

# ANTI-BULLYING PLAN 2024

## Wilberforce 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.

#### Wilberforce 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
Month/Term	Behaviour code for students
Terms 1-4	Weekly Citizen expectations outlining student behaviour through focuses
Term 1	Harmony Day Celebration, National Day of Action against Bullying and Violence
Ongoing	Mentoring re: Behaviour expectations in class, on the playground and reflection sessions as required. Behaviour for learning classroom instruction, based on 1 2 3 Manic 

## 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	Annual Child Protection Training and Wellbeing Professional Learning on SDD 1, Wellbeing Updates
Terms 1-4	Student Welfare discussed at Learning Support and exec and staff Meetings
Term 1-4	SD School procedures regarding bullying and management of student behaviour
Term 3	

## 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.

1. During their initial visit there is an induction process where new staff members are informed of the process and procedures when dealing with and/or preventing bullying behaviours. This is done by one of the executive members from the school.
2. This information is also available to staff in the casual folder or for newly appointed teachers, this folder is given to staff at the start of each year (this is reviewed each year).
3. A new executive member is inducted by the principal. The school's approach and preventative strategies are used by the staff.
4. Displayed in each classroom is a set of clear expectations that is referred to by the teacher when dealing with behaviours focuses are changed each week.



## 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
	Regular communication of focus in newsletter
	Cyber Safety forum held by the local police
	P&C forums for parent discussion
	Incidents are related to parents.

## 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).

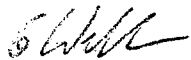
Examples of other ways our school will embed student wellbeing and positive behaviour approaches and strategies in practices include the following.

Anti-bullying focuses throughout the year  
Peer support program and Kindy Buddies  
Friendship bench in place outside the library to help students in the playground  
Kid's shed programs for students at risk in Years 3-5  
Wellbeing and Behaviour management strategies such as Smiling Minds

Completed by: Graham Wilkins

Position: Principal

Signature:



Date: 2/3/2024

Principal name: Graham Wilkins

Signature:



Date: 2/3/2024