

ANTI-BULLYING PLAN 2023

Earlwood 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.

Earlwood 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
Throughout the year	Behaviour expectations are discussed with students in accordance with the school rules; be safe, be respectful and be a learner.
Term 1	Class teachers inform students about the definition of bullying, strategies to deal with conflict and bullying and how to be an upstander.
Term 3	Recognition of Anti Bullying Day including making and displaying posters.

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
31.1.2023	Email sent to all teachers outlining school rules and anti bullying strategies to remind students of the high expectations at Earlwood Public School
30.5.2023	All staff to undertake professional learning on managing challenging behaviours in the classroom.
19.6.2023	All teachers to participate in professional learning about how to foster students' social and emotion

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 casual staff are met by a member of the executive and informed of the high expectations of the students at Earlwood Public School. Casual staff are provided with a copy of the Earlwood Public School's Playground Behaviour Levels which encourage positive interactions between students in the playground. The levels show clear consequences for students who engage in: shouting and arguing with peers, name calling, bullying (including malicious gossip and exclusion), deliberate tackling, pushing, tripping and kicking, harassment and aggressive behaviour (fighting, biting, punching) and physical violence. Playground duty bags are well equipped with forms to notify class teachers and executive when necessary.

Casual staff are introduced to the whole school reward system and are provided with blue tokens to recognise and encourage positive behaviour in the classroom and in the playground.

New staff are provided with an orientation by the Deputy Principal which explains how to use the whole school behaviour system. New staff are introduced to the School Improvement Plan, including the goals and progress measures of Strategic Direction 3 : Connect, Succeed, Thrive. This Strategic Direction aims for students to have well-developed social and emotional skills, resolve conflict, engage in teamwork and feel positive about themselves and the world around them.

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 1	Parent/teacher night - Defining student bullying and school supports
Term 3	School website school Facebook and/or school newsletter - Bystander behaviour during Bullying No Way Day.
Every fortnight	Advice to parents about how to stay safe online.

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.

All students participate in a K-6 Buddy Program which pairs older classes with younger classes. The relationships formed provide younger students with an additional student support person and assist students in understanding others. Other students have the opportunity to build skills of leadership and responsibility in older students. The Buddy Program has a fortnightly focus connected to key Social and Emotional Learning themes.

Each class is encouraged to engage in mindfulness activities using the Smiling Mind website.

All students in Years 2 to 6 are engaged in explicit lessons on how to be safe using technology. Students are taught how to protect themselves online from strangers, how to maintain respectful relationships and how and where to report inappropriate online behaviour.

Stage 3 students participate in a social skills program to practice skills of co-operation, fairness, kindness and consideration.

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