NSW GOVERNMENT | Education

ANTI-BULLYING PLAN 2024

Gladesville 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.

Gladesville 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 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 1-4	Behaviour code for students, whole school days- Harmony Day/ National Day against Bullying and Violence / World Kindness Day/ Cybersafety Week/ R U Ok? Day
Term 1-4	Police Youth Liaison Visits (cyberbullying), ESafety teaching and learning in digital technology lessons
Term 1-4	Explicit lessons in PBL expectations, Resilience Project social emotional learning program, anti-bullying lessons and child protection
Term 1-4	Newsletter focus on social emotional learning, anti-bullying, esafety and school expectations

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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 1	Behaviour Code, School Community Charter, Student Attendance Guidelines and Communication guidelines updated and shared with staff. ARCO role and support communicated to staff
Terms 1-4	Resilience Project executive and staff PL, PAX Behaviour Game PL, Learning and Support meetings
Term 1-4	Restorative practice implementation/ solutions focused conversations, familairisation with Student Behaviour and Suspensin and Expulsion Policies and creation of the Student Behaviour Management Plan for 2025
Terms 1-4	Collaborative construction of class expectations in alignment with whole school PBL behaviour expectations/ PL review of flowcharts for behaviour management and resolution/ PBL data analysis

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.

New and casual staff will be informed about the school's approaches and strategies to support student social and emotional wellbeing and how to prevent and respond to bullying behaviour, if it occurs. An executive member speaks to new and casual staff when they enter onto duty at school. The Principal speaks with new executive when they enter on to duty as part of the induction process. All casual teachers to the school are inducted and receive the following information:

- student information compiled by classroom teachers, including students with identified additional learning and support needs
- copies of classroom and playground PBL expectations and behaviour management flowcharts(also displayed in learning spaces)
- Gladesville Public School Awards System

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

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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
Terms 1-4	Newsletter articles promoting upstander behaviour, keeping children safe online, bullying and social emotional wellbeing, role of ARCO and how to contact, Student Behaviour Code, School Community Charter
Terms 1-4	Resilience Project resources shared with parents/carers, Tell them From Me Survey student and parent/carers survey, parent workshops
Term 1-4	P&C tabled updates on Department policies and support in relation to behaviour, learning and support and wellbeing

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.

- Promoting and reinforcing Gladesville Public School Positive Behaviour for Learning (PBL) whole school behaviour expectations and Behaviour Code for Students . In-class weekly PBL lessons conducted by teachers and a PBL focus at assemblies.
- Recognition of student achievement through Gladesville Public School Awards System including GEMs
- Explicit social emotional learning program implemented with a focus on resilience, coping and social skills
- Active use of the Learning and Support Flowchart to refer students to the Learning and Support team by staff
- Restorative practice and conferencing is used to resolve issues as part of whole school behaviour management system
- Behaviour support plans are developed for students who require intensive support
- Collaboration with external service providers
- NSW Anti-Bullying strategy resources implemented and resources shared with parents/carers via newsletter
- Cyber safety lessons implemented as part of digital technology lessons. Liaising with P&C Cyber Safety committee about school programs and parent/carer workshops.
- Students and parents/carers have access to school psychologist

Completed by: Tiasha Edwards

Position: Assistant Principal

Signature: Date: Feb 2024

Principal name: Candice Barnard

Signature: Date: Feb 2024

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