

Wattle Grove Public School

Anti-Bullying Plan

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 [Anti-Bullying](#) 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.

Wattle Grove 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.

The department's [Behaviour Code for Students](#) requires students to be inclusive and respect other students, their teachers, school staff, and community members, and to not bully, harass, intimidate, or discriminate against anyone in our schools.

Our school engages in the following practices to promote a positive school culture.

1.1. Student Communication: Classrooms and School 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: Preventative Approach
Terms 1 Weeks 1-2	Whole school PBL unit of work for each new school year. Teachers and students go through each value and what it means in our school context.
Term 1, Weeks 1 and 2	Revision of school Behaviour Management System- Little, Medium and Big Trouble charts discussed and reviewed. Revision of school rules (refer to Wattle Grove Public School Student Wellbeing Policy and School Discipline Code) Introduce Years 3-6 students to the 'Behaviour Code for Students' - NSW Public Schools. Read and discuss what their roles are as students. Align the code to our school rules. Behaviour Code for Students
Term 1,	Introduce students to:

Weeks 3 and 4	<p>What Bullying is</p> <p>What Bullying is not</p> <p>https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/anti-bullying/students</p> <p>Click on 'For Students' Tab and click on "I have seen someone bullied. Videos to watch- 'Upstanding' Videos.</p> <p>Be an Upstander</p>
Weekly	A new PBL focus is introduced to promote safe, respectful relationships. This is discussed at a class level and at assemblies which are held every three weeks.
18 March	National Day of Action Against Bullying (NDA)- a range of activities and resources to promote awareness and kindness.
Term 1	<p>All Stage 2 and 3 students engage in a Cyber safety unit of Work.</p> <p>e-Safety Commissioner, Virtual Classroom.</p> <p>National Day of Action</p>

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
SDD Term 1	<p>Upskill teachers on Department resources including anti bullying website- NSW Department of Education.</p> <p>Review of School Procedures (PBL).</p> <p>Share PBL Google Drive with all staff to access resources and teaching units.</p> <p>Introduce Anti-Bullying Plan. Review with staff.</p> <p>Discuss What Bullying is and what Bullying is not.</p>
Term 1, Week 2 Professional Learning	<p>Review Student Wellbeing Policy and Discipline Code.</p> <p>Look at 'Types of Trouble'. Review Big/Medium and Little Trouble)</p> <p>Review steps to take when an incident of bullying occurs.</p>
Weekly Executive and Admin Meetings.	Student wellbeing is on each agenda to support the identification and implementation of wellbeing strategies for individual students, groups, classes, grades, stages and whole school.
SDD Term 2 and 3	<p>Professional Learning</p> <p>Zones of Regulation incorporating the School's PBL.</p>
SDD Term 3	Evaluation of school PBL procedures.
End of each Semester	Executive staff to audit orange and red slips and identify main causes of negative behaviour.

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.

- Each classroom has behaviour expectations and consequences clearly displayed
- Casual folders containing student profiles are provided for temporary and casual staff
- Casual folders contains school's behaviour management plan.
- Term 1, Week 1 Professional Learning- review Student Wellbeing Policy and School Discipline Code
- An executive staff member speaks to new and casual staff when they enter on duty at the school for the first time
- The principal speaks to new executive staff about the school's approaches and strategies in responding to student bullying behaviour when they enter on duty at the school, as part of the induction process.

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	Update school website with links to Department and School policies
Fortnightly newsletter	PBL focus published with supporting photos/images.
Term 4	Consultation with P&C regarding anti-bullying plan before implementation

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:

- Creation of class rules based around the four school PBL values:
Safe Respectful Learner
- Superkid Award system aligned to our school PBL values.
- Merit Certificates awarded each fortnight by class teachers.
- Principal Awards presented at Assemblies.
- Weekly LST meeting to review identified students currently on caseload
- Google Doc LST student list updated regularly
- Teaching of PBL focus areas each week, with a strong focus in Term One.
- Displaying the expectations of behaviour and clear consequences in every learning environment.
- Teaching of Personal Development units of work that focus on developing positive relationships and identifying unsafe situations and what to do when faced with these.
- Playground strategies include - Bloomers Club, Defence School Mentor Playground Activities, Happiness Headquarters, Buddy Bench; Buddy System, Extra-Curricular Activities and differentiated programs as required at point of need.
- Employment of a Wellbeing Officer two days a week.

Completed by: Nicole Cameron and Vicky Valensise

Position: Principal and Deputy Principal

Signature: *Nicole Cameron*

Date: 20.08.2022

Principal name: Miss Nicole Cameron

Signature: *Nicole Cameron*

Date: 20.08.2022