

ANTI-BULLYING PLAN 2022

Lethbridge Park Public School

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.

Lethbridge 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
Ongoing	Positive Behaviour for Learning (PBL) posters are displayed in all classrooms and school areas and PBL expectations are taught in class to reinforce school expectations and behaviours – Be Safe, Be Respectful, Be a Learner.
Ongoing	Positive Behaviour for Learning (PBL) expectations and social skills are reinforced through weekly assemblies, daily lessons, advertisements on Facebook and displayed around the school
Ongoing	K-6 PDHPE Curriculum Content: Health, Wellbeing and Relationship, including concepts such as personal identify, mental health and wellbeing, relationships, safety, individual/group/team physical activities and initiative/challenge physical activities.

Weekly	Weekly behaviour focus based on behaviour data in Sentral announced each week at morning assemblies. Data also shared with students to respond and make suggestions utilising the Student Representative Council.
Annually	Peer Support groups: Year 5 and 6 run Peer Support K-6 in Term 3, focusing on developing resilience and social and emotional skills.
Annually	<u>Cyber Safety workshop</u> for Stage 2 and 3 designed to support students to use digital devices in safe, responsible and respectful ways and educate students on cyberbullying.
Ongoing	SRC teacher guiding Stage 3 students through appropriate play-based games.
Ongoing	Peer play: Year 4 students lead programs to develop social emotional skills to Kindergarten and Year 1 students.
Term 4	New PBL signage to be displayed around the school in prominent places identifying school expectations.

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
Term 1	Positive Behaviour for Learning orientation to Lethbridge Park Public School.
Every 5 weeks	Wellbeing meetings with PBL incident data communicated to all staff every 5 weeks. Discuss issues related to student bullying, specific students and approaches to prevent and address inappropriate behaviours, including personalised plans.
Term 3	Anti-Bullying Plan 2022 update to all staff including the role of staff members in preventing, identifying and responding to student bullying issues.
Once per term and after each incident	Staff responsibilities and procedures for responding to bullying reviewed at least once a term and in response to critical incidences.
Ongoing	Promotion of NSW anti-bullying website and resources to staff.
Annually	Professional learning for staff from the Office of the eSafety Commissioner to assist in the integration of online safety into their programs, and student wellbeing planning.

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:

- The principal or other member of leadership staff speaks to all new staff, as part of the induction process. Staff members are provided with a staff induction by an executive member this includes introduction to the school's Anti-Bullying Plan, reporting procedures for incidents of bullying and the roles of the various staff members in the response process for addressing issues of bullying.
- All new and casual staff are provided with staff lists, and roles and responsibilities.
- New and casual staff will receive a copy of the school's Anti-bullying Plan upon commencement of employment, including Behaviour Management Procedures; information on students with additional learning needs.
- Casual teaching staff will receive copies of relevant documents through a casual teacher handbook and be inducted by an executive staff member.
- All new staff will receive access to Sentral for reporting purposes and are required to enter all reported incidences.
- All teachers need to ensure students concerns are addressed and reported.
- All staff to be directed to Professional Learning that is relevant to supporting student wellbeing.

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 parents understanding of how our school addresses all forms of bullying behaviour.

Dates	Communication methods and topic
Termly	Principal's message and promotion on Facebook.
Annually	Distribute PBL parent information packs during Meet the Teacher opportunities.
5 weekly	Official Facebook page and Principal's message used to reinforce the school's position on bullying and to provide information and advice to students and parents.
Annually	Parent and Citizen (P&C) meetings: Draft Anti-bullying Plan presented to P&C for consultation.
Annually	School Anti-Racism Contact Officer (ARCO) introductions, including explaining the role in the school context and how they support the school community. Information communicated through Principal's message, Facebook and to the P&C.
Term 1 and ongoing	Publish the 2022 Anti-bullying Plan on school website and provide hard copies in the school office.
Ongoing	Aboriginal Education Officers (AEOs) and school staff involved in facilitating student wellbeing checks and discussions with families regarding their child's learning progress and building effective relationships with Aboriginal parents and the wider Aboriginal community.

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.

- GRIP Leadership Conference attended by student leadership team.
- SISTA speak: The program is designed to assist girls in developing positive relationships, teaching them to respect themselves and others around them, and be proud of their Aboriginal identity and culture.
- Student/Parent/Teacher Goal Setting Meetings: Parents are invited to '3-way goal setting afternoon' and are given the opportunity to negotiate their child's learning goals with their teachers 3 times a year.

- Breakfast Club: A free of charge breakfast club is provided each day and the provision of lunch and recess where required.
- Home Reading Program: Students are encouraged to read for 10 minutes each night to earn end of term prizes including a sausage sizzle, books and bookmarks.
- Sports in Schools Program: Sporting program that consists of a mixture of gymnastics, dance, athletics, major sports, PE health and wellbeing social skills, utilising a range of innovative and state of the art teaching resources.
- Public Speaking: Lethbridge Park Public School participates in a public speaking competition each year.
- Peer Support: Focus on developing resilience and social and emotional skills.
- Peer Play: Students in Year 3 and 4 develop leadership capabilities to work with identified students in K-2 build social and emotional skills of identified students.
- Circle time, Bounce Back and Smiling Minds are implemented by teachers across the school to support the social and emotional needs of all students.
- Stop, Walk and Talk Strategy – bullying prevention program to support positive behaviour and teaches students strategies to deal with bullying behaviours.
- Caught You Being Good tokens: Students who are ‘caught’ following the school rules can be given a ‘Caught You Being Good’ card by any member of staff. These awards are used in any setting outside the classroom such as the office, at sport, excursions and during assemblies.
- Assembly Awards or Merit certificates and PBL awards are awarded at each fortnightly K-2 or primary assembly for class citizenship, effort or achievement in class work.
- End of Year Presentation Day: Two presentation assemblies are held in term 4 to recognise excellence.
- Bronze, Silver, Gold and Platinum Awards: Each term students are recognised for demonstrating the behaviours and attitudes that contribute to being a safe, respectful learner.
- Best class attendance awards K-2 and 3-6 are celebrated each term.
- Student Representative Council and student voice: Designing playground spaces for all students, including passive play areas, developing a sense of citizenship.
- Harmony, Multicultural and NAIDOC Days, as well as Reconciliation Week celebrate our cultural diversity
- Liven Deadly Program for Stage 3 Indigenous students and Dalmarri Program for Indigenous students.
- A large variety of extra curricula activities and clubs are offered including Lego, gardening, STEAM, drumming, art, dance groups (hip hop, cultural – Aboriginal and Pacifika),
- PSSA sport is offered for Year 3 -6 students, teaching students the skills of the games as well as team work and sportsmanship.
- Transition and orientations programs ensure students and families feel connected and sense of belonging prior to attending preschool, Kindergarten and High School.

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