

# ANTI-BULLYING PLAN 2024

## Kurri Kurri 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.

### Kurri Kurri 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	Anti-bullying lessons taught during PDHPE lessons. School wide expectations established.
Term 1 -4	Small group intensive social/emotional lessons taught as need arises. Data analysis for targeted teaching.
Term 1 - 4	The Resilience Project taught weekly. School wide expectations taught through a Behaviour Curriculum.
Term 1 -4	Positive behaviour reward time every 3 weeks. Reflection room to engage with restorative conversations.

## 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	Code of Conduct
Term 1	The Resilience Project PL. Executive Staff to attend Coach2Cope PL.
Term 1 - 4	Co-regulation PL and trauma informed PL for all staff
Term 1 - 4	Support and wellbeing communicated to all staff through weekly staff meetings and wellbeing PL

## 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 behaviour at inductions. New and casual staff are introduced to the executive staff in their area and told to report any concerns to them or the classroom teacher next door. Information regarding the school's behaviour management and response plan is communicated to all new and casual staff during the induction and is in the casual staff handbook. The information contains the response for new and casual staff to follow in regards to concerns of bullying. Information specific to all students in the class is included in the casual teacher folders, including students with specific learning needs and individual behaviour management plans. School executive work with the ARCO when the incident involves racism and new and casual staff are aware of who to contact in regards to this. 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.

## 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	The Charter of Dignity and Respect and the school code of conduct is discussed at enrolment meetings.
Term 1	Meet and greet for parents to meet teachers. Behaviour support plan development. Policies updated.
Term 4	New kinder parents supported with information at transition sessions.
Term 1 - 4	Parent Communication immediate as issues arise. Anti bullying focus 'Bullying No Way' week in Term 3.

## 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.

Development of a Behaviour Curriculum to support the new behaviour management and response documents that were consulted with the students, staff, and wider school community.

Child Protection Programs taught in all classes in Term 3.

Reflection room established to promote students taking responsibility for their actions and reflecting with an executive staff member to restore and repair any harm to others in a respectful and restorative conversation.

All staff use restorative practices to support discussions with students in the classroom and the playground.

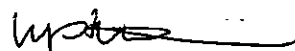
Whole school Wellbeing program implemented from Week 7 of Term 2, The Resilience Project. Lessons are taught weekly.

Small group intervention programs implemented to support students identified through the school LST procedures.

The employment of an Assistant Principal to support wellbeing across the school.


Completed by: Victoria Sturman

Position: Deputy Principal

Signature: 

Date: 19/08/2024

Principal name: Simon Mulready

Signature: 

Date: 19/08/2024

