

# ANTI-BULLYING PLAN 2023

## Bourke 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.

### Bourke 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
Termly	Student Behaviour Code signed by students before events off site
Weekly	Positive Behaviour for Learning (PBL) spoken in school assembly -Respectful, Responsible and Resilient
Weekly/Daily	Positive Behaviour for Learning (PBL) Lessons and acknowledgements - social skills, anti-bullying
Yearly	Inclusive Celebrations - Harmony Day, NAIDOC Week, Reconciliation Week

## 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
Fortnightly	Stage/Whole Staff Meeting - discussion and review of behaviour and bullying
Daily	Staff Muster - meeting to discuss students, behaviours and any bullying incidents that need to be addressed
Yearly	Positive Behaviour for Learning whole staff meeting and review bullying incident data and implementation
Yearly	Mandatory Anti-Racism training

## 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.

- An induction with information is provided in a handout to staff including a copy of the anti-bullying plan when they enter on duty at the school
- Community tour given with the SLCE
- Assigned an Assistant Principal as their supervisor- they advise the staff on procedures and anti bullying strategies within the school
- Assistant Principal Curriculum and Instruction works with staff on curriculum knowledge and curriculum delivery.
- Assistant Principal supports staff to improve teaching practice and student outcomes.
- The Principal speaks to new 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
Termly	Parent meetings - equipping and educating parents around strategies for anti-bullying
Weekly	School website, school Facebook and/or school newsletter - Anti-Bullying information
As Required	Notifying parents of any incidences with parent meetings or phone calls

## 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.

- Staff participate in PBL meetings, LST meetings and Executive meetings to proactively identify strategies to enhance the positive culture of the school to develop practices that respond appropriately to student behaviour.
- We are a Positive Behaviour for Learning (PBL) school and the core values Respectful, Responsible and Resilient are embedded in our policies and procedures to support student wellbeing.
- Our Filial therapy at school support our students wellbeing and regulate positive behaviours.
- We meet with our community to form positive relationships that in return produce positive behaviours.

Completed by: Margaret Gordon-Poole

Position: Relieving Principal

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Principal name: Margaret Gordon-Poole

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