

# ANTI-BULLYING PLAN 2024

## Paxton 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.

#### Paxton'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	Behaviour code for students addressed through focuses on daily tasks at morning/lunch/recess assemblies
Weekly	Bounce Back weekly focuses on inclusion, resilience, positive relationships and social and emotional wellbeing
Needs based	Explicitly reteaching of student wellbeing values as required by the classroom teacher/executive
Needs based	Positive Behaviour for Learning lessons around respect for others and themselves
Twice per term	Student assemblies to celebrate PBL core values and examples of student success in this area.

## 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
Weekly	Learning and Support meetings to monitor student wellbeing and behaviour K-6 (teaching staff)
Daily	Sentral data reviewed by principal to monitor social and emotional wellbeing with actions to reteach respect
Daily	Communication with parents and carers around student wellbeing concerns (CT and/or principal)
Terms 1-4	Professional learning for all staff in student wellbeing, social and emotional support inclusiveness and PBL.

## 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 schools' approaches and strategies to prevent and respond to student bullying behaviour when it does occur, for example: Principal communicates all relevant information via email at time of booking. A local level induction ensures that all new and casual staff have read the current PBL document inclusive of minor and major behaviours and the behaviour flow chart. All current, new and casual staff are sent the anti-bullying policy when engaged in work. Updated information is provided in a handout to staff when they enter on duty at the school. Classroom Teacher communicates any known student wellbeing issues through day planning for casual teachers.

## 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
Phonecalls	Classroom Teachers, LaST and principal communicate with parents/carers about bullying concerns
Handouts T1	Students are taught the behaviour code/PBL policy in Term 1 and handouts are sent to parents
Dojo/Facebook	Positive Behaviour for Learning focuses are communicated through our channels and on Class Dojo
Website	All current policies and documents related to student wellbeing are kept up to date on our 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.

Students identified through Learning and Support Team referrals will participate in Social/Emotional programs/restorative practices aimed at developing skills in safety, resilience, teamwork, help-seeking and protective behaviours. This program is designed by our LST Team and implemented by all of our teaching staff in various ways. Students can be referred to the program by parents/carers, the classroom teacher, the LST team and the principal.

Students participate in weekly PDHPE lessons with their classroom teacher, as well as covering social and emotional development in other Key Learning Areas in lessons with the principal. We engage in several national days a year that promote inclusion and respect.

Students also have access to our school counselor, Catherine Lopez, who is at Paxton Public School fortnightly on Thursdays. Please note, a referral is necessary which can be requested from the principal when needed. Parents/carers are encouraged to contact the principal to arrange a meeting to discuss any student wellbeing concerns.

Completed by: Teri Clark

Position: Principal

Signature: *T. Clark*

Date: 21.5.24

Principal name: Teri Clark

Signature: *T. Clark*

Date: 21.5.24