

ANTI-BULLYING PLAN 2024

Nimmitabel 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.

Nimmitabel 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
Weekly morning circle	Year 6 Leaders to present behaviour expectations aligned with school values at start of week.
Wk 2, Term 1	Student code of conduct discussed and sent home with newsletter. Anti-bullying plan established.
Wk 8, Term 1	Students participate in anti-bullying lessons and how to report bullying at our school. Information to be sent home to parents via newsletter.
Wk 1, Term 3	Reminder of school values, role-play appropriate behaviours, reminder in newsletter.

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
Wk 1, Term 1	Staff participation in creating School Behaviour Support and Management Plan and Anti-bullying plan.
Wk 2, Term 3	Staff meeting PL 'Responding to Parent Reports about Bullying workshop' (2 sessions)
Semester 2, 2024	Restorative Practices PL
Ongoing	Encouraging staff active use of Bullying No-Way website

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 through access to a folder containing up-to-date policy documents, as well as our school's Student Behaviour Support and Management Plan and our school's Anti-bullying policy. The principal will speak to new and casual staff about our school's expectations and enforcement of rules during the induction process.

New and casual staff will be supported to implement our procedures for dealing with behavioural issues and bullying behaviour should they occur.

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
8 Feb 2024	Parent information night - outlining expectations and our anti-bullying policy.
Beginning of each term	School newsletter article related to addressing bullying and how our school will support families. Process for reporting bullying and NPS response to claims of bullying.
Semester 1	Establishment of school values, school-wide behaviour expectations and behaviour management process flowchart. To be available for families to read (link on School Bytes).
Mid-year, 2024	Link to antibullying plan sent to parents and families.
Week 4, Term 3 2024	School participation in 'Bullying No-Way' National Week of Action lessons and videos

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.

- Reinforcing our school values of respect, responsibility and personal best.
- LifeSkillsGo program with students - including daily emotion check-ins (1-2 times per day), fortnightly lessons to teach students essential social-emotional and relationship skills including: 'Identifying, communicating and managing emotions', 'Building Positive Relationships', 'Road to Resilience' and 'Future focused learners'.
- 'Bullying, NO WAY!' lessons, including cyberbullying, bystander behaviour, supporting others etc.
- Through PDHPE child protection and safety lessons where students are taught who they can turn to for help and how.
- Through targeted tier 2 and 3 interventions including restorative behaviour conferences and individual behaviour response plans.

Completed by:

Principal name: Rosanna Allen
(Relieving Principal 2024)

Signature: Rosanna Allen

Date: 5 July 2024