

# Gunnedah South Public School

## Anti-bullying Plan 2019

**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.

### Gunnedah 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 Feb	Behaviour code for students
Term 1 Mar	School wide Anti-bullying policies updated
Term 2 May	Bystander or Upstander focus
Ongoing	Bullying - What you need to know

## 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 Feb	Staff Professional Learning focus on Anti-bullying plan and Anti-bullying procedures
Wk3 - T.1-4	Staff Professional Learning - Positive Behaviour for Learning
Wk1 - T.1-4	Anti-bullying - Parent and carers tips
Wk 1, T2	Professional Learning supporting a climate that actively promotes positive caring relationships

## 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.

- Anti-bullying plan and resources are updated and included in the annual Staff Handbook
- New Teacher Pack - Anti bullying Plan and resources are included as an appendix of the New Teacher Induction Pack.
- Casual Teacher Folder - Casual teacher folders are provided daily with students' profiles and class rules which include the schools Anti-bullying Plan.
- Beginning teachers induction program includes professional learning on Anti-bullying.
- Every classroom has Positive Behaviour for Learning (PBL) expectations displayed in a highly visible location.
- Stage supervisors / Deputy Principal follow up on with incident slips if needed.
- Executive staff are present and visible during learning times and play breaks.
- Anti-bullying posters are displayed for staff in common areas.
- An executive staff member supports new and casual staff with understanding our school's Anti-bullying approach when they enter on duty at the school.
- 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 topics
.Wk6 - T. 1-4	Newsletter articles - Use Anti-bullying flyers as topics.
Wk3 - T. 2&4	Anti-bullying focus in principal's report in newsletter
Term 1	Information provided at P&C Meeting for parents about Anti-bullying plan and request for input
Ongoing	Parent information book - inclusions of Anti-bullying plan and school PBL approach.

## 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.

Positive Behaviour for Learning (PBL) is an evidence based whole school system that approaches and addresses the diverse academic and social needs of every student to support success at school. The PBL program enables Gunnedah South to establish a continuum of supports that are intensified to meet the needs of every student. This program is team driven, using a problem solving approach (data systems and practices) that engages students, parents and all school staff to establish positive social expectations for our whole school community. Furthermore, it provides a framework for the school and stake-holders to collectively support the well-being of every student, everywhere, everytime.

Completed by: Nicole Walsh

Position: Relieving Deputy Principal

Signature: 

Date: 29-03-2019

Principal name: Pete Baum

Signature: 

Date: 29-3-2019