

ANTI-BULLYING PLAN 2023

Upper Orara 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.

Upper Orara 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
Term 1 week 2	<i>Behaviour code for students</i> shared and discussed with all students.
Term 1 weeks 3 - 11	PBL lessons explicitly taught to all students.
Terms 1 - 4 weekly	Weekly PBL focus shared with students at weekly assembly.
Term 2 weeks 1 - 10	Department of Education Anti-bullying units of work delivered in K-2 and 3-6 classrooms.
Term 4 week 9	Students participate in Life Education programs with a focus on physical health, social and emotional wellbeing, and safety.

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
Term 1 fortnightly	Teaching staff will select readings from the Positive Behaviour Support "Effective Classroom Practice" suite of resources to read and discuss.
Term 1	Teaching staff to complete <i>Classroom Management Fundamentals (Modules 1 - 5)</i> professional learning.
Term 1	Non-teaching staff to complete <i>Understanding behaviour (2 hours)</i> professional learning.
Term 2 fortnightly	Teaching staff will select readings from the Positive Behaviour Support "Effective Classroom Practice" suite of resources to read and discuss.
Term 2/week 2	Teaching Introduction to functional behaviour assessment eLearning (1 hour)
Term 2 week 4 - 6	Teachers complete <i>Understanding behaviour support planning (3 modules)</i> professional learning.
Term 3	Teaching staff complete <i>CESE Publications: Anti-bullying Interventions in Schools – What works?</i> professional learning.
Term 4	Staff review the school's Behaviour Support and Management Plan and Anti-bullying Plan, in consultation with parents.

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 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.

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.

- 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 topics
Terms 1 - 4 fortnightly	PBL and anti-bullying information shared in fortnightly newsletter.
Term 4/week 6	Annual wellbeing survey sent 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).

Completed by: Joanne Goodenough

Position: Principal

Signature:

Date: 27 January 2023

Principal name: Joanne Goodenough

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