

ANTI-BULLYING PLAN 2024

Gloucester 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.

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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, events, and expectations

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
T1- T4 2024	Behaviour Code for students, GPS Behaviour Support and Management Plan 2024
2024	Weekly Assemblies, Stage Daily assembly/line up, 5 school expectations taught weekly/discussed daily and visible signage around the school and in all classrooms, Expectation Assemblies, Expectation Reward Sessions, NAIDOC Day
21/03/24	Harmony Day at GPS
16/08/24	Bullying No Way! Day at GPS
12/09/24	R U OK? Day

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
SDD T1 2024	Teaching and reinforcing respectful relationships - Code of Conduct and mandatory training.
T1- T4 2024	Be You Staff Meetings – Staff Wellbeing Whole Staff meetings each Term, Wednesday Week 10
Ongoing	Weaving Wellbeing Programming – Taught each year K-6 in Term 1
T1 2024	Zones of Regulation revisit and taught and referred to throughout the year
Term	

1.1 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 the induction booklet to staff when they enter on duty at the school (Gloucester Public School Behaviour Support and Management Plan and Anti Bullying Plan)
- ✓ a leadership team member speaks to new and casual staff when they enter on duty at the school and goes through the induction booklet and the school expectations.
- ✓ the principal speaks to any new executive staff when they enter on duty at the school, as part of the induction process.
- ✓ staff members leave specific information regarding student behaviour and expectations for casual staff teaching their class on a school based proforma including medical/ PLP/ IEP or any adjustment or differentiation.
- ✓ all staff can access school and student information on Chronicle regarding and reporting behaviour and bullying.
- ✓ All staff receive a refresher in Term 1 on the behavioural system (Chronicle) for the platform Compass (third party software) to support students and ensure support for students with additional needs and to assist accurate reporting and record keeping on bullying/behaviour matters.
- ✓ Staff analyse student achievement data to ensure student learning needs are being properly addressed in teaching and learning.
- ✓ Professional learning and collaborative planning days on differentiation to ensure all staff cater for all GPS students and that all teaching and learning activities are purposeful and strategic.

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/carers

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
Ongoing	P&C Meeting- Defining student bullying and school supports
T1-T4 2024	School website, Audiri App., and school newsletter - Bystander behaviour
T1-T4 2024	Newsletter items- Positive Parenting and Weaving Wellbeing articles
Term 1 2024	National Day of Action against Bullying and Violence

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.

- ✓ School expectations reinforced daily and a weekly focus and added to TEAMS for all staff, including casual staff.
- ✓ Weaving Wellbeing program implemented each year in Term 1
- ✓ Be You Team formed in 2019 and ongoing with fortnightly meeting that drive wellbeing at GPS.
- ✓ Newsletter, Class Dojo and Audiri App. items
- ✓ Student expectation awards linked to the GPS 5 school expectations- handed out weekly.
- ✓ Expectation playground awards (raffle tickets)
- ✓ School signage listing expectations in all playgrounds – clearly displayed.
- ✓ Tribes each fortnight – students meet with a trusted staff member and participate in antibullying/peer support activities.
- ✓ Staff Meetings – professional learning and Week 10 each term dedicated to a wellbeing activity.
- ✓ Student Behaviour Support and Management Plan implementation.
- ✓ Compass school platform – recording data to identify areas/behaviours/patterns for improvement and effectiveness of the schools plans and processes.

Completed by: Amy Schafer

Position: Assistant Principal

Signature: *Amy Schafer*

Date: 10/03/2024 Reviewed and Updated also on 02/05/2024

Principal name: Leanne Wakefield

Signature: *Leanne Wakefield*

Date: 02/05/2024