

ANTI-BULLYING PLAN 2022

Concord 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.

Concord 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 - continually discussed at whole school and stage-based assemblies
Ongoing	Positive Behaviour for Learning (PBL) - reinforced at whole school and stage-based assemblies
Terms 1-4	Peer Support and Buddy Classes - Anti-bullying represents a key focus of these sessions
Term 1	National Day of Action against Bullying and Violence (NDA) and West Tigers visit, 'Celebrating Differences'

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	School policies, procedures and expectations (including teaching and reinforcing respectful relationships)
Ongoing	Documents and Training (e.g. Behaviour Code, Wellbeing Framework, Anti-Bullying Plan, PBL)
Terms 2-4	PIKAS/Circle Time - professional learning sessions and ongoing staff dialogue to support implementation
Ongoing	Professional dialogue and communication relating to student relationships and wellbeing

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 staff members at Concord Public School, when they enter on duty, will participate in an induction process conducted by an executive member. Information regarding anti-bullying approaches and strategies to prevent, identify and respond to student bullying behaviours are provided as part of this process. New executive staff will undergo an induction process, involving the Principal, when they enter on duty at the school.

Casual staff will be informed by an executive member of the processes to be followed when a negative incident is encountered in the playground or classroom setting. These response procedures are aligned with the school's Positive Behaviour for Learning processes and Anti-Bullying Plan. Casual staff will be provided with this information in a casual folder when they enter on duty at the school, as part of the induction process.

Where bullying involves behaviour related to racism, the Anti Racist Contact Officer will become involved. Casual and new staff will be made aware of their role, during the induction process, and the importance of their role.

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
Ongoing	School website and Newsletter - Anti-bullying Plan, Behaviour Code and NSW Anti-bullying website
Ongoing	School events and communication systems (e.g. Community Engagement Sessions, Skoolbag App)
Terms 2, 4	Opportunities for parents/carers to discuss behaviours of concern with class teachers
Term 4	Student learning, attendance and behaviour information provided as part of Kindergarten Orientation

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.

At Concord Public School, we support students through:

- student referrals to the Learning Support Team, where meetings are conducted fortnightly and comprise the Principal, Executive Team, School Counsellor, Learning Support Teachers and English as an Additional Language/Dialect teacher;
- the Wellbeing Committee, and at Team Meetings and Communication Meetings;
- Peer Support, Buddy Classes and PBL, including merit systems, Terrific Tokens and end of term rewards;
- strategies to prevent, identify and respond, including Circle Time and the Method of Shared Concern (PIKAS);
- Police Youth Liaison Officer visits, Cyber Safety and Anti-Bullying presentations (e.g. West Tigers); and
- structured lunch/recess venues and activities (e.g. Buddy Bench, library, interest groups, extracurricular programs).


Completed by: Francine Vermiglio

Position: Assistant Principal

Signature: 

Date: 7.6.22

Principal name: Anna Vountoulas

Signature: 

Date: 7.6.22