Collaroy Plateau Public School

NSW Education

ANTI-BULLYING PLAN 2024

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.

Collaroy Plateau 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	Behaviour Code for students and CPPS Behaviour Flowchart, Positive Behaviour for Learning Weekly Focus Mater Maria Anti Bullying Play
Term 2	Positive Behaviour for Learning Weekly Focus Tell Them From Me survey
Term 3	National Day of Action against Bullying and Violence Positive Behaviour for Learning Weekly Focus
Term 4	Tell Them from Me Survey Positive Behaviour for Learning Weekly Focus

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
Ongoing	Mandatory staff training-Code of Conduct and Child Protection Wellbeing Wrap Around Stage Meetings Learning support Team Meetings
Term 1	Anti-bullying interventions in schools (MyPL course) MyPL course code: NRG03001 Presentation to whole staff regarding key wellbeing matters and school procedures. Professional learning to use Sentral and School Bytes effectively. Induction program for all new staff online and in person- repeat as required throughout the year.
Term 2	Staff engage in Professional Learning utilising resources from: https://bullyingnoway.gov.au/resources/professional-learning-resources
Term 3	Online Guardian Educator Professional Learning
Term 1-4	Teaching and reinforcing respectful relationships
All year	Ongoing updates to staff via Sentral and family meetings where matters are raised.

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 the school's approaches and strategies to prevent and respond to student bullying behaviour, if it does occur.

1.3.1 Detailed information is provided during induction meetings to new staff when they enter on duty at the school.
1.3.2 Casual Teacher Folders contain Class Profiles and Wellbeing Information for individual classes.
1.3.3 An executive staff member speaks to casual staff when they enter on duty at the school and explains school's expectations and behaviour flowchart.
1.3.4 The principal/delegate speaks to new executive staff when they enter on duty at the school, as part of the induction process.
1.3.5 New staff will be informed of the school's behaviour flowchart and awards system.
1.3.6 Stage teams collaborate during scheduled meetings to discuss preventative strategies and respond to student wellbeing concerns.

If this is a printed document, refer to the department's Policy Library for the most recent version.

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

2.1   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	Parent meetings: Parent/teacher night – Wellbeing processes at the school and defining student bullying and school supports.
All year	Utilisation of Sentral and School Bytes to communicate wellbeing information. LAST and Wellbeing Officer ensure wellbeing programs for students are targeted to needs and are shared with parents.
Term 2	School website, school Facebook page and/or school newsletter - e.g. Bystander behaviour, Resiliency - the ability to 'bounce back' from a difficult situation and/or anti-bullying strategies.
Term 3	Parent Forum - Staying safe online
Term 4	School email portal to share research and information: https://education.nsw.gov.au/schooling/parents-and-carers/going-to-school/learning-resources/student-support/the-complete-parent-and-carer-guide-to-anti-bullying Tell Them from Me Parent Survey

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:

- The development of a school environment and culture that models safe and respectful practices in line with the school values of RESPECT, RESPONSIBILITY and PERSONAL BEST.
- Training of Peer Mentors to support students in the playground with conflict resolution, negotiation and interpersonal skills, 'Kids Helping Kids' program.
- Transition to school and Buddy Program
- Explicit teaching of anti-bullying units of work as part of Personal Development Health and Physical Education: https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/anti-bullying/educators/antibullying-units-of-work.
- Restorative Practice as a whole school teaching and learning approach that encourages behaviour that is supportive and respectful.
- Student Voice through the Student representative Council.

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