

Ashtonfield Public School

Anti-bullying Plan 2020

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 Feb	Behaviour code and behaviour expectations for students	Class teachers	30 minutes		Behaviour code given to staff and students – AP's
Term 1 Mar	Anti-Bullying message for National day of action against bullying	Student leaders	10 minutes	Nil	Erin Staniland/Matt Leleu
Term 1 Mar	Harmony Day	Class teachers	30 minutes	Range of activities	Anti-bullying, Anti-racism and Cyber Safety team in consultation with Adela Davey
Term 2 July	NAIDOC Week assembly	AECG/Emily Price	30 minutes	Range of activities over the week	Activities, notes and organisation – Emily Price and Junior AECG
Term 3	Police Visit – Cyber safety	Police Youth Liaison Officer	30 minutes		Anti-bullying, Anti-racism and Cyber Safety team
Term 2, 3 and 4	Behaviour expectations discussed at morning assemblies	Student leaders	5 minutes		Expectations poster – Zac Manton/Dan Willis Script – Matt Leleu Topic – PBL Committee

1.2 Staff Professional Learning and opportunities

Dates	Staff professional learning	Delivered by	Time required	Activity	Preparation notes
When needed	Staff induction	Sue Holt	As needed	Induction	
T1 W11	UR Strong information and presentation for staff and students	UR Strong presenter	1 hour per stage	Student sessions with follow up lessons as part of PBL.	Organised by Sue Holt.
Term 1	Presentation to staff the School Anti-Bullying Plan	Team	20 minutes	Professional learning session	Organised by the Team. Everyone to have a role as part of the development and delivery.
Term 1-4	PD/H/PE lessons	Class Teachers	Lesson time	Development and delivery of lessons	Lessons to be developed to include respectful relationships as part of PD/H/PE units.
Term 1-4	Team/Stage/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.
Term 1-4	Review online training provided by organisations and participate as relevant	E-safety commissioner/ DoE	Various	Online PD	Interested staff
Ongoing	ARCO Training	DoE	Various	ARCO training	Allocated staff

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
T1W6/7	'What to do about bullying' fact sheet for parents, P&C meeting, Effects of gaming in Newsletter and app	Newsletter	Office
T1 W8	Harmony Day - newsletter and Facebook	Newsletter and Facebook	Antibullying team with Adela Davey
T1W9/10	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
Term 1	Anti-bullying plan presented to P&C	Verbal at P&C meeting	Melissa Scully and Erin Staniland
T2W10	Reconciliation Day information	Notes, newsletter, website and Facebook	Emily Price and Junior AECG
Term 1, 2, 3 and 4	Wellbeing updates on school website and school newsletter (Weeks 2, 5, 8)	Written communication	
Term 4	UR Strong for Kindergarten parents as part of orientation	Verbal at Kindergarten Orientation	Sue Holt/Donna O’Neill

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 Whole school activity on Friday 20 th March	Whole school activity	Anti-bullying	Assembly, newsletter	Erin Staniland
Term 1 Week 8	Anti-bullying promise	Whole school	Anti-bullying display	Photos in newsletter	Antibullying team
Term 2 Week 10	NAIDOC Week	Whole School	Aboriginal and Torres Strait Islander recognition, history and customs	Notes, assembly, newsletter and Facebook	Emily Price
Once a Term	Junior AECG Meetings	Junior AECG members			Emily Price
Weekly	PBL	Whole School	Behaviour expectations	Newsletter	Matt Leleu, Zac Manton and PBL Committee
As needed	Mediation/ARCO Protocols/Intervention	Involved students	Racist behaviours	Phone call	ARCO – Emily Price
Term 3	Police YLO visit	Stage 2 and 3	Cyber Safety	Notice in newsletter	Antibullying team
Ongoing	Pebble awards	Whole School	Positive behaviour award system	Weekly assembly and newsletter	Erin Staniland
Ongoing	Year 6 helpers	Whole School	Year 6 helpers are available on the playground to assist in friendship connections	Nil	Year 6 teachers
Ongoing	Structured playground activities	Whole School	Games/social room, computers for students with playground needs.		Playground duty teacher
Term 2 – 3 activities	Anti-racism activities	Whole School	K-2 Cultural Diversity/Cultural Identity 3-6 Anti-racism	Emily has organised activities.	Emily Price
Term 3 -	Cyber safety activities	Whole School		To be delivered by RFF staff – 3 lessons per term.	
Term 1-4	Resilience and mindfulness	Whole School	Weekly lessons supported by outside agency	Weekly lesson to be delivered by outside agency and class teachers	Class teachers and Executive

Completed by: Erin Staniland

Position: Assistant Principal

Signature:  Date: 17/2/2020

Principal name: Melissa Scully

Signature:  Date: 3/2/2020



How to deal with bullying



What constitutes poor interpersonal behaviours?

Physical – kicking, hitting, pushing, hurting, poor body language

Verbal – swearing, name calling, racial/gender harassment, speaking over others, using mean words/tone

Psychological – teasing, spreading rumours, sexual comments, provoking, threatening

Emotional – leaving people out, demeaning comments, manipulating, hurting people's feeling, refusing to listen, isolating others, refusing others in activities

Best practice reminder statements

- If you don't have something nice to say don't say anything.
- Is this a friendship fire?
- Did you ask them to stop what they were doing?

If you see or know of someone being bullied:

- Don't join in – either in person or online
 - Don't forward or share posts, images or videos that will hurt others
- Tell a trusted adult

Who to report behaviours to:

Student to student – report to teacher

Student to teacher/teacher to student – report to AP/DP

Teacher to teacher – report to Principal

Parent to teacher/teacher to parent – report to Principal

Executive to teacher/teacher to executive – report to Principal/Director

Executive to executive – report to Principal/Director