

ANTI-BULLYING PLAN 2024

GILLIESTON 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.

Gillieston 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
Daily	Classroom and playground high expectation school culture
Ongoing	School PBL behaviour expectations and Zones of Regulation overview - taught explicitly in Term 1 and reviewed each term
Weekly	Behaviour code for students - presented in assemblies and classes in the weekly PBL expectations focus

Ongoing	Wellbeing/social skills lessons promoting positive social behaviours
Ongoing	Police Youth Liaison Officer Visits - Cyberbullying presentations
Annually	Events to promote inclusion including - Harmony Day and Reconciliation Week
Annually	Bullying, No Way! Day - K-6 Complete Anti Bullying Department 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
Ongoing	Staff model high expectation respectful relationships thorough daily interactions with the whole school community.
Ongoing	Student behaviour Code -understand and review expectations
Ongoing	Staff meetings, emails and meetings to support positive behaviour and communicate Sentral data analysis of student wellbeing entries
Yearly	Staff reminder of Anti-Bullying Plan and Anti-Bullying department Lessons.

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 permanent staff undergo a thorough induction process, led by an executive member using the staff handbook as the foundation for learning school policies, procedures and expectations. Included within the handbook is important information about school behavioural expectations, procedures for addressing inappropriate student behaviour, systems for rewarding and acknowledging positive behaviour and information about current wellbeing programs or initiatives. Each of these contain information related to the school's approach for preventing and responding to bullying.

Signage throughout the school reflects our expectations and procedures.

Weekly lessons and support materials are provided to enable new staff to support the whole school implementation of PBL.

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Casual staff are provided with information in a 'casual folder' which includes school procedures and expectations. Quick flowcharts to assist with classroom and playground settings to help guide and support casuals are provided. An executive speaks to casual staff when they enter on duty at the school ensuring they are clear on school procedures and behaviour reporting 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 topic
Weekly	Newsletter information provided each week on PBL focus
Ongoing	School support through parent meetings, parent/teacher interviews. Newsletter information provided periodically about anti-bullying strategies and procedures and behaviour code
Ongoing	Celebration of positive behaviours of individuals and teams through assemblies, awards, reward system and good news stories on Facebook and Sentral
Annually	Updated anti-bullying plan (reviewed by executive staff), available on the website

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.

- High expectations that all members of our community treat each other with respect and dignity and that we celebrate difference.

- Strong learning and support systems to meet the individual needs of the students including maintaining an active Learning Support Team and ongoing monitoring of school wellbeing data ensuring that all students are known, valued and cared for.
- regular review of systems and structures to support emerging needs of students, staff and the community.
- whole school wellbeing systems such as PBL and whole school wellbeing programs such as Zones of Regulation which aim to teach expected behaviours and reinforce resilience, persistence, confidence and self-regulation skills.
- social skills programs which promote life skills and social skills, resolution of difficult situations and communications skills run by student wellbeing officers and reinforced by restorative practices and conversations ensuring students know how to deal with bullying and conflict.
- strong attendance processes in place to ensure and support positive student wellbeing.

Underpinning all of our school policies and programs are the core expectations of:

- Safe
- Respectful
- Learners

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