

# Medowie Public School

## Anti-bullying Plan 2020

**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.

### Medowie'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
Termly	School expectations overview through PBL lessons - respectful, responsible, resilient
Termly	Behaviour Code for students - used in PBL classroom lessons
Termly	Anti-bullying strategies - incorporated into PBL lessons where appropriate
Termly	How to report online, playground and classroom bullying

## 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
Daily	Professional dialogue and communication relating to student relationships and wellbeing
Termly	Review of IEP/PLPs saved in Plans- Students. Available for all staff to access and discuss accordingly
Semester	Teacher professional learning reinforcing PD/H/PE respectful relationships
Annually	Mandatory Child Protection update, Code of Conduct, Anti-bullying conference

## 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 staff are provided with an induction which included the school's approaches to responding to student behaviour.
- \* Induction sessions are held by executive and scheduled as needed for new and casual staff as part of the schools induction processes.
- \* New staff are mentored by the appropriate stage Assistant Principal upon starting at Medowie Public School.
- \* New staff are supported by their stage teams in delivering and implementing anti-bullying strategies and in achieving PLP/IEP goals.

## 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
Ongoing	School website and newsletter - anti-bullying plans, behaviour code, info from NSW anti-bullying website
Weekly	Learning Support Team Meetings (Individual LSTM with parents as needed)
Weekly	Feedback (letter) from APs and Principal to students regarding incidents and student wellbeing
Annually	Police Youth Liaison - bullying and available support (or as per needed and identified from school data)

## 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.

- \* Explicit teaching of school expectations - respectful, responsible, resilient
- \* Development of IEPs to support identified student needs who require support
- \* Timetabling of SLSOs during lunch and recess to provide extra social support to identified students
- \* Review of school incident data every 5 weeks to inform the teaching of explicit PBL lessons
- \* Whole school recognition of individual students at whole school assemblies and school newsletters
- \* Whole school rewards negotiated with students for collection of PBL tokens
- \* Supervisors review teaching and learning programs each term to ensure compliance of PD/H/PE outcomes

Completed by: Darren Gould, Jason Wells and Michael Thompson

Position: Assistant Principals

Signature:



Date: 24/2/20

Principal name: Allison Thompson

Signature:

**Allison Thompson**

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