

Wiley Park Public School

Anti-bullying Plan 2023

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.

Wiley Park 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	The school's "Welfare and Discipline Plan and Procedure" is explained to all students.
Term 1-4 Weeks 3/6/9	Welfare and Discipline Plan and Procedure LEVELS meetings take place and feedback is given to all students.
Terms 1-4	Students are reminded during school, grade and stage based assemblies of the expectations of the school in promoting a positive culture where bullying is not accepted.
Throughout the Year	Students are involved in various workshops and talks with Campsie Police Command Youth Liaison Officers. Topics covered include cyberbullying, laws and appropriate behaviours.
Terms 1-4 Week 10	Students take part in "Acknowledgment Day" to recognise those who contribute to a positive school culture.
Term 4 Week 10	Students who have reached GOLD Level are acknowledged during a school assembly.

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
SDD	Teachers are reminded of the expectations and procedures as outlined in the school's "Welfare and Discipline Plan and Procedure" and "Anti Bullying Plan and Procedure".
Term 1-4 Weeks 3/6/9	As part of our LEVELS meeting, strategies and readings are shared to support teachers with ways to encourage and teach positive social and emotional wellbeing. Teachers are also encouraged to engage in professional dialogue around ways to discourage, prevent, identify, and respond effectively to student bullying behaviour.
Ongoing	Teachers are encouraged to seek out professional learning opportunities e.g. readings, on-line course and off-site PL to provide evidence-based ways to encourage and teach positive social and emotional wellbeing and discourage, prevent, identify, and respond effectively to student bullying behaviour. Teachers who engage in such professional learning are encouraged to share some of their learning during staff meetings. Professional Learning sessions dealing with challenging behaviour are scheduled at need.
Ongoing	Social and emotional wellbeing is regularly discussed during stage based meetings, particularly when specific issues of concern arise. Stage meetings are also an opportunity where teachers can discuss strategies used and share their experiences to support one another.

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.

New and casual staff will be informed about the school's approaches and strategies to prevent and respond to student bullying behaviour, when it does occur in a variety of ways including:

- information is provided in a handbook to staff when they enter on duty at the school
- an executive staff member is assigned as a mentor to new permanent and long-term temporary teachers 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 methods and topics
Term 1	Meet the Teacher - Defining student bullying and school supports. Explaining school procedures that are in line with our “Anti Bullying Plan and Procedure” and our “Welfare and Discipline Plan and Procedure”.
At need	Parent workshop on “Bullying” to include the definition of bullying, the procedures outlined in the school Anti Bullying Plan and ways parents can support their children to develop resilience and where to seek help.
Ongoing	School Newsletter and website with features around promoting a positive school culture and addressing all forms of bullying behaviour.
Ongoing	Features in the school newsletter and on the website to promote students who reach Deputy Principal and Principal awards as part of our school “Welfare and Discipline Plan and Procedure”.
Ongoing	School P&C meetings – issues are put on the agenda and members of the school Executive present the relevant information to the community body.

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.

- all our Kindergarten and newly enrolled students are assigned a buddy to support them as they transition into a new school environment
- classes across the school engage in a variety of “Buddy” programs where K-2 classes work with 3-6 class groups
- students in the Support Unit are given a variety of opportunities throughout the week for “integration” into mainstream classes in areas including fitness, music, library and KLA learning time
- the school has a very strong Welfare and Discipline Plan and Procedure that all students are able to articulate. At the end of each term students who reach a minimum of BRONZE are rewarded during a variety of Acknowledgment Day activities, culminating in a special assembly in Term 4 to recognise students that have received GOLD with a school badge.

Completed by: Susie Hadid

Position: Deputy Principal

In consultation with: Rene Demos – Principal

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