

# Narooma 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.

### Narooma Public Schools 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
month/term	Behaviour code for students
Term 1	Weekly PBL lessons - antibullying focus each term (Respectful language, hands and feet to self)
Term 2	Weekly PBL lessons - antibullying focus each term (Respectful language, hands and feet to self)
Term 3 & 4	Weekly PBL lessons - antibullying focus each term (Respectful language, hands and feet to self)

## 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
	EXAMPLE: Teaching and reinforcing respectful relationships
Term 1	PBL Training - new lessons, classroom training, matrix expectations
Term 2	Form of Behaviour Training
Semester 2	Function of Behaviour training

## 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 casual folder handed to staff when they enter on duty at the school - this includes a PBL matrix, continuum of referral and Sentral reporting document
- information is placed in all classrooms to be referred to by casual staff
- playground bags include prompts for discussion of behaviour and problem solving in the playground
- 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.

## 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 topics
Semester 1	Parent Info night on Cyber-bullying
Semester 1	PBL Matrix published in school newsletter
All year	Weekly welfare/behaviour target published in newsletter
All year	Welfare, Anti-Bullying and Anti-Racism Policy's published on school 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.

- PBL lessons taught across the school on a weekly basis. These are taught according to a flexible scope and sequence that covers all areas of school welfare, anti-bullying and anti-racism policy and also responds to data collected by school PBL team.
- Child Protection lessons taught during Term 3 according to school scope and sequence
- Life Education van visits support key learning on welfare and well-being

Completed by: Henry George

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Principal name: Paul Sweeney

Signature: \_\_\_\_\_ Date: \_\_\_\_\_