

Lake Illawarra South Public School

Anti-bullying Plan 2020

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.

Lake Illawarra South 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	<ul style="list-style-type: none"> School Behaviour Expectations BRAVE strategies BYOD expectations and cybersafety BSEM weekly lessons – self regulatory strategies
Term 2	<ul style="list-style-type: none"> Social and emotional learning Zones of Regulation BSEM weekly lessons – relationships and stamina for learning
Term 3	<ul style="list-style-type: none"> School Behaviour Expectations BRAVE strategies Peer Support lessons focusing on positive relationships, resilience, resolving conflict and assertiveness BSEM – stamina for learning and engagement
Term 4	<ul style="list-style-type: none"> BSEM weekly lessons – school and personal values, recognising character strengths
Fortnightly	<ul style="list-style-type: none"> PBL focus lesson – including social/emotional skills, behaviour expectations and anti-bullying strategies
Daily	<ul style="list-style-type: none"> Address various topics as need arises BSEM - class morning meetings, brain breaks, ready to learn plans and associated self-regulatory strategies
Annually	<ul style="list-style-type: none"> Special assemblies: Harmony Day, National Day of Action Against Bullying & Violence, Safer Internet Day, World Kindness Day Interrelate cybersafety parent and student sessions (Stages 2 & 3)
Ongoing	<ul style="list-style-type: none"> Acknowledge positive student behaviour

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	<ul style="list-style-type: none">• Review of School Behaviour Expectations• Anti-Discrimination Act, Dignity and Respect in the Workplace Charter• NSW Department of Education Anti-bullying Policy
Term 2	<ul style="list-style-type: none">• Trauma Informed Practice, for example, BSEM
Term 3	<ul style="list-style-type: none">• Student Wellbeing Framework
Term 4	<ul style="list-style-type: none">• Review Positive Behaviour for Learning scope and sequence• Review social and emotional learning scope and sequence
Daily	<ul style="list-style-type: none">• Acknowledge positive student behaviour through Sentral• Student wellbeing communications shared with all staff through Sentral
Weekly	<ul style="list-style-type: none">• Communication meeting agenda item – student wellbeing• Learning and Support 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.

New and casual staff are briefed by one of the executive staff members when they enter duty at the school. As part of the induction process, they are informed of the school's approaches and strategies to prevent and respond to student bullying allegations and behaviour. The school executive liaise with new and casual teachers to check their understanding of these processes and procedures.

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: School Anti-bullying Plan, NSW Anti-Bullying website, and 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
Term 1	<ul style="list-style-type: none">• School Behaviour Expectations sent to parents and carers via school newsletter• School Community Charter sent to parents and carers via school newsletter• School Behaviour Expectations explained at Parent Information sessions
Term 4	<ul style="list-style-type: none">• Consultation with P & C to review Anti-bullying Plan• School Behaviour Expectations explained at Kindergarten Orientation
Fortnightly	<ul style="list-style-type: none">• PBL focus outlined in school newsletter• Chaplaincy program message/information in school newsletter• Advertisement of available community resources in newsletter and on community noticeboard
Ongoing	<ul style="list-style-type: none">• Parents and carers contacted as required regarding student wellbeing• Anti-bullying Plan, Student Wellbeing and Engagement Procedures, School Community Charter available on school website• PBL signage located throughout the school grounds• School shares external support services available to families
Annually	<ul style="list-style-type: none">• Reporting of data from parent, staff and student Tell Them from Me snapshot surveys in Annual Report• Interrelate cybersafety parent session

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.

- Explicit teaching and reinforcement of respectful relationships in PBL lessons
- Social and emotional skills programs
- Anti-bullying program (BRAVE)
- Development, implementation and review of Individual Learning Plans, Personalised Learning Pathways, Healthcare Plans and Behaviour Support Plans to support student wellbeing
- Implementation of whole school award system to acknowledge positive behaviour
- Structured play options are available during break times including, but not limited to, library, gardening and bike track
- Chaplaincy program

Completed by: Zoe Smith

Position: Assistant Principal

Signature: 

Date: 01/07/2020

Principal name: Karen Simula

Signature: 

Date: 01/07/2020