaviour, as the person being bullied or as the person witnessing the bullying behaviour).

The following are published on our school's website. Check the boxes that apply.

☑ School Anti-bullying Plan ☑ NSW Anti-bullying website ☑ Behaviour Code for Students

2.2 Communication with parents

Our school will provide information to parents to help promote a positive school culture where bullying is not acceptable and to increase parent's understanding of how our school addresses all forms of bullying behaviour.

Dates	Communication methods and topic
Ongoing	Enrolment/Information packs (provided during enrolment, transition & individual enrolment interviews)
Ongoing	School Newsletters and Dojo/ Facebook posts
Ongoing	Sentral notices
Ongoing	P&C consultation

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.

- Learning and Support team analyses and responds to data on a fortnightly basis.
  Tiered response to support bullying behaviour exists and is available for all staff on Teams.
- Positive behaviours are consistently acknowledged, e.g. Positive Message home, Learning Highlights, Merit and POP (Power of Positives) awards.
- Outside agencies are engaged to work with both students and staff for wellbeing and behaviour.
  UDRH practicum students (Occupational Therapy & Social Worker)
- Check-ins by Learning and Support staff for those students at risk
- The Resilience Project- Gratitude, Empathy, Mindfulness, Emotional Literacy (GEME)

Completed by: Learning Support Team (Janet Mateer)

Position: LaST Teacher/ AP

Signature: Date: 13/02/2025

Principal name: Jonathon Thomas

Signature: Date: 13/02/2025