

# ANTI-BULLYING PLAN

# 2024

## Glen Innes 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.

### Glen Innes 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
Beginning of each term	Behaviour code for students – PBL expectations communicated through whole school assemblies and/or 3-6 message assemblies.
Term 3	Bullying No Way! Held each year in Term 3 around the middle of August – classroom resources provided to staff to use in each classroom setting.
Ongoing	Every classroom has a Code of Cooperation that is linked to the PBL matrix behaviour expectations – classroom expectations under the Code of Cooperation are displayed in each classroom and communicated to students through daily classroom activities. PBL lessons and reminders are delivered daily in classrooms.

Weekly	Stage 1, 2 and 3 assemblies held each week, reminders of prosocial behaviours and positive behaviours expectations reinforced during assemblies and any behaviours of concerns addressed. Students are acknowledged through 'GI Cards', as well as 'Pride', 'Respect' and 'Success' awards given out weekly.
Term 4	Police Youth Liaison Officers and Local Area Command to build rapport with the school community and deliver talks to students regarding consequences of anti-social and online behaviours.
Ongoing/ Every Term	Introduction of wellbeing staff including AEO, Anti-racism Contact Officer (ARCO) identifying their roles and process for incident reporting of racial discrimination and communication modes
Term 1 and Term 4	Explanation of the Student Use of Digital Devices and Online Services Procedural documents delivered via year meeting and cyber safety awareness and cyberbullying education delivered through classroom lessons.

## 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	PBL Matrix and PBL lessons explicit teaching
Weekly	Regular reminders for explicit teaching of appropriate behaviours through Staff, Stage and Wellbeing team meetings.
Term 1 and 2 2023	Trauma Informed Practice
Term 1 2023	Inclusive Education Reform - restrictive practices policy implementation
Ongoing	Staff Professional Learning - define bullying, revisit school's Anti-bullying Plan, including the role of staff members in dealing with bullying issues and reporting processes as identified in the Anti-bullying Procedural document. Promotion of the NSW anti-bullying website for advice to staff, students, parents and carers to further support anti-bullying awareness and strategies.

## 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.

- Information is provided in an induction to staff when they enter on duty at the school.
- An executive staff member speaks to new and casual staff when they enter on duty at the school.
- Staff members are provided with a staff induction by an executive member this includes introduction to the school's Anti-Bullying Policy, reporting procedures for incidents of bullying and the roles of the various staff members in the response process for addressing issues of bullying.
- All new staff will receive access to Sentral for reporting purposes and are required to enter all reported incidences.
- All teachers need to ensure students concerns are addressed and reported.
- All staff to be directed to Professional Learning that is relevant to supporting student wellbeing.
- Link the Anti-Bullying Plan within the staff handbook.

## 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 2	Parent meetings (P&C, parent/teacher night) - Defining student bullying and school supports
Term 2 and 3	School website school Facebook and/or school newsletter - Bystander behaviour
Term 4	School ARCO introductions - Explain the role in the school context and how they support the school community
Ongoing	Promote e-Safety parent courses and Kids helpline information and resources through newsletters and Facebook to provide information, support and education on bullying and cybersafe awareness.

## 3 Support for wellbeing and positive behaviours

Our school's practices and supports 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.

- Positive Behaviour for Learning - Expectations Matrix: explicit teaching of the expectations of PBL in classrooms on a fortnightly basis. Signage around the school based on the fortnightly targeted behaviour. Increased signage throughout the school related to PBL behaviours.
- Empower Me! program in all Stage 3 classrooms - explicitly teaching pro social behaviours.
- Berry Street Education Model approach to classrooms to foster positive relationships between students and teachers, including the incorporation of Welcome Circles and Brain Breaks.
- Peer Mediation
- Student Leadership Roles - running Mother's Day and Father's Day stall, library monitors.
- SLSO – student support staff
- Breakfast Club
- Kitchen Garden and Cooking
- Chill zone

Completed by: Belinda Jerrett

Position: Assistant Principal

Signature:

Date:

Principal name: Christine Dorward

Signature:

Date: