

ANTI-BULLYING PLAN 2024

Mulbring 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.

Mulbring 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 |
|---------|--|
| Term 1 | Behaviour code for students, Positive Behaviour expectations (classroom and playground), all classes set individual expectations and explicitly teach the desired behaviour. |
| ongoing | Positive behaviour for learning expectations explicitly taught. Promotion of Anti-bully procedures and behaviour code for students. |
| ongoing | Positive behaviour for learning expectations promoted at assemblies |
| ongoing | Positive behaviour for learning expectations embedded in all aspects of school life. |

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 |
|-----------|---|
| Term 1 | Teachers reinforce respectful relationships through targeted PL. Implement and embed URStrong whole school friendship curriculum. |
| Terms 1-4 | Revisit restorative practices. Build staff awareness of school/DET policies that support student welfare and behaviour. |
| Term 1-4 | Staff to promote positive whole school approaches to behaviour using consistent whole school strategies. |
| ongoing | Review our practices- U R Strong, Positive behaviour for learning |

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.

- The principal or a staff member speaks to new and casual staff when they enter on duty at the school as part of the induction process. New and casual staff are advised who is available to support them should they need to manage behaviour - posters are visible in all settings of the school that promote our school expectations that are aligned with our Positive behaviour for learning system.

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 |
|------------|--|
| Term 1 | Parent communication- Defining student bullying and school supports/initiatives. Posters displayed at school reminding everybody to treat our hard-working school staff with kindness and respect. |
| Term 1 | Meet and greet with new classroom teachers and plan support meetings for students with behaviour and safety plans. |
| Term 1 -4 | Expectations and core values promoted regularly on school website, school newsletter. Positive behaviour for learning and URStrong focus in school newsletter. |
| Term 1 - 4 | School motto published on all information/permission notes. Positive behaviour for learning expectations discussed regularly with parents. Expectations discussed when acknowledging/rewarding positive behaviour. |

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.

This year we will continue to implement and embed the UR Strong Program which provides teachers with kid-friendly concepts that help kids establish + maintain relationships, manage conflict with kindness, and increase their overall resilience. It focuses on building self-worth, bullying prevention and healthy relationships.

Classroom teachers ensure a safe and supportive learning environment by ensuring consistent procedures for the reporting and management of bullying.

Our three school values are Safety, Respect and Do your best. Our values as displayed on colourful signs throughout the school to promote the school's values and expectations. They are continually promoted at all school assemblies and explicitly taught in the classrooms and modeled in everyday school life.

Completed by: Donna Lennard

Position: Principal

Signature:

Date:

5/03/24

Principal name: Donna Lennard

Signature:

Date:

5/03/24