

# Jesmond 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.

### Jesmond 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	Wellbeing lessons and related videos determined by school need. Behaviour Code for students.
Term 2	Wellbeing lessons and related videos determined by school need. Wellbeing Policy & messages.
Term 3	Wellbeing lessons and related videos determined by school need.
Term 4	Wellbeing lessons and related videos determined by school need.

## 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 1-4	Learning and Support meetings. Wellbeing Team. Development of Anti-bullying units.
Term 1-4	Leadership and Wellbeing Team monitor data and support all staff.
Term 1-4	Leadership and Wellbeing Team monitor data and support all staff.
Term 4	Anti-bullying Plan and Policy renewal.

## 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 (Long term)

- Leadership Team to review Student Wellbeing Policy with staff in Induction Process
- Leadership Team to create Sentral log in and demonstrate how to create wellbeing incidents, view student history, contact parents, and any other relevant information pertinent to student wellbeing and safety

### New Staff (Short Term - Casual)

- Leadership Team to revise Student Wellbeing Policy
- Leadership Team to discuss the behaviour chart process
- Leadership Team to discuss approaches to behaviour on the playground
- Leadership Team to clarify any information asked by the new staff member
- Staff member to discuss any incidents with Stage Supervisor and record on Sentral

## 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
Term 1	Revise Anti-bullying Plan with staff and parents (ie. P&C, parent/teacher night, newsletter/Facebook.
Term 2	School website/Facebook and/or school newsletter - Bystander behaviour.
Term 3	Upload Anti-bullying resources on school website and Facebook/parent session.
Term 4	Discuss Anti-bullying at Kindergarten Orientation/Transition Yr 6-7. DoE promotional material.

## 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).

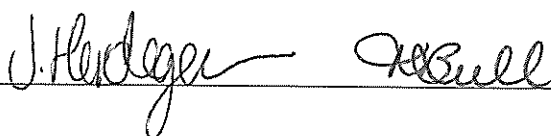
Examples of other ways our school will embed student wellbeing and positive behaviour approaches and strategies in practices include the following.

- Learning Support Teacher and Wellbeing Team driven by an action plan centred around student needs
- School student leaders to assist with student voice
- Lessons taught based on school and class need
- Leadership Team and staff to monitor student behaviour and support where necessary with PLSPs, BMPs, PLPs, Learning Support Team meetings, meetings with parents
- Review 'Tell Them From Me' survey results on an annual basis

Completed by: Deborah Kelly, Jenna Herdegen, and Kara Bull

Position: Leadership Team

Signature:



Date: 10/08/2020

Principal name: Deborah Kelly

Signature:



Date: 10/08/2020