

# ANTI-BULLYING PLAN 2022

## Bidwill 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.

### Bidwill Public School's commitment

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 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 Student communication and learning

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
Weekly	Positive Behaviour for Learning (PBL) lessons continue to be developed and explicitly taught each week according to Sentral data analysis – reinforced in newsletter and school's official Facebook page. Focus lessons are scheduled and taught by classroom teachers and embedded across all school settings.
Ongoing	Positive Behaviour for Learning (PBL) posters are displayed in all classrooms and prominent school areas to reinforce school expectations and expected behaviours. PBL language is implemented consistently across preschool to stage 3 (P-6).
Weekly	Second Step social-emotional learning (SEL) program, including 'Bullying Prevention Unit' explicitly taught in classrooms each week – reinforced in newsletter and school's official Facebook page.

Ongoing	<p>K-6 PDHPE Curriculum Content and Key Enquiry Question:</p> <p><b>Early Stage 1:</b> Health, Wellbeing and Relationships - How can we care for and include each other?</p> <p><b>Stage 1</b> – Health, Wellbeing and Relationships - How can we be inclusive and respectful?</p> <p><b>Stage 2</b> - Health, Wellbeing and Relationships - Why are empathy, inclusion and respect important in our relationships?</p> <p><b>Stage 3</b> - Health, Wellbeing and Relationships - How do empathy, inclusion and respect have an impact on myself and others?</p>
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## 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 3	<p>Formulate wellbeing team to drive wellbeing across school by the end of week 2.</p> <p>Schedule regular wellbeing team meetings. Wellbeing team will:</p> <ul style="list-style-type: none"> <li>– analyse Sentral behaviour data</li> <li>– discuss issues related to student bullying, specific students and approaches to prevent and address inappropriate behaviours, including personalised plans.</li> </ul>
Term 3	All staff develop an understanding of the <i>Wellbeing Framework</i> and the implementation of a whole school approach to student wellbeing through whole school professional learning. <i>Student Wellbeing Framework</i> professional development and learning opportunities through the DoE professional learning (My PL: <i>Using the Wellbeing Framework for School Excellence</i> ) and <a href="#">Student Wellbeing Hub</a> .
Term 3	Data suggested staff engage in <a href="#">MAPA training</a> ; 'MAPA - Management of Actual or Potential Aggression' training for all school staff.
Term 2	'Trauma-Informed Practice' for all relevant teaching staff and executive members. <a href="#">Trauma informed practice professional development</a> and learning opportunities through the DoE professional learning.
Term 3	Anti-bullying Plan 2022 update to all staff including the role of staff members in preventing, identifying and responding to student bullying issues.
Term 3	Promotion of <a href="#">NSW Anti-bullying website</a> and resources to staff.
Term 3	Professional learning for staff from the <a href="#">Office of the eSafety Commissioner</a> to assist in the integration of online safety into their programs, and student wellbeing planning.

## 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.

- Administration staff to email casual staff member/s prior to commencing employment at the school, providing relevant documents including PBL matrix and behaviour expectations, bell times and Anti-bullying Plan to ensure casual staff understand standard school policies and procedures.
- Upon arrival, executive staff speak to all casual staff as part the induction process, and provide casuals with an induction handbook including behaviour management procedures, information on students with additional social-emotional and learning needs relevant to the class.
- The principal or other member of executive staff speaks to all new staff, as part of the induction process; this includes introduction to the school's Anti-bullying Plan, reporting procedures for incidents of bullying and the roles of the various staff members in the response process for addressing issues of bullying.
- New and casual staff will receive a copy of the schools' Anti-bullying Plan upon commencement of employment and other relevant documents including Behaviour Management Procedures; information on students with additional learning needs.

New and casual staff are provided with staff lists, and roles and responsibilities.

- New staff will receive access to Sentral for reporting and are required to enter all reported incidences.
- All school staff need to ensure students concerns are addressed and reported.
- All staff to be directed to Professional Learning that is relevant to supporting student wellbeing



## 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
Term 3	School Anti-Racism Contact Officer (ARCO) introductions, including explaining the role in the school context and how they support the school community. Information communicated through school assembly, parent information sessions, Facebook, and the school newsletter.
Term 3 and Term 4	Parent information sessions - discuss and define student bullying behaviour, outline and introduce school supports and gain feedback from the community.
Ongoing	Official school Facebook page and newsletters used to reinforce the school's position on bullying and to provide information and advice to students and parents.
Term 3	Publish the 2022 Anti-bullying Plan on school website and providing hard copies in the school office.
Ongoing	Senior Leader of Community Engagement, Natalie Bell and Aboriginal Education Officer, Grace Barton, have a specialist role in building effective relationships within the community and external organisations.

## 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.

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

- Through a strong and consultative partnership, we are focused on Aboriginal education to ensure equitable outcomes for our Aboriginal students.
  - Our Senior Leader of Community Engagement and Aboriginal Education Officer build effective relationships within the community and external organisations.
- Through an early intervention and prevention focus, students who require additional supports regarding wellbeing and behaviour are supported through collaborative Personalised Learning Plans and Behavioural Support Plans
- Learning and Support Team agendas regularly address wellbeing needs for students, in addition to academic needs.

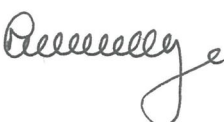
- Whole school Positive Behaviour for Learning (PBL) approach.
- Whole school social emotional learning (SEL) implementation through Second Step program.
- The school builds partnerships with therapists and other specialists to ensure that we have a holistic understanding of student needs.
- Support staff regularly engage students who experience difficulties in the playground with activities that will build their social skills.
- Attendance initiatives are implemented across K-6 to improve attendance rates at school. These include:
  - \$50 voucher towards school related costs if a student attained 100% attendance for the term
  - Prize draws at the end of every term if the student was "on time by 9"
  - PCYC attendance bus
  - All students track their attendance daily.
- Kids Hope mentoring program.
- PSSA Sport.
- Sensory room.
- Breakfast club - we provide students a daily breakfast of toast and juice in the Bidwill Community room.
- Kitchen garden sessions - students plant and grow vegetables in the school garden and engage in cooking lessons.
- Harmony day, National Day of Action against Bullying and Violence, Sorry day, NAIDOC and Reconciliation Week celebrations- various events and activities held to celebrate days/weeks of cultural significance and encourage community involvement.
- Annual celebrations and other engaging events.
- Music program: lessons include songs and language that reflect the community i.e. Aboriginal and Pasifika
- Grip leadership conference - training conference for student leaders.
- Food and service donations from various organisations such as OzHarvest and Little Helpers on the Run.

Completed by: *Cheyne Clancy*  
 Position: *Assistant Principal*

Signature: 

Date: *6/9/22*

Principal name: *Michelle Drage*

Signature: 

Date: *6/9/22*