

ANTI-BULLYING PLAN

2021

Epping North 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.

Epping North 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 1-4 | School values - Respect, Responsibility, Resilience - whole school and class Playground tour outlining school expectations and signage around school is referred to |
| Term 1-4 | Stage assemblies - PBL focus and reteach school expectations |
| Term 1 -4 | Wellbeing lessons |
| | |

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 | Staff Development Day - outlining school expectations and teacher pack Wellbeing Framework |
| Term 1 -4 | PBL focus areas and data sharing |
| Term 1-4 | Wellbeing - weekly staff meeting |
| Term 1-4 | Behaviours are identified in Sentral |

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.

PBL process and behaviour flowchart is included in the casual folder which is handed to new and casual staff.

Examples -

- As part of the induction process for new and casual staff, an executive staff member outlines the school's Positive Behaviour for Learning focus with particular emphasis on reward systems, preventative measures and response protocols.
- The principal (or delegate) speaks to new executive staff when they enter on duty at the school, as part of the induction process, the PBL focus of the school - reward systems and response protocols.

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 | Parent Information Evening Partnership in Learning interviews |
| Term 1-4 | School newsletter - Focus areas and wellbeing tips; timely contact with parents P&C - Focus areas and wellbeing information |
| Term 4 | Kinder Orientation Evening |
| | |

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.

- Creation of positive classroom environments
- Professional learning to upskill staff and embed wellbeing into programs
- Whole school behaviour management process - VRP's, strives and merit awards
- Wellbeing program taught by specialist teacher
- Opportunities for positive student leadership (SRC, captains and leaders)
- Students are identified and tracked through the Learning and Support team/ school counsellor
- Social skills lessons when required
- Participation in extra curricular programs

Completed by: Anita Bareham and Natasha O'Dwyer, PBL committee leaders

Position: Classroom teachers

Signature: A Bareham N O'Dwyer

Date: 12 November 2021

Principal name: Kerry-Anne Goldhagen

Signature: K Goldhagen

Date: 12 November 2021