## ANTI-BULLYING PLAN

## Kurrajong East 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.

## Kurrajong East'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 |
| :--- | :--- |
| Ongoing | Behaviour code for students is reinforced by all school staff around the school and out in the community. |
| Ongoing | PBL expectations are regularly discussed at whole school assemblies and in classrooms by all staff. |
| Term 1 | PBL expectations were explicitly taught in all classrooms \& are reviewed throughout the year when needed. |
| $21 / 3 / 23$ | Whole school Harmony Day celebration. |

### 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 4 2022 | Whole school staff meetings reviewing the PBL expectations, changes were made to this document. |
| Term 12023 | Whole school implementation of the new PBL expectations in all classrooms and in playground. |
| Ongoing | All staff meetings begin with discussions of student welfare and wellbeing. |
| Twice a term | Analysis of incident data, discussion of PBL expectations that need to be highlighted and reviewed. |

### 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.

At Kurrajong East Public School, new and casual staff are given an induction regarding behaviour management and expectations. Information is provided to staff when they arrive at the school. This includes information about the behaviour management classroom system, strategies for dealing with playground behaviour and the behaviour expectations matrix for all settings. All behaviour management documents are on display in the school office and all staff have access to the PBL folder.

## 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

### 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 |
| :--- | :--- |
| Ongoing | Communication in regular newsletters about events that promote a positive school culture. |
| Ongoing | School Website \& Facebook, Newsletters and Kindergarten information pack and orientation sessions. |
| Ongoing | Discussions with parents about student behaviour and our PBL 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.

1. Whole school wellbeing initiatives such as Harmony Day.
2. Cyber safety and relationship building lessons delivered by classrooms teachers using a scope and sequence that systematically teaches social and emotional learning.
3. Personal development lessons taught by external providers such as Life Education.
4. Extra curricular activities to develop students interests such as dance, choir and sport and academics.
5. A variety of equipment and playground areas for students to play in at break times.

## Completed by: Rosemarie Rothwell

Position: $\quad$ Principal (Rel).

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