

ANTI-BULLYING PLAN

2024

Coniston 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.

Coniston 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
Month / Term	Behaviour code for students
Weekly	Positive behaviour for learning (PBL)
As required	Focus on specific areas of concern

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
Terms (SDDs)	Berry St Education Model: refresher of strategies learnt 2023
Term	PBL: Team meetings - data analysis, strategy development, professional learning determined for staff as required
Term (SDDs)	Behaviour Support Plan and Management Plan: specific aspects selected for professional learning based on identified need
Annual	Planning: What works best - behaviour reflection; Tell them from Me - student and teacher survey; Parent survey - school satisfaction, opportunity for additional feedback

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 provided in a communication folder provided to teaching staff when they enter on duty at the school
- * an executive staff member speaks to new and casual staff when they enter on duty at the school, including classroom and non-classroom based staff
- * 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

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
Annual	P&C: Defining student bullying and school supports
Regular intervals	School website school Facebook and/or school newsletter eg Bystander behaviour
Annual	Kindergarten orientation parent session: Defining student bullying and school supports
Workshops	Including: Cyber-safety, Transition to High School

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:
 - tangible reinforcers 'Bee bucks' to complement focus and to reinforce general positive behaviours, such as, manners, kindness, initiative
 - explicit lessons
- * Smiling Minds
- * Zones of Regulation, including parent information
- * Neuro-sequential Model in Education: Trauma informed practice - theory, strategies
- * Berry St Model of Education: consistent strategies and language
- * Formative assessment practices: building self-esteem


N.B. Not all of the above are explicitly taught as part of the PDHPE; some are embedded across all parts of the curriculum or in all settings at all times.

Completed by: Positive Behaviour for Learning Team with Assistant Principal, Wellbeing

Position: PBL Team (3 Executive members, three classroom teachers); AP Wellbeing

Signature:  Date: 30/1/24

Principal name: Rhonda Morton

Signature:  Date: 30/1/24