

Yagoona Public School

Anti-bullying Plan 2018

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.

Yagoona 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
Feb/ Term 1	Behaviour code for students - all students participate in construction of positive behavior matrix.
Feb/ Term 1	All students engage in Social Skills lessons - with a focus on positive relationships and anti-bullying
May/ Term 2	Students participate in Brainstorm productions: anti-bullying incursion and support lessons
July/ Term 3	PYLO - Senior Constable Phil - talks at assembly to students and parents about safe behaviour.

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
Feb/ Term 1	Our school PB4L team presents to staff an update of school behaviour expectations and processes.
Mar/ Term 1	Staff presented PL on the Peer Support program for 2019.
Terms 1-4	Weekly updates and discussion at Communication meeting on PB4L, updates and student matters.
Apr/ Term 2	School Psychologist - presented PL to staff -student trauma and strategies to regulate emotional distress

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.

Casual staff.

Casual staff are given daily induction by AP/DP on arrival. They are provided a folder with class list and notes on individual student needs. A behaviour management strategy is provided to them and explained to ensure consistency in delivery of expectations school wide.

Temporary and newly appointed staff.

Regular updates on PB4L practices are given each week and term. Induction processes are implemented at a stage and whole school level and new staff are supported in a shoulder to shoulder capacity to ensure understanding and consistency in delivery of PB4L practices.

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
Daily	All staff consistently reinforce school policy and expectations in conversations with parents
Term 1-4	School newsletter/ Facebook- Constant reinforcement of anti-bullying practices
July/ Term 3	PYLO - Senior Constable Phil - talks at assembly to students and parents about safe 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.

Students collaboratively construct a positive behaviour expectations matrix aligning school rules with expected positive behaviour in specific school areas. Staff reinforce these positive behaviours with 'Bravo' awards and students progress through level incentives. Negative behaviour is reflected upon through 'Thinking Time' and restorative practices are applied. Weekly lessons are conducted to address and reinforce positive behaviours and explicitly teach skills and strategies to identify and respond to safe and unsafe behaviours.

Students are supported on the playground with added and easily identified teacher support for students who require extra assistance. Furthermore, students are supported on the playground through a "Buddy Bench" which promotes inclusivity and positive behaviour amongst students.

Completed by: Lisa Borg

Position: Rel. Deputy Principal

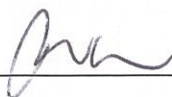
Signature:



Date: 19/10/18

Principal name: Nigel McClifty - Relieving Principal

Signature:



Date: 19/10/18