NSW | Education

ANTI-BULLYING PLAN   2023

Jamisontown 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.

Jamisontown Public School

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	Behaviour code for students and Presentation from the Police Youth Liaison Officer
March	Harmony Day activities promoting inclusion
Term 2 and 3	PBL Activities, Presentations, Scenarios - to promote school behaviour expectations
August	National Day of Action Against Bullying Activities or an engaging Incursion

NSW Department of Education | PD-2010-0415-01-V1.1.2 | Applicable from 27/01/2021

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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	Revise key PBL and Anti-Bullying procedures during SDD or a staff meeting early on in the year
Term 1 and 3	Review of policies/procedures with all staff - Student Welfare, Attendance, Anti-Bullying
Twice a Term	Leadership Team review behavioural incidents in SENTRAL to monitor any recorded incidents of bullying

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.

• information is made available in Casual Folders made available in every classroom, executive staff members discuss key contents of these with new and casual staff when they enter on duty at the school
• an executive staff member checks-in with casual staff at the end of the day to ensure communication of an behavioural problems, including bullying
• the principal speaks to new executive staff when they enter on duty at the school, as part of the induction process.

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

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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	Newsletter OR Principal Update - Who parents can contact and how
Term 2	Information provided to parents on Cyber-Bullying through Principal's update and Parent Cafe.
Term 3	Information provided on Anti-Bullying Plans and general bullying information - parent feedback sought
Term 4	PBL Behaviour Expectations Matrix shared at Parent Cafe, along with key Anti-Bullying - PBL Practices

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.

*Positive Behaviour for Learning - the explicit teaching of expected behaviours to all students
*Learning and Support Team processes - class teachers and parents supported by the Learning and Support Teachers to develop IEP's, Individual Behaviour Management Plans, Risk Management Plans, Individual Wellbeing Plans and other relevant plans as required in consultation with external professionals
*Teaching of key learning dispositions - Patient and Persistent, being a Ubiquitous Learner, Being Reflective, being Open-Minded, Flexible and Resourceful. These dispositions can support learners in becoming more resilient and independent.
*Learning and Support Programs - Rock and Water (yet to begin), social skills programs, and playground engagement activities tailored to individuals and groups of learners based on needs and interests
*Student Check-Ins - students who require some additional support to communicate their needs, concerns and feelings are often connected to a favourite or trusted teacher for regular check-in times to support them
*Monitoring cards and Systems - Students displaying behavioural concerns may be placed on monitoring cards and may have additional SLSO support provided to them to support them with engaging in safe and respectful learning and play
*Backflips Against Bullying - incursion

Completed by: Jason Clarke

Position: Princupal

Signature: _signature_   Date: 16.5.23

Principal name: Jason Clarke

Signature: _signature_   Date: 16.5.23