

Rous Public School

Anti-bullying Plan 2018

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.

Rous 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
6/2/18	Revise scope and sequence -school expectations weekly lessons.
Daily	At daily morning assembly, Principal reinforces the expectation that is focus for the week. This may also include school's values that are promoted within the school.

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
29.1 18 SDD Term1	School Guides revised for 2018 – *Good Discipline and Effective learning * Readings / resources for staff * Revise
6.2.18	PL meeting view antibullying website
2.7 18	Request for class teachers to provide behaviour (white) slips to principal to compile for semester 1. Once all data compiled, staff to evaluate at PL meeting

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.

- Principal requests an induction meeting with new and casual staff when they enter on duty at the school. This includes providing copies of relevant School Guides. The 'Good Discipline and Effective Learning' Guide is discussed with new and casual staff. This includes the school's procedure in handling inappropriate behaviour, including bullying.

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 topics
15.2.18	School newsletter -Strategies in recognising students achievements (Good Discipline and Effective Learning Guide - Rous PS)
29.3.18	Community survey student wellbeing/ learning curriculum
Daily	School's Expectations are displayed in all classrooms and office. Visuals are displayed in a variety of stings including the playground and classrooms.
30.5.18	Brainstorm production – 'The Protectors'
31.5.18	Information communicated to parents and the wider community EXAMPLE: School website/or school newsletter

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.

Weekly lessons using the school's expectations matrix and scope and sequence to explicitly teach the school's expectations in all school settings.

The teaching and reminding of the school's values across the school by all class teachers. An annual visit to the school by Sergeant Presgrave (Police Liaison Officer) discussing a range of issues including cyber bullying. Information of visit is included in school newsletter.

Specific programs for stage 3 students include Interrelate, Grip Leadership

Completed by: Pauline Houghton

Position: Principal

Signature: *P. Houghton (signed)*

Date: 29.7.18

Principal name: Pauline Houghton

Signature: *P. Houghton (signed)*

Date: 29.7.18