ANTI-BULLYING PLAN 2024

East Hills 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.

East Hills 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
As Required	Behaviour code for students
Weekly	Positive behaviour for learning expectations
Weekly	Student Engagement Plan supporting the use of restorative practices through effectve language and effective interactions
Term 1 / As Required	A focus on teaching anti-bullying lessons around diversity and difference, along with a focus on National Day of Action Against Bullying in August.

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 / ongoing	Updates and revisiting trauma informed practices across the school
Ongoing	Teaching and reinforcing respectful relationships
Term 1 / Ongoing	Professional Learning on the Department of Education's Code of Conduct
Term 1 /2	Development of and professional learning on the School Behaviour Support and Management Plan

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.

Information is provided in a handout to staff when they enter on duty at the school.
Leadership team 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. Student Behaviour Plans are outlined for new staff.
The school's School Culture Reference Guide and Positive Behaviour for Learning folders are issued to staff.

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	School Code of Conduct distributed to all parents
Term 1 / Ongoing	Charter for Dignity and Respect distributed to parents
Term 4	Anti-bullying messages promoted as a part of transition processes
Ongoing	Parent communication immediate as issues arise. Anti-bullying messages and positive messages.

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 for all K-6 students of stage appropriate programs which promote positive relationships and incorporate strategies to deal with bullying. For example: School values explained at weekly assembly and explicitly taught in classes weekly. Child Protection Program, restorative practice discussions in classrooms and playground, Planning room discussions around behaviour expectations, visuals in classrooms and playground, interpersonal relationships (PDHPE) activities, development of personal and social capabilities through learning across the curriculum areas in all syllabuses. The school also engages in Chamption Time, a 3-Break Structure and utilising Smiling Minds.

Completed by: Daniel Hall

Position: Deputy Principal

Signature: Date: 01/03/2024

Principal name: Donna Casey

Signature: Date: 01/03/2024