

Hastings Public School Anti-bullying Plan 2019



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.

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. School planning and theoretical base

- Whole School focus as per the School Plan and strategic directions for 2018 – 2020
- Whole School Professional Learning plan that supports a focus on whole school wellbeing
- Staff Professional Learning Plans that support developing professional capacity of wellbeing for themselves and students.
- Student Welfare Policy reflects the Department of Education policy and procedures
- HPS Wellbeing Operating Guidelines and Procedures are underpinned by the principles of Choice Theory and reflect Department of Education legislation and processes
- HPS Wellbeing Operating Procedures and Guidelines clearly outline the strategies, support structures, preventative measures and response procedures to bullying behaviours
- Annual review of the school wellbeing and anti bullying plans against school data, feedback and the School Excellence Framework.

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.

Communication topics and professional learning

- Choice Theory Training for staff
- Embedded professional learning into Whole School Professional Learning plan to consolidate staff knowledge and skills, in Choice Theory, understanding behaviour and supported responsible behaviour.
- Professional Reading for staff
- Regular review of current research

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 participate in induction and are supplied with information about school philosophy, strategy and support as well as information specific to their role.

- information is provided in a to staff folder 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.
- New staff are supported through the induction program by the Deputy Principal and are matched with a mentor to support them whilst learning about their new school.

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
- HPS Student Welfare Policy
- Wellbeing Operating Procedures and Guidelines

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.

Strategies

- Parent meeting i.e P&C, parent/teacher night - Defining student bullying and school supports
- School website school Facebook and/or school newsletter - Bystander behaviour
- Publication of school focus areas in the school newsletter providing valuable information on programs
- Consultation with parents and carers through actively seeking feedback and advice on engaging the community positive relationship development
- Inclusion in school enrolment and transition procedures

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.

Student bullying and expectations about student behaviour will be discussed and information presented to promote a positive school culture where bullying is not accepted.

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.

- A whole school approach called 'CaRE for Learning' – Caring and Responsible Environment for Learning
- A CaRE team who monitor create programs based on specific school context and ongoing need
- CaRE writing team who create, support, monitor and adjust school programs to meet the needs of the Hastings PS community.
- Term 1 - Social and Emotional Learning program involving a weekly focus that is introduced and reinforced through whole school, stage and class meetings.
- Term 2 - Values Education Program involving a weekly focus that is introduced and reinforced through whole school, stage and class meetings
- Participation in annual school events that promote positive messages of positive relationships and a collective commitment to anti bullying and care for others
- School displays that promote positive and connecting behaviours that support the development and maintenance of positive relationships
- A wide range of student opportunities that support students to belong, thrive, feel valued, known and cared for.
- Visiting speakers such as the Police Youth liaison officer.

Completed by: The School Wellbeing Team

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Signature: _____ Date: March 2019