

Ashtonfield Public School

Anti-bullying Plan 2022

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.

Ashtonfield'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:

11. **Student assemblies**

Dates	Communication topics	Delivered by	Time required	Activity if relevant	Lead up preparation
Term 1 February	Behaviour code and behaviour expectations for students	Class teachers	30 minutes		Behaviour code given to staff and students – AP's
Term 1	Harmony Day	Class teachers	30 minutes		Activities – class teachers
Term 2	NAIDOC Week	AECG	30 minutes		Activities, notes and organisation – Julie Sullivan and Junior AECG
Term 1-4	Behaviour expectations delivered in assemblies	Classroom teachers, student representatives	5 minutes		Expectations poster – PBL Team Script – PBL Committee Topic – PBL Committee
Term 3	Police Visit – Cyber safety	Police Youth Liaison Officer	30 minutes		Matt Leleu to organise

1.2 Staff Professional Learning and opportunities

Dates	Staff professional learning	Delivered by	Time required	Activity	Preparation notes
Term 1	Presentation to staff of School Anti-Bullying Plan	Team	15 minutes	Professional learning session	Organised by the team. Everyone to have a role as part of the development and delivery.
Term 1 Wee 8	Bullying No Way site	Anti-Bullying team		Professional reading	
Term 3	Teacher PL addressing wellbeing				
Term 1-4	PD/H/PE lessons	Class Teachers	Lesson time	Development and delivery of lessons/UR strong program	Lessons to be developed to include respectful relationships as part of PD/H/PE units.
Term 1-4	Team/Stage/LST/communication meetings – discussion of student wellbeing issues	School staff	Various	Discussion of students with current wellbeing issues. Strategies discussed and implemented.	Agendas to add student to the relevant meetings.
Terms 1-4	Aboriginal Cultural support	Aboriginal Education Teacher	As needed		
Term 1-4	PBL	PBL Team	Termly as part of communication meeting	PBL Team update and data analysis	Minutes from PBL meetings
Term 2	Inclusion in schools				
Term 2	Review new behaviour strategy	Exec	PL meeting		Understanding of behaviour strategy

1.3. New and casual staff

Casual staff to receive induction from Deputy Principal with key features of what to do if bullying is reported, in line with our school Wellbeing procedures.

One-page brief, developed by anti-bullying, anti-racism, cyber safety team in consultation with school executive with a focus on:

- **What constitutes poor interpersonal behaviours?**
- **Best practice reminder statements**
- **Who to report behaviours to**

Checklist

- New staff presented with the Anti-Bullying Plan upon commencement
- Anti-Bullying plan presented at staff professional learning
- Casual staff given one page about bullying and how it is to be dealt with at APS**
- Each classroom has behaviour expectations and consequences clearly displayed in a predominate location.
- Casual folders are provided with students' profiles and school rules.**
- School Executive follow up with incident as entered on Sentral in regard to bullying, racism and cyber bullying. Racism is to be dealt with, in consultation with the ARCO's.
- Staff are present and visible during learning times and play breaks.
- New staff/casuals inducted and provided with information when they enter on duty.

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.

<input type="checkbox"/> School Anti-bullying Plan	<input type="checkbox"/> NSW Anti-bullying website	<input type="checkbox"/> Behaviour Code for Students
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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	Method	Responsibility
T1W8	'The Parent Action Toolkit' information kit for parents link in newsletter, P&C meeting.	Newsletter	Office
T1	Harmony Day - newsletter and Facebook	Newsletter and Facebook	Stage groups
T1W8	Bullying No way Day communication	Newsletter, Website	Anti-bullying team
T1W9	Parent Teacher interviews to discuss wellbeing	Face to face conversation	Class Teachers
T1W11	UR Strong information in newsletter for parents	Newsletter and hand out	Office and class teachers
T2W10	Reconciliation Day information	Notes, newsletter, website and Facebook	Julie Sullivan and Junior AECG
Term 1	Anti-bullying plan presented to P&C	Verbal at P&C meeting	Melissa Scully and representative
Term 1-4, as needed	Wellbeing updates on school website and school newsletter	Written communication	Anti-bullying team
Twice per term	UR Strong information and strategies	Newsletter	

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.

Date	Activity	Stage	Specific Context	Parent Communication	Person responsible
Term 1 Week 8	Anti-bullying activities (to replace PD/H lessons for the week)	Whole school activity	Anti-bullying	Newsletter	Anti-bullying team
Term 1 Week 8	Anti-bullying message via Facebook and activities for Bullying No Way Day!	Whole school	Bullying No way photos.	Photos in newsletter and Facebook	Class teachers
Term 2 Week 10	NAIDOC Week	Whole School	Aboriginal and Torres Strait Islander recognition, history and customs	Notes, assembly, newsletter and Facebook	Julie Sullivan
Twice a Term	Junior AECG Meetings	Junior AECG members	Agenda topics	Nil	Julie Sullivan
Weekly	PBL	Whole School	Behaviour expectations	Newsletter	PBL Committee
As needed	Mediation/ARCO Protocols/Intervention	Involved students	Racist behaviours	Phone call	ARCO
Term 3	Police YLO visit	Stage 3	Cyber Safety	Notice in newsletter	Brigita Meynell/Matt Leleu
Ongoing	Pebble awards	Whole School	Positive behaviour award system	Weekly assembly and newsletter	PBL Committee
Ongoing	Structured playground activities	Whole School	Games/social room, computers for students with playground needs (Terms 1-3)		Playground duty teacher
Term 2 – 3 activities	Anti-racism activities	Whole School	K-2 Cultural Diversity/Cultural Identity 3-6 Anti-racism		Anti-bullying team
Term 3 -	Cyber safety activities	Whole School		To be delivered by class teachers	Each stage to organise activities
Term 2 & 4	Tell Them From Me Survey	Years 4-6	Complete survey questions	To be delivered by classroom teachers	Erin Staniland
Ongoing	Cultural lessons	K-6	Aboriginal Culture		Julie Sullivan
Semester 1	Stage 2/3 Wellbeing lessons	Stage 2 and 3	Mindfulness and sense of belonging		Kylie Humphreys

Completed by: Erin Staniland _____

Position: Assistant Principal _____

Signature: Erin Staniland Date: 23/2/22

Principal name: Melissa Scully _____

Signature: M Scully Date: 23/2/22