

Georges Hall 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.

Georges Hall Public School

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
Feb 2019	Behaviour code for students
Term 1	Explicit lessons on expectations- Positive Behaviour for Learning (PBL)
Term1-4	K-6 assemblies address PBL expectations
Terms 1-4	Explicit teaching of Social and Emotional Wellbeing through the Bounce Back Program K-6.

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
29.01.2019	Explicit information regarding PBL program/processes and structures for all staff.
T1-4	Regular reminders during staff meetings.
20.03.2019	Positive Behaviour for Learning workshop
T1-4	Staff supported to attend external professional learning as needed.

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 the school's approaches and strategies to prevent and respond to student bullying behaviour, when it does occur.

- information is provided in a handout to staff when they enter on duty at the school
- 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.
- all classrooms have visual flowcharts and behaviour matrix for support to both staff and students.

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
Π-4	Parent meeting i.e P&C, parent and executive coffee meetings- defining bullying/support available
Π-4	School website school Facebook and/or school newsletter - regular information provided

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.

- * Positive Behaviour for Learning program (PBL) embedded in school culture.
- * PBL lessons talk explicitly in all classes throughout the year.
- * Participation in the National Day Against Bullying Campaign with classes completing activities
- * Participation in Harmony Day events and activities.
- * Year 5 Program musical/social skills program targetting violence against women.
- * Bounce Back social skills program implemented across the school.
- * Mindfulness program implemented across the school.
- * A "Chill Out" classroom available during breaks for students needing support.

Completed by: Nicole Kemp Dale Watson

Position:

Deputy Principal

Signature:



Date: 27/02/2019

Principal name: Poppy Cassimatis

Signature:

P. Cassimatis

Date: 27/02/2019