

ANTI-BULLYING PLAN 2024

Kingswood South 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.

Kingswood South 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
Term 1	Behaviour code for students, Week 5 First Bronze Behaviour Awards given to students
Term1	Week 5 Behaviour Awards presented at all assemblies for the rest of term. March - Celebration of Harmony Day,
Term 2	Week 5 First Silver Behaviour Awards presented to students. Be Kind Day is recognised.
Term 3 & 4	Term 3 Week 5 Gold Behaviour Awards are presented. Term 4 - Platinum Behaviour Awards are presented National Day of Action Against Bullying celebrated

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 and	Induction to new staff of Behaviour Code and Policy. PBL training for staff. Harmony Day celebrated in March. Second Step Training for staff. DOE behaviour Professional Learning
Term 2	PBL Strategic Direction 3 - A strategic and well planned approach is reviewed across the school that
Term 3 and 4	Behaviour and Wellbeing data is constantly reviewed to support students achievement. Information
Term 4	PBL programs, data and policies are reviewed

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 our school's approaches and strategies to prevent and respond to student bullying behaviour, when it does occur.

- * information is provided in a handout 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
- * an executive staff member checks in with new and casual staff at the end of each day to ensure communication of any behaviour problems, including bullying.
- * an induction program for new and casual staff is implemented in Term 1.
- * ongoing communication with staff at stage and whole staff meetings.
- * the principal speaks to new executive staff 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 topic
All Year	Parent meetings i.e P&C, parent/teacher interviews, individual Behaviour Plan meetings - Defining student bullying and school supports
All Year	School website, school Facebook, Sentral Parent Portal notifications and/or school newsletter - Communication of events, Information regarding Bullying Behaviour Initiatives, Reminder of School rules
All Year	School Newsletter - Acknowledge of Special Events and recognition of students Behaviour Awards.
All Year	School Assemblies - Reminder of PBL Strategies(ie what does it look like to be safe in the classroom, playground, with your friends and leaving the school.)

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.

The PBL team develops the expectations of behaviour and they are explicitly, consistently and supportively applied across the school. Students receive behaviour support appropriate to their needs.

Consistent language and feedback on behaviour connected to our PBL expectations - safe, respectful learners.

Sports equipment available for loan at lunch to support students in the playground.

Options for quiet play under the COLA or in the library for those requiring quiet play areas

Increased opportunity for students to participate in organised interest groups.

A strategic and well planned approach is developed across the school that supports the wellbeing of all students so they can connect, succeed, thrive and learn.

School wide surveys reflect a whole school approach to wellbeing and engagement. TTFM wellbeing data will be used to improve wellbeing programs.

Completed by: Rachael Burke

Position: Assistant Principal

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