

ANTI-BULLYING PLAN 2023

Ingleburn 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.

Ingleburn 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- Term 4	Behaviour code for students
Term 1	Expectations of respectful behaviour clarified in class and Hives when we work on our structures and routines.
Term 1- Term 4	Regular conversations in class and Hives or other subjects such as PDHPE promote a positive culture.
Term 1- Term 4	Responses to incidents of bullying follow the Positive Behaviour for Learning whole-school framework, the school's Four Pillars and the process of procedural fairness.

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	Trauma Informed Practice, Positive Behaviour for Learning- Four Pillars of the school's vision: Innovation, Collaboration, Empowerment, Global Citizens, implementation of professional learning from Dr Bill Rogers.
All Terms	Regular cross team meetings to discuss wellbeing strategies and review their implementation.
All Terms	Regular Hive meetings to discuss proactive measures to address any arising student data.
All Terms	Regular professional development on following up on allegations of bullying and harassment and actions.

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 our school's approaches and strategies to prevent and respond to student bullying behaviour in the following ways:

- As part of an extensive induction program, all new staff gain experience in the multiple strategies that are appropriate at Ingleburn Public School in promoting and creating a positive, inclusive and respectful culture.
- All new staff receive training in Parent-Child Interaction Therapy (PCIT).
- Information is provided to staff 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.

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 topic
Term 1- Term 4	P&C Meeting- Respond to questions
Annual	School website outlines the school's vision and Four Pillars: Innovation, Collaboration, Empowerment, Global Citizens
Annual	Remind regularly that the class teacher is the contact person for both students and parents for any issues

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 students have regular opportunities to connect with their teachers and peers in Mindfulness sessions that occur four times a week.
- In Hives, students have regular discussions on positive behaviours and problem solving together.
- We have a curriculum which is reflective of student needs, and reflects the Four Pillars of the School's Vision.
- Our Enhanced Learning and Empowerment Team (ELET) has been established to support staff in responding to challenging student behaviour. This team works with teachers to proactively identify strategies to enhance the positive culture of the school and to develop evidence based practices that respond appropriately to negative and challenging student behaviours.

The values and vision of Ingleburn Public School are regularly communicated and embedded in policies and procedures.

Completed by: Melinda Phan

Position: Assistant Principal

Signature: 

Date: 03/05/2023

Principal name: Graeme Green

Signature: 

Date: 03/05/2023