

# Truscott Street 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.

### Truscott Street 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
Jul. Term 3	reinforce school expectations of Respectful, Responsible and Safe behaviour through positive rewards
Aug. Term 3	reinforce school expectations of Respectful, Responsible and Safe behaviour through positive rewards
Sept. Term 3	reinforce school expectations of Respectful, Responsible and Safe behaviour through positive rewards

## 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
T3 3 Wk 1/2	Teaching and reinforcing behaviour expectations during transition
T3 Wk3/4	Teaching and reinforcing behaviour expectations in the classroom/library
T3 Wk 5/6	Teaching and reinforcing behaviour expectations at lines
T3 Wk 7/8	Teaching and reinforcing behaviour expectations in the playground/Support Unit playground
T3 Wk 9/10	Teaching and reinforcing all behaviour expectations

## 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.

Day to day casual staff are provided with a folder relevant to the class/classes they are teaching. This folder contains an overview of our Positive Behaviour for Learning expectations.

Aces and Blueys used to reinforce positive behaviours are included in the folder so that casual teachers can reward positive behaviours.

Think slips and Action slips are included in the folder for use when students do not follow the expected behaviours.

## 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
Throughout the year	Newsletter gives information about PBL and Bounce Back programs
Term 3 5 <sup>th</sup> September	P and C presentation on Cyber Bullying

## 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 incorporated into school behaviour expectations. All students are explicitly taught the school expectations of Safe Responsible and Respectful behaviour. Lessons have been developed to teach the expectations across all school settings.
- Bounce Back, an award winning positive education approach to wellbeing, resilience and social-emotional learning for primary school children has been introduced into the school curriculum. Students are explicitly taught positive mental health, wellbeing and resilience which helps to build a safe and supportive class and school learning environment.

Completed by: Marion Blomfield

Position: Principal

Signature: M. Blomfield Date: 2018

Principal name: as above

Signature: as above Date: \_\_\_\_\_