NSW GOVERNMENT | Education

ANTI-BULLYING PLAN 2023

Glenbrook 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.

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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	Behaviour code for students shared during week 1 by class teachers. Visiting show on bullying – No Way. Funded by school and lessons materials provided to teachers.
Term 1	Harmony Day - promotes inclusion and a positive school culture
Term 2 and 3	Peer Support Training
August	National Day of Action Against Bullying

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	Refresh behaviour expectations - whole staff meeting. Discuss forming class rules and how to track students' behaviour on Sentral.
Term 1 and 3	Review of policies with whole staff - student wellbeing, attendance, anti-bullying, accessing the Learning and Support team
Twice a term	Analysis of behaviour incidents to identify and respond.

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.

New and casual staff will be informed about our school's approaches and strategies to prevent and respond to student bullying behaviour, when it does occur.

* information is provided in a handout to staff when they enter on duty at the school
* an executive staff member speaks to new and casual staff when they enter on duty at the school
* an executive staff member checks in with new and casual staff at the end of each day to ensure communication of any behaviour problems, including bullying.
* the principal speaks to new executive staff when they enter on duty at the school, as part of the induction process.
* A written form is provided for casual staff to record incidents that require reporting to the incident hotline.

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	Chains of communication - who do I contact and how? Included in Prinicpal's update at P&C
Term 1	Defining student bullying and school supports available.
Term 2	School website and Principal's update - advertising what bystader behaviour looks like.
Term 2 and 3	Peer Support focus - communicated to parents through Principal's update

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.

* Consistent language and feedback on behaviour connected to high edxpectations
* Sports equipment available for loan at lunch to support students in the playground.
* Options for quiet play in the library for those requiring quiet play areas.
* Positive Playground Program

Completed by: Karen May

Position: Principal

Signature: *K. May*   Date: 20.3.23

Principal name: Karen May

Signature: *K. May*   Date: 20.3.23