

# Thornleigh West Public School

## Anti-bullying Plan 2019

**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.

### Thornleigh West 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
Terms 1 - 4	Teachers explicitly teach Respect Responsibility Achievement in their classrooms
Term 1	Meet and Greet- expectations are shared with parents
Term 1	Anti Bullying Day is highlighted. Prefects attend leadership camp and plan a play for assembly.
Terms 1 - 4	All assemblies focus on school rules and expectations to ensure students are happy and safe

## 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
Terms 1 - 4	Staff are trained in emotional coaching via the Got It program
Terms 1 - 4	You Can Do It program is explicitly taught
Terms 1 - 4	Relationships is the foundation at TWPS staff are inducted to the culture of TWPS
Terms 1 - 4	Staff and learning support team devise individual plans for students who need social skills

## 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.

- information is provided in a handout to staff when they enter on duty at the school via casual teaching folders
- an executive staff member speaks to new and casual staff when they enter on duty at the school
- the principal speaks to new executive staff when they enter on duty at the school, as part of the induction process.
- teachers are equipped with fluro vest and bumbag with rewards, schools rules and "yellow" cards for reflection time if needed.
- executive staff are rostered on duty to roam around the playground. They support teachers and students
- casual teachers who are unknown to the school are not placed on difficult to supervise duties.

## 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

## 22. 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
Term 1	Meet and Greet expectations and procedures are shared by the classroom teachers K - 6
Terms 1 - 4	Information placed in the school newsletter about Anti Bullying
Term 3	Anti bullying resources and information are shared at a P & C meeting
Terms 1 - 4	Clear student welfare policy and steps that executive consistently follow

## 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.

- \* Rostered playground activities: library and grade rosters for playground equipment
  - \* football round robin for older students
  - \* Fungeiners for Kindy students. Structured played led by SRC.
  - \* Principal conducts "Help Increase the Peace" program for Years 3 - 6 students
  - \* Learning and Support teacher explicit teachers a social skills program for students at need in K - 2
  - \* students are trained in using the "Buddy Bench"
- a roster and T shirts re used to support students who may not have a friend to play with.
- \* SRC is a timetabled activity student leaders are encourage to contribute to promoting positive behaviour

Completed by: Chantal Mamo

Position: Principal

Signature:



Date: Feb 2019

Principal name: Chantal Mamo

Signature:



Date: Feb 2019