Nicholson Street Public School Anti Bullying Plan

'"Empowering Respect, Building Resilience, and Growing Together."

Purpose and Commitment

In line with the NSW Department of Education, NSPS **rejects all forms of bullying**, including physical, verbal, relational, cyber, and sexual bullying, recognising bullying as:

- A **misuse of power** in a relationship
- **Ongoing and repeated**
- Behaviour that causes **harm** to another person

We commit to building a **safe, inclusive, and respectful learning community**, where wellbeing thrives and bullying is unlikely to occur. Our approach is rooted in **restorative justice**, part of *The Nicho Way*, focusing on healing, accountability, and growth.

2. **Definitions: Types of Bullying**

Bullying can take various forms. It's crucial that our school community recognises them all:

Type	Description
Physical	Repeated and targeted hitting, kicking, pushing, damaging property
Verbal	Repeated and targeted name-calling, insults, threats, teasing Wikipedia
Relational (Social)	Repeated and targeted exclusion, spreading rumours, manipulating friendships Wikipedia
Cyberbullying	Repeated and targeted using technology—social media, messaging—to harass or intimidate Wikipedia
Sexual	Repeated and targeted unwanted sexual behaviours or language based on sexuality or gender Wikipedia

3. Prevention Strategies

a) School Culture & Whole-School Engagement

- Bullying prevention is integrated into **PDHPE lessons across K–6**, supported by **SEL goals**, including programs like **Gotcha4Life** and our **weekly SEL focus**.
- We participate actively in **Bullying. No Way! – National Week of Action**, reinforcing community-wide understanding and action.
- Our **school website and newsletters** regularly publish anti-bullying messages, affirming our stance and actions.

b) Restorative and Proactive Approaches

- We emphasise **restorative practices**, such as mediation and conferencing, to resolve conflicts and rebuild relationships.
- **Behaviour Support Plans** are developed for students needing intensive support, with involvement from Learning Support Teams [NSW Education](#).
- Strategies focusing on **empathy development, peer-led initiatives, and emotional intelligence** are embedded in our curriculum, given the strong correlation with bullying prevention [Wikipedia](#).

4. Early Intervention & Response

- All incidents are **investigated promptly and confidentially**, gathering information from all parties.
- Responses align with NSW Behaviour Support Policy and the Department's **Behaviour Code for Students**, which include support strategies and, where necessary, appropriate sanctions and interventions.
- **Restorative conversations** are favoured over punitive responses, focusing on behaviour repair and student growth.
- We ensure alignment with **BESC and other partners**, maintaining consistent expectations across settings.

5. Supporting Students and Families

- Students impacted by bullying are provided timely **pastoral support**, check-ins, belonging practices, and mental health referrals.
- Families are supported through **resources from Bullying No Way!**, and referrals to services like **Kids Helpline** when necessary [NSW Education](#).
- Clear, respectful communication is maintained, while preserving **confidentiality** in line with policy.

6. Monitoring, Review & Community Involvement

- The plan is **reviewed annually** with staff, students, and parents to ensure relevance and effectiveness.
- We monitor **trends via incident data**, surveys (e.g., Tell Them From Me), and LST reviews .
- **Community awareness** is fostered through promotion at P&C meetings, sharing annual reports, and celebrating our anti-bullying initiatives.

7. **Policy Alignment and Research Basis**

This NSPS Anti-Bullying Plan aligns with:

- the **NSW Anti-Bullying Strategy** ⊕ Anti-bullying
- **Bullying prevention guidance for educators** ⊕ Anti-bullying
- The national **Bullying. No Way!** initiative ⊕ Bullying No Way
- Research demonstrating effectiveness of empathy-building, early intervention, and peer-engagement in reducing bullying [WikipediaNSW Education](#)
- The recent unified **Statement of Intent** from NSW school systems reinforcing coordinated, evidence-informed anti-bullying action

In summary, NSPS is committed to nurturing a school where every child is respected, supported, and known—where restorative justice, SEL, and community values drive our anti-bullying approach. We continue to learn, grow, and respond together, reflecting *The Nicho Way* at every step.

Care Continuum	Strategy or Program	Details	Audience
Prevention	*Positive Behaviour for Learning (PBL)*	*PBL is an evidence-based framework that unites the whole-school community to foster a positive, safe, and supportive learning culture. It enhances social, emotional, behavioural, and academic outcomes, ensuring teachers and students can focus on relationships and learning.*	*All*
Prevention	*Peer Support*	*The Peer Support Program builds resilience by fostering strong relationships and equipping students with skills to navigate life's challenges. Senior students are trained as Peer Leaders to mentor younger students in structured, teacher-supervised sessions focusing on relationships, resilience, optimistic thinking, and anti-bullying.*	*All*

Prevention	*National Day of Action (NDA) Against Bullying and Violence*	*Nicholson Street PS participates in the annual NDA event in August, reinforcing our commitment to a safe and inclusive learning environment.*	*Staff, Students (Years 3-6)*
Prevention	*Child Protection Education*	*Teaching child protection education is a mandatory part of the syllabus, ensuring students develop awareness of personal safety, consent, and protective behaviours.*	*Students (K-6)*
Prevention / Early Intervention / Targeted / Individual	*Australian eSafety Commissioner Toolkit*	*This resource helps the school prepare, engage, educate, and respond to cyberbullying. It supports the school community in creating and maintaining safe online environments while providing clear actions for reporting and managing incidents.*	*All*
Targeted / Individual Intervention	*Learning and Support Team (L&ST)*	*The Learning and Support Team collaborates with*	*All*

		teachers, students, and families to provide personalised learning and behaviour support.	
Targeted / Individual Intervention	**Attendance Support**	The L&ST refers students to the Principal for a collaborative planning meeting with families and teachers to identify barriers, set attendance growth goals, and implement support strategies.	Individual students, Principal
Individual Intervention	**Individual Behaviour Support Planning**	This includes the development, implementation, monitoring, and review of **behaviour support plans, behaviour response plans, and risk management plans** to meet individual student needs.	Individual students, Parent/Carer, L&ST, Assistant Principal

This **care continuum approach** ensures that **all students at Nicholson Street PS feel supported, empowered, and engaged in their learning journey**, fostering a **respectful, responsible, and resilient school community**.

Planned Responses to Positive Behaviour, Inappropriate Behaviour, and Behaviours of Concern

At Nicholson Street Public School, we believe that **all students have the capacity to develop positive behaviour habits that empower them as autonomous, reflective learners and community members**. Our approach to behaviour support is built on **restorative practices, self-awareness, and the development of both fast and slow thinking strategies** to help students navigate learning and social situations with confidence.

Our **planned responses to behaviour** focus on **positive habit formation, accountability, and proactive support**, ensuring that all students feel **known, valued, and cared for**. We encourage students to actively participate in **recognising the impact of their actions, developing strategies for self-regulation, and building habits that foster a respectful, responsible, and resilient learning environment**.

Response to Behaviour Across the School

Our approach distinguishes between **teacher-managed** and **executive-managed** behaviours, ensuring responses are **developmentally appropriate, proportionate, and restorative**. The responses from a school system level are inline with supporting all students emotional regulation and specific needs of each specific student.

- **Teacher-Managed Behaviours**: These include **low-level inappropriate or disruptive behaviours** that can be addressed through **restorative conversations, reflective prompts, and positive habit reinforcement** within the classroom or playground setting. These are managed within the school and do not require consultation with parents and carers.

- **Executive-Managed Behaviours**: Behaviours of concern, including **persistent, complex, or unsafe behaviours**, require a more structured intervention. These behaviours are managed **collaboratively by school leadership, student support teams, and families**, with the goal of **guiding students towards self-awareness, accountability, and behaviour change strategies**. Parents and carers will be informed of specific behaviours of concern at the end of the day that the behaviour of concern occurred. The communication will be sent via 'schoolbytes' and will give a brief statement of the behaviour of concern and how it was managed. Parents are able to contact the executive member of staff the following school day should they require a follow up conversation to clarify any restorative strategies between home and school. **A behaviour of concern does not include low-level inappropriate or developmentally appropriate behaviour. See Appendix 2**.

Responding to Behaviours of Concern, Including Bullying and Cyberbullying

A **behaviour of concern** refers to actions that **compromise the safety, wellbeing, or inclusion of self or others** and require persistent, intensive interventions.

Teacher managed – low level inappropriate behaviour is managed by teachers in the classroom and the playground.

Executive managed – behaviour of concern is managed by school executive. Corrective responses are recorded on Behaviour / wellbeing ITD system. Behaviours of concern are considered by all staff before decif=ding which profile they fit into. This is to ensure an equitable and inclusive perspective.

Planned Responses to Behaviour at Nicholson Street PS

At Nicholson Street PS, our approach to behaviour support and management is **rooted in restorative, proactive, and positive habit formation**. We actively **empower students to develop autonomy over their fast and slow thinking**, allowing them to make thoughtful choices that support both their learning and social interactions.

Our planned responses focus on **guiding students through reflective processes** that foster **self-awareness, accountability, and resilience**. By embedding these strategies into everyday school life, we ensure that students have genuine **buy-in** and become active participants in shaping a **respectful, responsible, and resilient** learning environment.

Levels of Behaviour Response

Staff use professional judgement to determine whether a behaviour is **classroom-managed or requires additional executive support**. This is based on the impact of the behaviour on the **safety, wellbeing, and learning of the student and others**.

- **Teacher-Guided Reflection:** Everyday low-level behaviours are addressed **within the classroom or playground** through restorative discussions, reflection opportunities, and explicit teaching of positive alternatives. Teachers focus on **supporting students in developing sustainable, adaptive behaviours** that they can carry into all aspects of life.
- **Collaborative Support for Challenging Behaviour:** When behaviour becomes **complex, persistent, or unsafe**, additional guidance and support are provided by the **executive team, learning and support staff, and wellbeing specialists**. Interventions are tailored to individual student needs, ensuring a balanced and restorative approach.

Restorative and Reflective Practices

To encourage **positive behaviour transformation**, Nicholson Street PS embeds structured **reflective processes** that help students:

- **Understand the impact of their actions** on themselves and others.
- **Develop self-regulation skills** by learning to navigate challenges thoughtfully and mindfully in calming and regulating emotions.
- **Actively participate in repairing relationships** when conflict arises.
- **Adopt strategies for long-term positive behaviour change** implementing a Functional Behaviour Assessment Protocol.

Record-Keeping & Ongoing Support

All significant interventions and behaviour reflections are recorded in the school's **Behaviour & Wellbeing ITD system**, ensuring consistency in support and communication. Staff **regularly review and refine** behaviour strategies through **collaborative consultation**, adapting interventions to meet the evolving needs of students.

By embedding these **restorative, empowering, and reflective practices**, Nicholson Street PS ensures that **every student is actively engaged in fostering positive habits for learning and relationships**, equipping them with lifelong skills for success.

Student-Guided Behaviour Reflection & Growth Strategies at Nicholson Street PS

At Nicholson Street PS, we believe that **students are active participants in their own behaviour growth journey**. Through **guided reflection, positive habit formation, and restorative practices**, students develop the skills to regulate their behaviour, repair relationships, and create an environment that supports both their learning and emotional needs. Our staff provide **support, care, and guidance**,

celebrating student success as they **actively engage in behaviour modification strategies** that serve them and the school community.

Empowering Positive Habits for Learning at Nicholson Street PS

At Nicholson Street PS, all behaviour support strategies are grounded in **identifying and reinforcing habits that serve us in the learning environment** while recognising and reshaping those that do not. We take a **reflective and restorative approach**, guiding students to develop **self-awareness, emotional regulation, and positive decision-making skills**.

Our framework **moves away from personal blame** and instead encourages students to **understand their thinking processes**. We use the language of:

- **Slow Thinking (Reflective Brain)** – Thoughtful, mindful decision-making that helps students pause, assess situations, and choose behaviours that align with their values.
- **Fast Thinking (Automatic Brain)** – Immediate, instinctive responses that may not always support learning or positive interactions.

By helping students **actively recognise and regulate** their responses, we create **opportunities for growth, self-correction, and positive habit formation**. This approach fosters **reflective discussions, de-escalates heightened situations, and empowers students to take ownership of their behaviour** in a supportive, non-punitive way.

Classroom Strategies (Student-Led with Teacher Support)

- **Self-Reflection Reminder** – The student takes a moment to acknowledge their behaviour and consider alternatives.
- **Redirection Through Thoughtful Choice** – The student is encouraged to make a **conscious decision** that aligns with their learning and emotional needs.
- **Error Awareness & Correction** – The student reflects on their actions and actively seeks to adjust them.
- **Guided Reflection Prompts** – A teacher-led discussion supports students in identifying **why** the behaviour occurred and how they can respond differently next time.
- **Reframing Through Relearning** – The student receives explicit teaching on the expected behaviour and how to **internalise it as a positive habit**.
- **Environment Adjustment** – A seating change or movement within the classroom is made **in collaboration with the student** to optimise focus and success.
- **Break-Time Reflection & Reset** – The student may stay in at break to **engage in a reflective discussion** and ensure understanding of expectations.
- **Restorative Conference** – A student-led conversation with peers or teachers to discuss the impact of actions and create a plan for moving forward.
- **Communication & Growth Check-In with Parent/Carer** – The student participates in a discussion about their growth with their teacher and family, ensuring **a shared approach** to positive habit formation.

Non-Classroom Strategies (Student-Led with Teacher Support)

- **Self-Reflection Reminder** – The student **pauses and considers** how their behaviour impacts themselves and others.

- **Redirection Through Thoughtful Choice** – The student is **given the opportunity** to make an **active decision** that benefits their experience in the learning or play space.
- **Error Awareness & Correction** – The student acknowledges their behaviour and **identifies a strategy** to adjust it.
- **Guided Reflection Prompts** – A teacher-led conversation helps the student understand the **why** behind their actions and alternative responses.
- **Relearning Expectations Through Action** – The student **practises** the expected behaviour in a supported and structured way.
- **Playground Reset & Relocation** – The student moves to a different area or modifies their play to better align with personal and school values.
- **Walk & Reflect with a Teacher** – The student engages in an active discussion while walking with a teacher, reflecting on **better choices** and **self-regulation strategies**.
- **Break-Time Reflection & Reset** – The student takes time off the playground to reflect and **reframe their choices**, using **restorative practices** to reconnect positively.
- **Communication & Growth Check-In with Parent/Carer** – The student takes ownership of their progress by engaging in a conversation with **both school staff and family** about their developing habits.

By shifting the responsibility onto students, with **supportive guidance from staff**, we ensure that they **actively engage in their own personal and social development**. This model fosters **long-term resilience, responsibility, and respect**, equipping them with the skills they need for success in all aspects of life.

Explicit Teaching and Reinforcement of Positive Behaviours at Nicholson Street PS

At Nicholson Street PS, our staff **model, explicitly teach, recognise, and reinforce** positive student behaviours to foster a culture of **self-awareness, responsibility, and positive habit formation**. Our approach integrates **evidence-based strategies** that support students in developing **self-regulation, focus, and strong peer connections**, ensuring they feel known, valued, and cared for within our learning community.

We acknowledge that **motivation and reinforcement** look different for every student. Younger students may be **encouraged by adult recognition**, while older students often respond to **peer connection, increased autonomy, and meaningful privileges**. As students progress in mastering new skills, they transition from **frequent reinforcement** to **self-sustaining positive habits** that serve them in both learning and social environments.

The most powerful way to **embed positive behavioural habits** is through **verbal and non-verbal recognition** that:

- **Encourages reflection on positive social behaviours and habits that serve learning**
- **Increases the likelihood of students engaging in expected behaviours consistently**
- **Reduces the need for intervention by strengthening proactive self-regulation**
- **Builds self-esteem and a sense of autonomy over learning and behaviour choices**

By fostering **intentional and reflective thinking**, we empower students to be **active participants** in shaping their own behaviour, ensuring they develop the skills to thrive in all learning and social settings.

Nicholson Street PS – Building Positive Habits for Learning

Prevention	Early Intervention	Targeted/Individualised Support
Embedding Positive Habits	**Supporting Self-Regulation and Reflection**	**Restoring Safety and Developing Individual Support**
Behaviour expectations and values are explicitly taught, modelled, and practised in all learning environments. Students reflect on **habits that serve their learning and wellbeing**.	Teachers guide students in **identifying and reflecting** on their choices using **visual supports, co-regulation strategies, and peer modelling** to strengthen self-awareness.	If a situation requires additional support, teachers collaborate with executive staff to **restore a calm environment** and ensure student wellbeing.
Staff use a continuum of **verbal, non-verbal, and tangible acknowledgments** to reinforce and celebrate positive habits.	Teachers use **proactive strategies,** such as **gentle redirection, reflective questioning, proximity support, and positive reinforcement** to encourage self-correction.	Executive and classroom teachers work together to **reframe challenging moments as opportunities for learning and growth**, guiding students through restorative practices.
Students engage in **recognition programs** that celebrate effort, persistence, and positive contributions to the school community.	Students are given the opportunity to **reflect and realign** with school expectations before additional strategies are introduced.	A collaborative approach is taken to **review and understand** the student's experience from multiple perspectives. Plans are developed to **support ongoing success**.
Social-emotional learning is embedded in daily practice through **class discussions, Peer Support, and guided reflection activities**.	Teachers monitor and communicate with families when students need additional support to maintain positive behaviour habits.	The Learning and Support Team (L&ST) collaborates with families, specialists, and students to develop **tailored support plans that build on strengths and needs**.
Gotcha 4 Life Mental Fitness Program embedded in pre-corrective strategies in positive habit formation and building positive mental fitness		
Communication with Families	**Communication with Families**	**Communication with Families**

Teachers **proactively communicate** positive efforts through emails, schoolbytes success notes and **celebration of student growth in assemblies and newsletters**.	Families are contacted when **additional support or reflection is needed**. Teachers and families **work together** to encourage positive habit formation.	Executive staff collaborate with families to **develop personalised strategies**. Additional support may involve **L&ST, school counselling, or external specialists** as needed.

Responding to Serious Behaviours of Concern

At Nicholson Street PS, our approach to **serious behaviours of concern** prioritises **restorative practices, proactive support, and positive habit formation**. We guide students to **reflect on their choices, take responsibility, and develop strategies to navigate challenges** with the support of teachers, families, and peers.

All responses to serious behaviours, including incidents of **bullying or unsafe behaviour**, are **recorded in SchoolBytes** and may involve:

- **Reviewing and documenting the incident** to understand context and impact.
- **Providing appropriate support** for all students involved, including staff if necessary.
- **Engaging the Learning and Support Team (L&ST)** to monitor and guide student development.
- **Developing or reviewing individual student support plans**, focusing on **teaching positive replacement behaviours** and formation of positive habits for learning and growth and **adjusting learning environments** to promote success.
- **Facilitating restorative conversations, reflection sessions, and tailored support plans** to **empower students** in making informed and autonomous changes to micro habits and positive habit stacking.
- **Collaborating with families** through schoolbytes, emails, parent meetings to foster a shared approach to student growth.
- **Liaising with external support networks, such as Team Around a School, for additional resources and guidance**.
- **Considering formal actions**, such as **cautions, suspensions, or alternative interventions**, in line with the NSW Department of Education **Student Behaviour Policy**.

Scope of Responses

Our behaviour support strategies apply to student actions in **any context where a strong connection exists between school and student conduct**, including:

- At school and during school hours.
- Travelling to and from school.
- School-endorsed off-site activities.
- Digital interactions, including **social media, mobile devices, and online communication** where another student or staff member is involved.

Reporting and Support

At Nicholson Street PS, we **encourage open communication** so that students and families feel empowered to **report concerns and seek support**.

- **Students and parents can report concerns** to **any staff member**.
- **For cyberbullying**, students and families can access **support through the eSafety Commissioner**, including reporting tools for online platforms via the **eSafety Guide**.
- **Staff follow department guidelines**, including the:
  - **Incident Notification and Response Policy & Procedures**
  - **Student Behaviour Policy & Suspension and Expulsion Procedures**

Our goal is to **support every student in developing self-awareness, emotional intelligence, and a strong foundation of positive habits** that extend beyond the classroom into all aspects of life.

Guided Reflection and Positive Habit Building

At Nicholson Street PS, we support students in **developing self-awareness, emotional regulation, and positive habits** that serve them in all aspects of school life. When students need time to reflect on their actions and develop strategies for future success, we **guide them through structured, supportive opportunities for reflection, learning, and growth**.

To **maximise mindful reflection and ensure students remain supported**, any scheduled **reflection sessions include access to food, water, and toilet breaks** as needed.

Strategy	Purpose & Focus	When & Duration	Who Facilitates?	How is Progress Tracked?
Guided Reflection & Growth Planning	A **structured, student-led debrief** to reflect on challenges, explore thought patterns (fast & slow thinking), and develop a **positive habit plan**. Students are supported in **identifying personal strengths and strategies** to use in future situations.	Time dependent reflective process during day of behaviour of concern occurs where possible and appropriate lunch or recess break (length appropriate to student's age and needs).	**Principal / Executive on Duty**	Recorded in **SchoolBytes**, with follow-up on strategies discussed.
Active Play & Skill Development Plan	A **structured, supported play plan** where students engage in **mindful movement, guided interactions, and self-regulation strategies** to reinforce positive social and emotional habits.	Next available break, with supportive coaching before and after.	**Principal/ Assistant Principal / Learning and Support Team (L&ST) Coordinator**	Progress documented in **SchoolBytes**, tracking **student reflection & skill development**.
Restorative Conference & Positive Habit Stacking	A **student-led restorative conversation** focused on **repairing relationships, understanding**	Scheduled for lunch or recess break, ensuring **calm and constructive reflection**.	**Principal/ Assistant Principal**	**SchoolBytes** records conference insights and agreed-upon strategies.

	impact, and stacking **positive habits** to strengthen future decision-making.			

Building Self-Awareness and Growth Through Reflection

- Students are **active participants** in developing **personalised habit-building strategies**, ensuring they take ownership of their learning and behaviour.
- Staff provide **guidance, support, and positive reinforcement**, celebrating progress and reinforcing strengths.
- This process **maximises slow, reflective thinking and minimises automatic responses**, helping students develop lifelong skills in emotional intelligence and self-regulation.

BEHAVIOURS OF CONCERN & RESPONSE THROUGH "THE NICHO WAY"

1. Low-Level Disruptions (Managed Through Positive Habit Formation & Proactive Strategies) - school managed

👉 *Response: Redirect, reinforce expectations, use mindfulness strategies*

- Calling out instead of waiting turn to speak
- Off-task behaviour (e.g., daydreaming, avoiding work)
- Talking over the teacher or peers
- Not following simple instructions the first time
- Fidgeting or playing with objects instead of focusing
- Disrupting others' learning through noise or movement

✅ *The Nicho Way:*

- Teach active listening and respect through positive habits
- Use "Stop, Think, Breathe" mindfulness cue
- Encourage peer accountability and leadership

2. Moderate Concerns (Addressed Through Habit Reinforcement & Restorative Practices) - school managed

👉 *Response: Restorative conversation, reflection activities, small group intervention*

- Persistent defiance or refusal to follow instructions
- Disrespectful tone or language toward staff or peers
- Excluding others from play or learning activities
- Low-level teasing, name-calling, or unkind remarks
- Dishonesty or avoiding accountability
- Inappropriate use of technology or school equipment
- Rough play that escalates into pushing or minor aggression

- Frequent emotional outbursts that disrupt learning

✅ *The Nicho Way:*

- Use "Reflect, Repair, Restore" framework
- Implement peer mediation and leadership roles in conflict resolution
- Encourage mindful problem-solving before escalation

3. Serious Behaviours of Concern (Managed Through Structured Support & Accountability) - parent informed - school managed

👉 *Response: Parent involvement, behaviour support plans, targeted intervention*

- Aggressive behaviour (e.g., hitting, kicking, throwing objects)
- Bullying (bullying is repeated, targeted behaviour of a verbal, physical, social, or online nature)
  🌐 What is bullying?
- Threats or intimidation toward others
- Property damage or vandalism
- Stealing or taking items without permission
- Absconding (leaving class/school grounds without permission)
- Swearing or offensive language directed at others
- Self-harm or expressions of distress

✅ *The Nicho Way:*

- Strengthen proactive support through check-ins with mentors
- Implement structured reflection and repair processes
- Work closely with families and external support services as needed
- intensive Functional behaviour Assessment (FBA) and intervention with initial consult, mid point and end consult 2 - 4 weeks in length

4. High-Risk Behaviours (Requires Immediate Intervention & Safeguarding) parent informed, DoE Specialist Behaviour Support Team engaged

👉 *Response: Immediate safety plan, external agency involvement, whole-school safety protocols*

- Major Physical violence with intent to harm
- Abusive, violent or threatening language towards self or others
- Repeated or severe bullying
- Persistent absconding from school grounds
- Bringing weapons or dangerous objects to school
- Drug or substance-related incidents
- Targeted harassment or ongoing intimidation

For schools

Schools, teachers and early childhood educators can use the information on this site to help prevent bullying in their school.

B Bullying No Way

✅ *The Nicho Way:*

- Ensure a clear, well-communicated response plan for staff
- Suspension and expulsion
- Work with families, specialists, and agencies for long-term intervention
- Reinforce school-wide culture of safety and respect
- intensive Functional behaviour Assessment (FBA) and intervention with initial consult, mid point and end consult 6 - 8 weeks in length