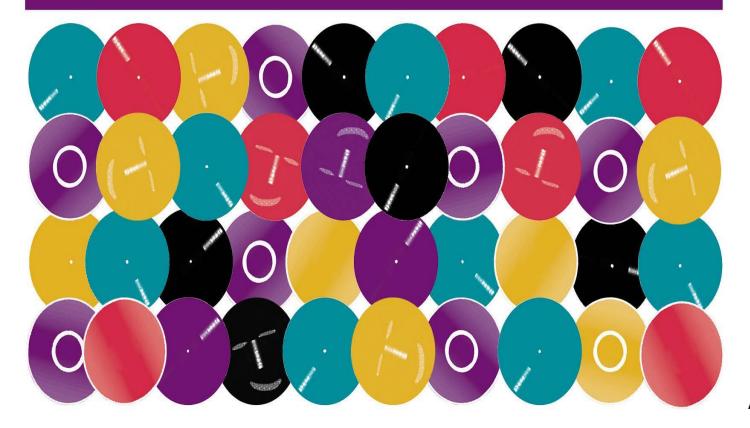**Sylvania Heights Public School-2017**

Anti-bullying Plan

Author: Bonita Hawkes

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# Bullying:
## Preventing and Responding to Student Bullying in Schools Policy (2011)

The NSW Department of Education and Communities rejects all forms of bullying. No student, employee, parent, caregiver or community member should experience bullying within the learning or working environments of the Department.

## Bullying

**Bullying is repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. Cyber bullying refers to bullying through information and communication technologies.**

**Bullying can involve humiliation, domination, intimidation, victimisation and all forms of harassment including that based on sex, race, disability, homosexuality or transgender. Bullying of any form or for any reason can have long term effects on those involved including bystanders.**

**Conflict or fights between equals or single incidents are not defined as bullying.**

Bullying behaviour can be:

- **verbal** eg name calling, teasing, abuse, putdowns, sarcasm, insults, threats
- **physical** eg hitting, punching, kicking, scratching, tripping, spitting
- **social** eg ignoring, excluding, ostracising, alienating, making inappropriate gestures
- **psychological** eg spreading rumours, dirty looks, hiding or damaging possessions, malicious SMS and email messages, inappropriate use of camera phones.

The term "bullying" has a specific meaning. The school's Anti-bullying Plan sets out **the processes for preventing and responding to student bullying**. The school has a range of policies and practices, including welfare and discipline policies that apply to student behaviour generally.

Schools exist in a society where incidents of bullying behaviour may occur. Preventing and responding to bullying behaviour in learning and working environments is a shared responsibility of all departmental staff, students, parents, caregivers and members of the wider school community.

**School staff** have a responsibility to:

- respect and support students
- model and promote appropriate behaviour
- have knowledge of school and departmental policies relating to bullying behaviour
- respond in a timely manner to incidents of bullying according to the school's Anti-bullying Plan.

In addition, teachers have a responsibility to:

- provide curriculum and pedagogy that supports students to develop an understanding of bullying and its impact on individuals and the broader community.

**Students** have a responsibility to:

- behave appropriately, respecting individual differences and diversity
- behave as responsible digital citizens
- follow the school Anti-bullying Plan
- behave as responsible bystanders
- report incidents of bullying according to their school Anti-bullying Plan.

**Parents and caregivers** have a responsibility to:

- support their children to become responsible citizens and to develop responsible online behaviour
- be aware of the school Anti-bullying Plan and assist their children in understanding bullying behaviour
- support their children in developing positive responses to incidents of bullying consistent with the school Anti-bullying Plan
- report incidents of school related bullying behaviour to the school
- work collaboratively with the school to resolve incidents of bullying when they occur.

**All members of the school community** have a responsibility to:

- model and promote positive relationships that respect and accept individual differences and diversity within the school community
- support the school's Anti-bullying Plan through words and actions
- work collaboratively with the school to resolve incidents of bullying when they occur.

# Sylvania Heights Public School
# Anti-Bullying Plan

This 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.

All members of the school community contribute to the prevention of bullying by modeling and promoting appropriate behaviour and respectful relationships. The anti-bullying plan is developed collaboratively through representative focus groups students from the SRC, school staff of the Leadership team, Professional Learning and Stage meetings, parents and caregivers at School Council, P&C and the Parent and Carer Café group, and the community through the school newsletter. This plan is addressed in Term 1 and reviewed by representatives from the school community, staff, parents/community, and the students at the end of term 4 annually.

## Statement of purpose

The Sylvania Heights Public School Anti-Bullying Plan provides clear definitions for understanding bullying behaviour, and the processes for preventing and responding to bullying. The purpose of this plan is to outline the provision of a safe and respectful learning environment for Sylvania Heights students, where bullying is not accepted, and clearly explain the schools response if bullying does occur.

The Sylvania Heights Public School community has developed a shared understanding of bullying behaviour that captures all forms of bullying including cyber bullying and an individual and shared responsibility of students, parents, caregivers and teachers for preventing and responding to bullying behaviour. The SHPS community believes that a safe and respectful school community, where all students have the opportunity to learn to their potential, is founded on positive relationships, where bullying is not accepted. This Anti-Bullying Plan is founded on the principle that all members of our school community have a responsibility to:

- be aware of what constitutes bullying behaviour
- prevent bullying by promoting positive relationships and anti-bullying messages
- report bullying when it occurs
- respond to bullying according to this plan

Sylvania Heights Public School will provide a positive culture where bullying is not accepted. In alignment with our Positive Behaviours for Learning framework, all members of the school community will have the right to be respected from others, the right to learn or teach, and the right to feel safe and secure in the school environment.

At Sylvania Heights Public School we take a whole-school approach to anti-bullying, and are focused on developing a supportive school culture and a positive learning environment that encourages diversity.

## Aims of the Sylvania Heights Public School Anti-Bullying Plan:

- To reduce incidents of bullying at SHPS by promoting a zero tolerance approach to bullying
- To identify bullying when it occurs, and respond to it effectively
- To ensure that all members of the school community are aware that bullying is unacceptable and to seek support and cooperation from all school community members to ensure that the Anti-Bullying Plan is implemented effectively
- To ensure that the school community is aware of what constitutes bullying behaviour, and the signs and evidence of bullying
- To ensure that the school community is aware of their responsibility to report bullying: by students, parents and staff
- To empower victims and bystanders to speak up and report bullying behaviour
- To outline the positive protections provided by the school to create a safe, respectful learning environment, and develop resilience in students
- To outline the educational and wellbeing programs that are in place to prevent bullying
- To outline the early intervention prevention programs to support students at risk of involvement in bullying incidents
- To outline the clear processes that are in place for responding to incidents of bullying – student wellbeing and discipline response
- To outline the behaviour and support programs provided for students who have been involved in bullying incidents

## Protection

## Bullying Behaviour

Bullying is repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons.

Cyberbullying refers to bullying through information and communication technologies, using, but not limited to, SMS, pictures, sounds, video, emails, instant messaging, chat, and other forms of social media, such as Facebook, Snapchat, Twitter and Instagram.

Bullying can involve

- Humiliation, domination, intimidation, victimisation

- Forms of harassment- based on sex, race, disability, homosexuality or transgender

- Long term effects on those involved including bystanders

Conflict or fights between equals or single incidents are not defined as bullying

# Approach to bullying at Sylvania Heights Public School

Bullying behaviour is not accepted at Sylvania Heights Public School. The school will adopt a four-phase approach to bullying:

## 1. Protection:

Sylvania Heights Public School has a clear Anti-Bullying Plan, developed in consultation with staff, students, and parents. All stakeholders have a shared responsibility in protecting students from bullying. Sylvania Heights Public School has a whole-school emphasis on developing a positive learning environment, characterised by respect, through the Positive Behaviour for Learning framework. Students are further supported, through wellbeing programs, to develop resilience and positive mental health and wellbeing.

## 2. Prevention:

Sylvania Heights Public School provides programs to recognise the value of diversity, the importance of positive and respectful relationships, the negative impacts of violence and aggression, and the harmful impacts of bullying behaviour. Prevention programs are delivered as part of the curriculum across KLAs and to students through student wellbeing programs. Establish a safe environment at school. Schools can send a message that no one should be treated differently because they are, or are perceived to be Lesbian, gay, bisexual, or transgender (LGBT).
Sylvania heights Public School will take steps to prevent homophobia by:
- Teaching students so that they understand what constitutes homophobic language, and why it is offensive
- Assessing and monitoring the extent of homophobic bullying
- Using inclusive language throughout school curriculum
- Use of curriculum opportunities to promote respect for others
 - Provide professional learning and support

## 3. Early intervention:

Sylvania Heights Public School implements strategies and programs for students who are identified as being at risk of developing long-term difficulties with social relationships and those students who are identified at or after enrolment as having previously experienced bullying, or engaged in bullying behaviour. Build strong connections and keep the lines of communication open. Some LGBT youth often feel rejected. It is important for them to know that their families, friends, schools, and communities support them.

## 4. Response

Sylvania Heights Public School has a clear plan to respond to incidents of bullying. The Anti-Bullying Plan empowers the whole school community to recognise and respond appropriately to bullying, harassment and victimisation and behave as responsible bystanders. Wellbeing and discipline strategies will be implemented as part of this plan. The use of homophobic language to suggest that someone or something is inferior is unacceptable. This includes
comments such as "That's so gay", or "Those shoes are so gay". It is this school's policy that:
- Students are aware that homophobic language will not be tolerated in the school
- When an incident occurs students will be informed that homophobic language is offensive and will not be tolerated
- If a student makes homophobic remarks, staff will explain the effects that homophobic bullying has on people
- Persistent use of homophobic language will result in the implementation of the consequences within the school's
Discipline Policy
- Parents may be contacted by the school
- Serious incidents of homophobic bullying may require Police involvement.

## A shared approach to dealing with bullying

Schools exist in a society where incidents of bullying behaviour may occur. Preventing and responding to bullying behaviour in learning and working environments is a shared responsibility of all departmental staff, students, parents, caregivers and members of the wider school community.

All members of the school community contribute to the prevention of bullying by modelling and promoting appropriate behaviour and respectful relationships.

## Protection from bullying through a positive climate and respectful relationships

### Positive Behaviour for Learning

Sylvania Heights Public School utilises a school-wide behavioural framework – Positive Behaviour for Learning (PBL) - to enhance the school wellbeing and discipline system.  PBL reduces behavioural problems by explicitly teaching expectations and appropriate behaviour, and redirecting the focus to promote positive behaviour, and thus create and maintain a safe and harmonious, quality teaching and learning environment. The two core school rules based on Positive Behaviour for Learning are:

- Respectful
- Responsible learner

All students at Sylvania Heights Public School are expected to be respectful, responsible learners at all times.

Students are expected to display positive relationship skills, social responsibility, and problem solving skills in their relationships with others.

All staff have the responsibility to role-model positive relationships with students and other staff through their normal routines. Staff are also responsible for teaching, encouraging and supporting students in developing positive relationship skills.

At Sylvania Heights Public School, we develop a respectful, responsible learning environment by:

- building a positive school climate that fosters a sense of achievement and belonging for all students
- quality teaching, learning, and curriculum
- the use of effective and engaging pedagogy
- staff modelling of a consistent, caring and inclusive attitude towards students and other staff at all times
- communication of clear rules and procedures about behaviour guidelines, bullying, and harassment to staff, students and parents/caregivers
- ensuring that relevant school support services and personnel are available to students, including the Assistant Principals, School Counsellor, Chaplain, and Deputy Principal
- referral of bullying incidents, and prompt and effective response to incidents
- professional development for teachers, particularly teachers new to the school, in the Anti-Bullying Plan and processes
- developing positive and productive staff-student relationships
- rewarding positive student behaviour through Positive Behaviour for Learning and school wide reward system
- promoting Positive Behaviour for Learning in the classroom, playground, assemblies, newsletters, the school website, and on social media (school facebook)
- encouraging staff and students to use Positive Behaviour for Learning language –respectful, responsible learners.

## Building Resilience

Resilience is how individuals respond to threatening or stressful situations, and is about how we "bounce back" from challenges. In protecting against bullying, building resilience can substantially minimise the effects of bullying, and is crucial in helping students to develop the ability to cope in spite of adversity and achieve positive outcomes.

Resilience is changeable, and can be built upon. Resilience program called Bounce Back is provided for students organised by the Chaplain. Resilience includes having the confidence to speak up about situations, such as bullying, and building the strength to maintain positive mental health and wellbeing in challenging situations.

Parents and teachers have a responsibility to build resilience in Sylvania Heights Public School students, by providing safe, supportive and nurturing relationships and environments, and encouraging increasingly higher levels of independence, autonomy and initiative. The key strategies that young people need to be resilient are:

- Self-esteem
- Social skills
- Self-control
- Problem-solving skills
- Realistic expectations
- Optimistic thinking patterns

These skills should also be encouraged and developed at home.

Teachers will develop these strategies by implementing frequent and consistent positive language towards students and through a social skills program to each grade which will also involve the school chaplain. Teachers will display visual growth mindset posters and use the language – I will. Teachers will display visual aids on bullying (small and big

problem) and reinforce the meanings 'Is it bullying –rude, mean or bullying?

Resilience is a significant protective factor in bullying situations – it gives students the confidence to stand up for themselves and others in positive ways, report bullying, and recover from bullying incidents. Resilient young people are also less likely to be bullies.

## Prevention

## Strategies and programs for bullying prevention

The school will implement strategies to prevent bullying:

- promotion of the respectful, responsible learner message in all aspects of school life: assemblies, newsletters, playground and in classrooms
- professional development for staff relating to bullying, harassment, and proven counter measures
- community awareness and input relating to bullying, its characteristics, and the school's programs and response
- provision of programs that promote resilience, life and social skills, assertiveness, conflict resolution and problem solving
- classroom teachers clarify the school policy on bullying with students each year
- curriculum includes anti-bullying messages and strategies, embedded in KLAs, through PBL lessons

## Anti-Bullying in the curriculum

Sylvania Heights Public School provides programs to recognise the value of diversity, the importance of positive and respectful relationships, the negative impacts of violence and aggression, and the harmful impacts of bullying behaviour.

### KLAs:

- Prevention strategies, embracing diversity and promoting positive relationships are addressed through units in the PDHPE programs and a weekly lesson of a Positive Behaviour for Learning strategy.

## *Wellbeing programs for anti-bullying and positive relationships:*

*A range of anti-bullying initiatives are embedded into the Wellbeing Programs.*

*K-6*

- *Harmony Day develops intercultural understanding*
- *Public recognition, awards and rewards for positive behaviour.*
- *Social skills program for Kindergarten ( Putting your best foot forward)*
- *Buddy classes*
- *Brain Storm Productions-anti-bullying, cyber bullying and wellbeing education programs*
- *E-Safety commissioner*

*Year 6:*

- *Digital citizenship, anti-bullying and team-building sessions delivered by Police Liaison Officer throughout the year*
- *cybersafety sessions embedded in the curriculum focus on responsible and respectful behaviour online.*

- Focus on the importance of connectedness, the impact of bullying and the benefits of seeking help in developing a healthy sense of self

- Appreciation of and a commitment to healthy and socially just ways of living

- Making, communicating and acting upon health decisions

- Forming and maintaining positive relationships

- *Ways to enhance personal and community health and wellbeing*

- *Anger management programs.*

## *Early Intervention*

Early intervention is critical to responding effectively to bullying. At Sylvania Heights Public School we will regularly communicate to staff, students and parents/caregivers the importance of reporting bullying incidents involving themselves and/or others.

In addition, students at-risk of developing difficulties with building relationships, students who have previously been bullied, and students who have engaged in bullying behaviours, will be supported to build positive relationships and resilience, and avoid bullying in the future.

These students will be referred to the Learning Support Team for support, and may be referred to one or more of the following early intervention programs:

- **Peer Mediation** – allows students to solve minor peer-related issues with the assistance of our school Chaplain.
- **Cyber safety**- scope and sequence for all K-6 students
- **Working with the counsellor** - students can be referred by class teachers, Assistant Principals, Deputy Principal and Principal, self-referrals or parents relating to issues such as return from suspension, school, home, medical or disability. The counsellor will offer support and guidance until necessary.
- **Lessons on social skills** - Social skills are taught across KLAs in various lessons through teacher demonstration of socially accepted behaviour through the Bounce Back program, Behaviour for Learning program and  Seasons for Growth  program
- **Assistant Principal Learning and Support** – They offer regional support. APLS comes to Sylvania Heights Public School once we have exhausted all possible strategies to assist with rectifying behavioural and or learning needs.

Other Early Intervention strategies are implemented at Sylvania Heights Public School. These strategies are implemented by the Learning Support Teacher, Assistant Principal, School Chaplain, counsellor alongside the Deputy Principal.

## Response

## Teacher response

All staff must be committed to a common response to bullying when it does happen.

- Immediate intervention is crucial
- Clear procedures will be followed when a case of bullying is discovered

The school will provide support for the individual teacher so that they are able to maintain a safe classroom environment. The discipline policy and structures are mechanisms to support and maintain safe supportive classrooms.

Teaching staff have a responsibility to address incidents of bullying. Classrooms must be a safe, supportive environment where negative behaviour is recognised, publically condemned, and dealt with.

At Sylvania Heights Public School, teachers will:
- Watch for signs of distress, isolation and suspected incidents of bullying
- Look for reasons for this
- Not see bullying as "just" play-fighting, name-calling, a bit of fun, or just part of growing up
- Point out bullying behaviours
- Complete a notification on Sentral of bullying incident
- Student to approach staff 'I need help'
- Present individual support
- Refer to school chaplain or school counsellor

## Student response

Anti-bullying prevention education for all students, and regular communication of our Anti-Bullying Plan, teaches students to identify bullying, harassment, and victimisation behaviours, and report these incidents – both students who have been bullied and students who witness bullying.

Additionally, learning activities embedded in the curriculum are organised by the classroom teacher and, the students understand the importance of speaking up in support of students who they witness being bullied.

## Parent/Caregiver response

Ongoing consultation with the community regarding our response to bullying, harassment and victimisation, and the communication of our Anti-Bullying Plan, means that parents and caregivers are aware of what bullying is, and report if when it occurs.

## Reporting bullying

Bullying may be reported:

- In person by a student to a teacher

- Self-referral

- By a teacher

- School chaplain or school counsellor

- Via a confidential '*worry box'* inside the classroom

- By a parent: phone or email the office, leave a message and the relevant staff member will contact the parent.

All incidents of bullying that have been reported will be recorded on Sentral, and classroom teacher and Assistant Principal will be notified. The Sentral report will include the type of bullying, number of incidents and the action taken by the appropriate staff. This information will form the basis of data collection for the review of bullying in the school by the Learning Support Team.

The Learning Support teacher chairs a weekly meeting with the Learning Support Team that includes: classroom teacher, Assistant Principal, Principal and Counsellor. At these meetings referrals and reports are tabled that include but are not exclusive to bullying. The minutes from these meetings are recorded on Sentral for staff access.

When the need arises the Assistant Principal or Deputy Principal will place a notification for staff regarding particular types of bullying or individuals who may need support in dealing with bullying on Sentral, or communicate with teacher in person or via email. At times it may also be necessary for the Principal, Deputy Principal or Assistant Principal to raise awareness of bullying behaviours and the importance of reporting bullying by addressing student assemblies or placing an item in the school newsletter. On occasion the school will seek support of the police and other outside agencies in addressing bullying issues.

The annual evaluation of the Positive Behaviour for Learning program will also include data, review and recommendations for improvements to anti-bullying practices, which are reported in the Annual School Report under the achievements and future directions for student wellbeing.

# Teacher response to bullying

When bullying occurs at Sylvania Heights Public School, the following steps will be followed by teachers. (Steps need not necessarily occur in this order as the initial response may begin at step 2 or 3).

## Step 1: Personally handle the situation

- The event or report of the event to be taken seriously
- Record event on Sentral and advise students of this
- Advise students that they are engaging in bullying behaviour, and to cease this behaviour
- Collect written reports from bully(ies), bystander(s)/witness(es), and victim(s) to pass on to the Assistant Principal for the stage
- Talk to students individually about the incident
- Refer physical assault directly to Deputy Principal
- Consider mediation as an option (School Chaplain or teacher mediation) – refer to Learning Support Team

## Step 2: Refer to Assistant principal or Learning Support Team

- If bullying is occurring, create a new notification on Sentral and notify the Assistant Principal or put in referral to the Learning Support Team
- The Assistant Principal will maintain Sentral records
- The Assistant Principal will work together to resolve the situation
- The Assistant Principal to organise behaviour contracts and contact parents if necessary
- Bullies work with the Assistant Principal to identify how to change their behaviour
- Counsellor, School Chaplain, Learning Support teacher may be referred to for programs to teach communication, social and emotional learning, and empower both victim and student demonstrating bullying behaviour
- If both parties agree, the teacher mediation can occur organised by the Learning Support teacher.

## Step 3: Refer to Deputy Principal

In the case of persistent or extreme bullying, the Assistant Principal will refer to the Deputy Principal. Using the recorded history on Sentral, the Deputy Principal will then determine actions to be taken by the school.

These actions may include:

- Contacting parents of the bully(ies) and victim(s)
- Arranging for parent and/or student interviews
- Organising behaviour cards or behaviour contracts
- Referring students for counselling

Persistent long-term bullying is grounds for suspension/exclusion and the principal will make decisions regarding this.

## Bullying interventions at Sylvania Heights Public School

At Sylvania Heights Public School we strive to consistently deal with bullying incidents as outlined in the Teacher Responses to Bullying section of this document. The implementation of these procedures is supervised by the Assistant Principal responsible for the specific grade(s), the Learning Support Team, in conjunction with the Wellbeing and Discipline Policy.

- Once identified, each bully, victim and witness, will be spoken with, and all incidents or allegations of bullying will be fully investigated and documented
- Both bullies and victims will be offered counselling and support
- If student bullying persists, parents will be contacted and consequences implemented, consistent with the school's Wellbeing and Discipline Policy
- Consequences for students will be individually-based, and may involve:
  - Exclusion from class
  - Exclusion from playground
  - School suspension
  - Withdrawal of privileges
  - Ongoing counselling from appropriate agency for both victim and bully

- Reinforcement of positive behaviours
- Class/Grade meetings
- Support structures
- Ongoing monitoring of identified bullies
- Rewards for positive behaviour

## Supporting students who have been affected by, witness to, or engaged in, bullying

All students affected by bullying are offered mentoring or counselling.

Counsellors are available at the school for students to self-refer, or Deputy, or teachers may refer students to the school chaplain or school counsellor via Sentral.

Students are reminded of these provisions and are offered mentoring by the Deputy Principal, Assistant Principal, school chaplain and school counsellor

Suitable students may also be selected to provide peer mentoring.

## Communication with parents and carers

The Principal, Deputy Principal, Assistant Principal and/or Learning Support officer will make contact with parents as required.

## Incidents involving assault, threats, intimidation, or harassment

Staff are to report these types of incidents to the Deputy Principal. The Deputy Principal will assess the situation and refer to the Principal where a decision will be made of the appropriate action to be taken. In incidents involving assaults, threats, intimidation or harassment, the school follows the guidelines as per the Student Suspension and Expulsion policy of the Department of Education. Reports are made to the Police Youth Liaison Officer, and School Safety and Security when required.

## Reporting to the Child Wellbeing Unit or Community Services

Staff are to report concerns of child wellbeing to the Principal, Deputy Principal responsible for the year group, and/or counsellor. The Principal in consultation with the Deputy and/or Counsellor will assess the situation and a decision will be made on the appropriate action to be taken.

## Complaints handling policy

Sylvania Heights Public School implements the Department of Education Complaints Handling Procedures. The Principal deals with formal complaints by following the procedures outlined in the policy at

*https://education.nsw.gov.au/policy-library/associated-documents/School-complaint-procedure_AC.pdf*

## Identifying patterns of bullying

The review of Sentral data and reports from the Learning Support Team will identify the incidents of bullying and the grade groups that they are taking place in.
The teacher response section of this document outlines how these will be dealt with along with the annual review and future recommendations made by the Learning Support Team.

## Communicating the Anti-Bullying Plan

The Anti-Bullying Plan will be distributed to all staff members and the Community Support Group (Parents and Citizens). The plan will be placed on the school website and parents will be informed of its location by the Principal's report in the school newsletter. Students will be informed of the plan by the Assistant Principal responsible for their grade group(s).

## Monitoring and evaluating the Anti-Bullying Plan

This plan will be presented to the school community for consultation. Each year the Learning Support Team will review the data collected on bullying and will make recommendations to the Leadership Team on future improvements. By reviewing the types and number of incidents of bullying in a calendar year for each school grade group an analysis and conclusion will be made. If there has been a decrease in bullying the programs and practices that led to the decrease will be identifiable and provide valuable feedback for future practices.

## Annual reporting on the Anti-Bullying Plan

Each year the Learning Support Team will review the data collected on bullying and will make recommendations to the Leadership Team on future improvements. This will form part of the school evaluation process and will be communicated to the school community through the Annual School Report, as well as being integrated into the School Plan.

## Review of the Anti-Bullying Plan

The Anti-Bullying data will be reviewed annually by the Learning Support Team and their recommendations will be provided to the Leadership Team for inclusion in the school evaluation of the School Plan. The Anti-Bullying Plan is evaluated every three years. This process involves members from the school community inclusive of staff, parents and students.

## Additional Information

School and Police Youth Liaison Police Officer: Senior Constable Deb Wilson Police – 9541-3899

Beyond Blue: 1300 22 46 36

Kids Helpline: 1800 55 1800

Headspace:    8785 3200

Office of the eSafety commissioner https://www.esafety.gov.au/

Bullying NO WAY https://bullyingnoway.gov.au/

## Deputy Principal's comment

This policy has been developed and revised through consultation with a number of key groups in our school community. The Anti-bullying policy will be evaluated yearly and reviewed every three years in accordance with Department of Education policy. We aim to make the policy easily understood and also to provide additional information that students, teachers and parents can access to give further clarification. Please do not hesitate ask for help if you are unsure of how to report or support a child you believe is being bullied. Early intervention is often the key to a successful resolution.

## School team that developed the plan

Margot Jacobs      Principal

Bonita Hawkes      Deputy Principal and Learning Support officer

Mandy Young      Assistant Principal

Jess Venables      Assistant Principal

Jen Davies      Assistant Principal

Michelle Read      Assistant Principal

Andy Sexton      Counsellor

## School contact information

**Sylvania Heights Public School**

**33 Lisbon Street, Sylvania, NSW, 2224**

**Phone: 9522 0111**

**Fax: 9544 7623**

**Email: sylvaniaht-p.school@det.nsw.edu.au**

**Website: http://www.sylvaniaheightsps.nsw.edu.au/**