

ANTI-BULLYING PLAN 2022

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/ Cyber Safety Week/ R U OK? Day/ Principal led
Terms 1-4	Police Youth Liaison Officer visits (cyber bullying)/ Cyber Safety program in digital technology lessons
Terms 1-4	Explicit lessons in student behaviour expectations (PBL) revisited each term/ Second Step Social and Emotional Learning Program with focus on relationships, kindness, self-regulation and self-talk
Terms 1-4	Newsletter focus on social emotional learning, school expectations and anti-bullying

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 policy review and update of guidelines, learning and Support schoolwide review/ PBL implementation of expectations
Term 2	Restorative Practice executive PL. Implementation of Second Step and Smiling Mind programs
Term 3	Restorative Practice implementation/solutions focused conversations GOT It! staff PL emotion coaching
Terms 1-4	Class and playground PBL expectations/ flowcharts

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, when it does occur. An executive member speaks to new and casual staff when they enter on duty at school. All casual teachers to the school are inducted and receive the following formation:

- student information compiled by classroom teachers, including students with identified disabilities and additional learning and support needs, for the class they are taking
- copies of the classroom and playground PBL expectations and behaviour management flowcharts (also displayed in learning spaces)
- information on whole school reward systems
- copy of Student Wellbeing and Engagement Guidelines

The Principal speaks with new executive when they enter on duty at the school, as part of the induction process. They will receive a package which includes classroom and playground behaviour expectations and flowcharts, award system, wellbeing and learning support guidelines, attendance guidelines and student wellbeing and engagement guidelines.

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 1-4	Newsletter information and tips for promoting upstander behaviour, keeping children safe online, bullying, social emotional wellbeing
Term 1-4	GOT It! parent sessions in anxiety, parenting, social emotional needs
Terms 1-4	Second Step home links/ Tell Them From Me data and parent survey
Terms 1-4	Parent workshops- cyber safety, behaviour expectations, anxiety, disability

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.

- Gladesville Public School PBL Playground and Classroom Expectations
- Recognition of student achievement through Gladesville Public School Award System
- Wellbeing and Engagement Guidelines
- Explicit social emotional learning programs (Second Step and Smiling Mind) with a focus on resilience, optimistic thinking, self-awareness, emotional regulation, mindfulness and anti-bullying
- NSW Anti-Bullying strategy resources and lessons implemented and posters displayed around the school

Completed by: Candice Barnard and Jacinta Thom

Position: Principal / Deputy Principal

Signature:



Date: Jan 2022

Principal name: Candice Barnard

Signature:



Date: Jan 2022