

ANTI-BULLYING PLAN 2021

Bowral 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.

Bowral 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	Teach school-wide behaviour expectations and supports through the 'Wellbeing Passport' program. Teach school-wide expectations and supports through the 'Make a Stand' program.
Term 2	Reinforce whole school wellbeing initiatives at weekly assemblies. Performance by 'Brainstorm Productions' about anti-bullying.
Term 3	Teach and reinforce respectful relationships. Revisit 'Behaviour code for students'.
Term 4	End of year celebration and recognition of students for following school-wide expectations.

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	Whole school professional learning on Wellbeing initiatives, including anti-bullying. Whole school participation in the 'National Day of Action against bullying and violence'.
Term 2	Whole school teaching and learning relating to 'Brainstorm performance' about anti-bullying. Wellbeing team continues to meet, discuss and identify areas of focus across the school.
Term 3	All staff continue to teach and revisit school expectations, including 'Focus of the Fortnight'.
Term 4	Review anti-bullying procedures.

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.

All new and casual staff are informed about Bowral Public School's approaches and strategies to prevent and respond to student bullying behaviour, when it does occur. For example:

- information is provided to staff when they enter on duty at the school. Each class has a red folder for casuals which contains information on whole school wellbeing systems, including anti-bullying strategies.
- new staff are also given an information booklet and participate in an induction process.
- an executive staff member speaks to new and casual staff when they enter on duty at the school, as part of the induction processes
- the principal or deputy 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
Term 1	Communication to the P and C about the school's wellbeing and anti-bullying processes. Our school's participation in the National Day of Action against Bullying is communicated to parents.
Term 2	There is a fortnightly Wellbeing update in the newsletter to raise awareness with parents of our initiatives.
Term 3	Regular updates are provided on our website, facebook page and school newsletter.
Term 4	Continue regular updates on website, facebook and through our school newsletter.

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).

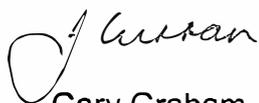
Examples of other ways our school will embed student wellbeing and positive behaviour approaches and strategies in practices include the following.

- * A school-wide approach to student wellbeing, underpinned by the Wellbeing Framework for Schools.
- * All students are explicitly taught the school-wide expectations through the Bowral Public School 'Wellbeing Passport' program.
- * All students are explicitly taught strategies to recognise and respond to bullying through the Bowral Public School 'Make a Stand' program.
- * Clear and consistent approach to acknowledging positive behaviour through the possum award and school merit system.
- * Clear and consistent approach to managing misbehaviour which includes support and parent communication.
- * 'Good News' postcards sent home to acknowledge students.

Completed by: Joanne Curran

Position: Deputy Principal

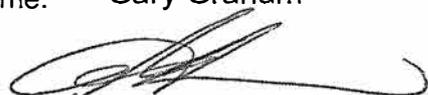
Signature:



Date: 5/2/21

Principal name: Gary Graham

Signature:



Date: 5/2/21