

# ANTI-BULLYING PLAN 2024

## Glendenning 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.

### Glendenning 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
Ongoing	Kindness quotes shared at assemblies.
Ongoing	Positive behaviour for learning – posters are displayed in all classrooms and school areas and PBL expectations are taught in class to reinforce school expectations and behaviours – Be safe, Be respectful, Be a learner.
Ongoing	All teachers to regularly discuss school values and expectations with students at assemblies, and revisit as required throughout the year.

Term 2	Behaviour code for students shared with students.
Term 2	Griffin goal promote positive relationships – information shared with students.
Term 3	Share information about Bullying No Way (National Day of Action Against Bullying and Violence).
Term 4	Cyber Safety workshop with eSafety Commissioner resources (run with a specific year group when required)

## 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	Professional learning on the anti-bullying plan.
Term 2	Professional learning on Aboriginal Education, including racism.
Term 3	Staff Professional Learning – define bullying, revisit school’s Anti-bullying Plan, including the role of staff members in dealing with bullying issues as identified in the Anti-bullying guideline document.
Term 3	Staff Professional Learning – Review the school’s Anti-Racism Policy and Procedures, including the roles of staff members and ARCO.
Term 3, Week 4	Bullying No Way website and resources shared with staff.
Term 4	Professional learning for staff from the Office of the eSafety Commissioner 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.

### NEW:

- An executive staff member speaks to new staff when they enter on duty at the school (information added to casual folders)
- Beginning teachers/ new teachers to the school inducted with Anti-Bullying policies and current school practices
- Information about school policies and procedures will be provided in a handout to staff when they enter on duty to the premises
- School handbook is provided to all new staff members on arrival which includes a flowchart for responding to bullying behaviours and reporting bullying
- The principal speaks to new executive staff when they enter on duty at the school, as part of the induction process

### CASUAL:

- An executive staff member speaks to new staff when they enter on duty at the school (information added to casual folders)
- Information about school policies and procedures will be provided in a handout to staff when they enter on duty to the premises
- School handbook is provided to all new staff members on arrival which includes a flowchart for responding to bullying behaviours and reporting bullying

### ALL STAFF:

- All staff will receive access to Sentral for reporting purposes and are required to enter all reported incidences
- All teachers need to ensure student 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
Ongoing	Wellbeing policies, including anti-bullying and anti-racism, as well as promotional photos communicated via the school's website and Facebook.
Ongoing	Official Facebook page and newsletter used to reinforce the school's position on bullying and to provide information and advice to students and parents.
Term 2	Restorative Practices information shared via the school's newsletter and communicated on Sentral.
Term 3	Publish and share new Anti-Bullying plan in newsletter and website.
Term 3	Bullying No Way activities and resources shared via the school's newsletter and communicated on Sentral and Facebook.
Term 4	Cyber Safety and Online safety resources by the Office of the eSafety Commissioner shared on Facebook, Sentral and in the newsletter.

## 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.

- PDH lessons will promote positive student wellbeing.
- PBL values lessons will promote positive student wellbeing.
- Social skills intervention to be used to teach confident conflict resolution skills (modelled and guided practice).
- Data analysis from Tell Them From Me (TTFM) survey
- Griffin goals aimed towards improving student choices about being good citizens.
- Inclusive practice.

Completed by: Janaya Kojic

Position: PBL Team Member

Signature:



Date: 23/05/2024

Principal name: Alison Jeremijczyk (Principal)

Signature:



Date: 23/05/2024