

# Engadine Public School

## Anti-bullying Plan 2020

**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.

### Engadine 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
weekly	address various topics as need arises: bullying, expected behaviours, playground rules, social skills, Positive Behaviour for Learning (PBL) expectations.
annually	special assemblies: NED show, Harmony Day, Anti-Bullying Day
annually	Learning & Support Team presentations: Bullying and Bystander behaviour
annually	class groups: Peer Support and Buddy Programs

## 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
weekly	staff meeting focus on Student Welfare; weekly Learning & Support meetings with school counsellor
weekly	staff meeting focus on Restorative Practices and PBL expectations
2018	whole staff training in Restorative Practices
2019	whole staff professional learning in PBL
daily	sentral student welfare communications to all

## 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 prevent and respond to student bullying behaviour, when it does occur. For example:

- information is provided in a handout to staff when they enter on duty at the school; a casual induction book is available in each classroom and includes our PBL expectations
- an executive staff member speaks to new and casual staff when they enter on duty at the school; hand over of individual student information, relevant welfare information and information about staff support/mentors.
- the principal is an active part of the LST and Executive groups who work together to review and update policies and procedures around Wellbeing, Student Discipline and Anti-Bullying measures. Relevant policies and procedures are discussed with new and casual staff.

## 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
weekly	newsletter: regular section about PBL at our school
Social media	provides daily updates about school activities and events – School Bytes and Facebook
P&C	monthly meetings - discussions and feedback about newly developed policies and procedures
P & T nights	regular opportunities for discussion about individual behaviours of concern and school-wide supports
Annually	Tell Them From Me (TTFM) surveys are conducted and results discussed with parents and community to determine student perceptions of bullying, belonging and school supports.

## 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.

PBL is our school wide framework that supports positive expectations and provides scaffolded support as required.

We embed whole school Restorative Practices in order to address wrong-doing immediately with the intention of restoring the relationship.

We utilise a whole school award system based on our PBL expectations.

We refer regularly to our collaboratively developed PBL expectations.

We have a structured system of behavioural support which includes: conferencing, Restorative Circles, Reflection Time, Parent notification, Formal cautions and may include suspensions, consistent with the NSW Department of Education Guidelines.

Completed by: Sara Swift in consultation with the Executive Team

Position: Principal

Signature: \_\_\_\_\_ Date: 8.8.2018

Principal name: Sara Swift

Signature: \_\_\_\_\_ Date: 8.8.2018