 **Our School Anti-Bullying Plan**

**Young North PS Annual School Report for 2015**

Our School Anti-Bullying Plan Annual Report

Our school anti-bullying plan outlines the processes for preventing and responding to student bullying in our school and reflects the *Bullying: Preventing and Responding to Student Bullying in Schools Policy*of the New South Wales Department of Education and Communities.

The school’s bullying policy is freely available from:

Young North Public School

William Street, Young NSW 2594

Ph: 63822579

Email: kel.smerdon@det.nsw.edu.au

Web: [www.**youngnorth**-p.schools.nsw.edu.au/](http://www.youngnorth-p.schools.nsw.edu.au/)

To comply with the *Bullying: Preventing and Responding to Student Bullying in Schools Policy* schools are required to report annually to their school community on the effectiveness of their anti-bullying plan.

Statement of purpose

Young North Public School aims to provide a safe, secure and caring environment for our children to grow in harmony.

Our school does not tolerate bullying in any form (verbal, social, psychological or physical) and expects all members of the school community to treat each other with respect and empathy while acting responsibly.

We believe that everyone has the right to feel safe and valued and every member of the school community has a responsibility to ensure that this happens. Young North is a PBL school.

Protection

Whole school bullying and more broadly student welfare programs are under constant review. In 2012 Young North commenced as National Partnerships School which included whole of community consultation including in the area of bullying. The following data gathering tools were utilised:

Evaluation

Methods included:

-Focus Groups: Parent, Student and Staff

- RISC student welfare data harvesting

- Whole school surveying in the area of whole school culture including bullying.

Young North also commenced a 5 year commitment to building the Positive Behaviour for Learning program into its school culture. The initial phases of this process included:

- Whole school behaviour and welfare systems analysis including bullying concerns.

- Completion of external audits in the area of playground behaviour and school culture.

- Completion of external audit of school welfare systems and staff attitude and consistency of approach to dealing with bullying.

Findings

Findings showed a need to continue to maintain:

1. Regular correspondence of clear pathways to report bullying issues when they first arise for parents and students.

2. Continued consistent policy awareness and response processes to be implemented by staff.

3. The need to work on proactive measures to address student self-esteem and conflict resolution skills

4. The need to address cyber bullying and a growing concern.

Ongoing Evaluation

As part of the PBL commitment Young North maintains detailed and consistent records of student minor and major behaviours including bullying behaviours. From this data student relationship needs are addressed quickly and proactively as reviewed by the school’ PBL and Learning Support Teams. Through this constant data gathering the school aims to:

* Address concerns quickly through counselling, mediation and fair consequences.
* Refine school systems to support harmonious relationships eg effective playground supervision, induction programs, staff consistency.
* Refine school welfare programs such as social skilling, conflict resolution and self-efficacy and self esteem needs.

Prevention

Evaluation

Methods included

-Focus Groups: Parent, Student and Staff

- RISC student welfare data harvesting

- Whole school surveying in the area of whole school culture including bullying.

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Findings

- The school required clear articulation of school values that would define what was expected of students, staff and parents.

- What these values looked like need to be defined and taught to students across all school areas.

- Whole school reward systems needed to reward anti bullying behaviours and positive school culture / behavior.

- Continued data gathering needed to occur to ensure consistent tracking or bullying trends across cohorts, in locations, amongst particular students and through particular types of behaviour.

Ongoing Evaluation

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* Refine school systems to support harmonious relationships eg effective playground supervision, induction programs, staff consistency.
* Refine school welfare programs such as social skilling, conflict resolution and self-efficacy and self esteem needs.
* Ensure parents and students have a clear understanding of the school culture and expectations across the school site and the school has a common values based language when talking about how the school community will treat each other.

Early Intervention

Evaluation

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Findings

- Anecdotal data showed that students had difficultly resolving conflicts. A proactive school approach was needed to address whole school conflict resolution skills to give students a tool kit to more effective resolution. Social skills program developed in RFF as a response and is working well with reduced conflict based data and bullying instances.

- Students who were bullied often lacked social efficacy and could be reluctant to come forward. A clear definition of school values and culture was needed ensure the dominant school culture was communicated along with expectations of what one does of they are bullied. Values have been developed and PBL signage, lesson plans and staff training have resulted in strong bullying behavior reductions as evidenced by RISC data.

- Staff consistency was needed when dealing with major and minor level behaviours with a focus on early intervention and resolution to build student trust and using common values based language. PBL audit was 100% including consistency of staff responses to student concerns.

Ongoing Evaluation

As part of the PBL commitment Young North maintains detailed and consistent records of student minor and major behaviours including bullying behaviours. From this data student relationship needs are addressed quickly and proactively as reviewed by the school’ PBL and Learning Support Teams. Through this constant data gathering the school aims to:

* Refine school welfare programs such as social skilling, conflict resolution and self-efficacy and self esteem needs.
* Develop a school culture that has strong and empowered citizens who don’t tolerate bullying and who collectively support students who are victims of bullying.
* Educate students about the positive PBL values of Respect Responsibility and Empathy.

Response

**Evaluation**

Methods Include

RICS data gathering

Student, Staff and Parent Surveys

Student, Staff and Parent Focus Groups

-Completion of external audits in the area of playground behaviour and school culture.

- Completion of external audit of school welfare systems and staff attitude and consistency of approach to dealing with bullying.

Findings

- Prior to PBL audit and major and minor behavior reviews staff had inconsistent responses to bullying. Anecdotal data suggests that, while time consuming, the time spent defining major and minor behaviours and expected responses was a very rewarding process.

- Parents surveys displayed some dissatisfaction with school responses to bullying but when investigated this was largely caused by poor communication from the school surrounding what had actually been addressed but not passed on to parents.

- Students responded positively when PBL values were defined and explicit teaching of these values across the site commenced. RISC data displayed significant drops in suspensions and detentions for bullying based behaviours.

Ongoing Evaluation

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Additional Information

Every three years the school conducts a welfare and behavior management review as part of its whole school review scope and sequence and annual school reporting. In this process and combination of focus groups, surveys and anecdotal data gathering is used to support ongoing staff and student incident recording. All school stake holders are included in this process and offered the opportunity to give their feedback through this process.

Principal’s comment

Young North is a school that works proactively as well as reactively to ensure bullying is both prevented but also responded to in a manner that builds community capacity to relate to each other with empathy and respect. It is everyone’s responsibility to ensure bullying does not interfere with quality learning and work environments.

The school continues to evaluate, plan and implement strategies that will ensure these environments are ones where bullying is not accepted.

Kel Smerdon

Principal

School contact information

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