

Gladesville Public School

Anti-bullying Plan 2019

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

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	Explicit wellbeing program/ Whole school days- Harmony Day/ National Day Against Bullying/
Terms 1-4	Fortnightly focus in newsletter. being an upstander, bullying, resilience, optimistic thinking
Terms 1-4	Explicit lessons in student behaviour expectations (classroom/playground) revisited each term
Term 3	R U OK? Day/ Police Youth Liaison Officer visit (cyber safety)/Resilience Doughnut Peer Support Program

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, Code of Conduct, School Community Charter, Wellbeing and engagement Guidelines
Terms 2-4	Review and implementation of wellbeing resources e.g. esafety, student wellbeing hub, BeYou
Terms 2-4	Restorative practice/ Growth Mindset/ Solutions focused conversations
Terms 1-4	Classroom and playground behaviour management flowcharts/ expectations

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 wellbeing and how to prevent and respond to student bullying behaviour, when it does occur. An executive member speaks to new and casual staff when they enter duty at the school. All casual teachers to the school are inducted and receive the following information:

- student information, including students with identified needs, for the class they are taking
- copies of the classroom and playground Behaviour management flowcharts (also displayed in classrooms)
- information on whole school reward systems
- copy of student wellbeing and Engagement Guidelines

The principal speaks to new executive staff when they enter on duty at the school, as part of the induction process. They will receive a package which includes the Classroom and Playground Behaviour flowcharts, classroom and Playground Expectations, Award System, Wellbeing Learning and Support Team Summary, Uniform Requirements, Student Wellbeing and Engagement Procedures, Student Leadership Guidelines and Attendance 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 topics
Term 1	Parent/Teacher evening presented Wellbeing, Learning and Engagement Guidelines/ Behaviour code
Terms 1-4	Newsletter wellbeing focus- fortnightly recap of wellbeing lessons and resources for parents
Terms 2-4	Newsletter information and tips for promoting upstander behaviour, keeping children safe online, bullying
Terms 2-4	Parent workshops- cyber safety, resilience, growth mindset, anxiety and behaviour expectations

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 Classroom and Playground Behaviour Expectations
- Recognition of student achievement through Gladesville Public School Award System
- Wellbeing and Engagement Guidelines, including school values committed to staff and community
- Explicit wellbeing teaching and learning programs with a focus on resilience, optimistic thinking, social and emotional development, self-awareness, emotional regulation, anti-bullying
- Wellbeing social skills and anxiety interventions- Bright Thinking and Resilience Doughnut
- Resilience doughnut peer support program embedded in wellbeing units
- NSW Anti-bullying strategy resources and lessons implemented and posters displayed around the school

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Signature: C. Barnard Date: 22/3/19

Principal name: Katherine Hurst

Signature: K. Hurst Date: 22/3/19