

ANTI-BULLYING PLAN 2024

Kempsey East 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.

Kempsey East 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
Beginning of the school year	Behaviour code for students
weekly	PB4L focus dependent on data and awards. Weekly check ins with students to ensure that they are known, valued and cared for.
termly	PB4L reward days and celebrations
yearly	Kempsey Police Liason officer invited to discuss bullying, online safety, respectful behaviour, their role and support structure

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
start of school year	Revisit school behaviour management policies, PB4L Matrix. Staff develop class expectations consultation with students. Revisit Code of Conduct and Anti Bullying Plan and Policy.
weekly	PB4L team analyse data and discuss the current focus and lesson sequence. All PB4L lessons are conducted in term 1 and then revisited when needed throughout the year.
ongoing	Behaviour Support Plans and Personalised Learning and Support Plans are put in place to support individual students with consultation
ongoing	positive behaviour is encouraged through reward days, awards, playground folders, PB4L expectations being displayed around the school.

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.

As part of our school induction process, all new casual and temporary staff members participate in our school's approaches and strategies to prevent and respond to student bullying behaviour, when it does occur.

For example;

- information is provided in the staff handbook when they commence

there are casual folders that have flowcharts for behaviour management within the school in each classroom

an executive staff member meets casual or temporary staff when they enter on duty at the school and explains PB4L, Behaviour Management and Discipline Policy, Anti Bullying Policy and Pla and our school flow charts.

- posters displaying PB4L expectations are in all learning spaces and playground folders with consistent language and expectations.

- ongoing mentoring program for all staff members is in place to support a continuation for ongoing professional development.

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
First P and C Meeting for the	Anti Bullying Plan discussed and finalised and discussions around what bullying is and what we can do
Dojo Facebook	regular articles on schools PB4L focus and how the school is going with our ongoing focuses
Dojo Facebook	information on the ESafety Commission is shared and parent workshops are shared when available throughout the year
Dojo Facebook	Fact Sheets are shared on popular apps and websites to assist families

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.

- KEPS is a Positive Behaviour for Learning school with the values of respect, responsibility and personal best being our focus. Weekly explicit lessons are taught to each class and expectations are displayed and referred to across the school.
- School Learning and Support officers are in each classroom and the playgrounds to support students. They have specific students that they work with and encourage positive interactions between students.
- The Learning and Support Team meet weekly to discuss student wellbeing concerns and implement programs and or strategies to support students.
- PB4L Team meet weekly, analyse the data across the school and present at each assembly. Rewards are put in place to encourage the desired behaviours.
- learning dispositions and mindfulness are explicitly taught across the school.
- a personal best room is in place with an executive staff member to support all students across the school and give students a calming and reassuring space to learn to self regulate their choices and maintain effective learning behaviours.
- Social skill programs, Drumbeat and Rock and Water programs are run throughout the year with targeted groups.
- QUEST program is run across the school providing supportive structured activities run by students for our students outside.

Completed by: Penny Chow

Position: Principal

Signature: 

Date: 20/2/24

Principal name: Penny Chow

Signature: 

Date: 20/2/24