Asquith 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.

Asquith 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
Ongoing	Behaviour code for students using school PBL core values of Pride, Respect and Responsibility
Ongoing	Recognition of student achievement and reinforcement of PBL framework
Term 3	Feeling safe in all environments (classroom, playground, travel to and from school, online)

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	Teaching and reinforcing respectful relationships supported by PBL program.
Term 1 - 4	Communication, LST, PBL, Stage and Executive meetings to discuss behaviour and incidences.
Annually	Mandatory Professional Learning in Child Protection and Code of Conduct
Ongoing	Attendance at in-school PBL PL, catch-up training (as needed) and PBL network meetings.

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.

- Positive Behaviour for Learning induction pack provided to new staff outlining the school's behaviour management framework, This was also discussed in detail during the 'New Teacher Induction Day' held in Term 1.

   - An executive staff member speaks with new and casual staff members when they enter on duty at school.

   - The principal speaks to new executive staff when they enter on duty at the school.

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
Fortnightly	School newsletter and Skoolbag note informing parents of current PBL whole school focus
Ongoing	School website with APS Anti-bullying plan and behaviour code for students
Ongoing	School website with links to supporting websites such as PBL and Bullying. No Way!
Term 1 - 4	P&C meetings to explain PBL framework, student wellbeing approaches and incident response flowchart

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.

Staff will explicitly teach social skills and behaviour expectations as evidenced by:
- the PBL framework focusing on the school's core values of pride, respect and responsibility
- Circle Time: providing strategies to support students in establishing positive and respectful relationships
- Peer Support: building relationships and a network of support and connectedness across the K-6 community
- Smiling Minds: acknowledging wellbeing is integral in establishing positive learning outcomes and relationships
- active supervision of students during breaks, on playground, in classrooms and during transitions
- teaching Child Protection, addressing strategies for responding to bullying in various contexts (home and school)
- explicitly teaching strategies that target safe online practices and responsible digital citizenship.

Completed by: Sarah Campbell

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