

ANTI-BULLYING PLAN 2023

Regentville 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.

Regentville 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	Explicit social skills and positive culture lessons through Berry Street and Zones of Regulation
Ongoing	PBL rules and matrix of expectations are discussed with students K-6 at weekly PBL assembly
Ongoing	Promotion of positive school culture and recognition of positive behaviour at weekly PBL assembly
Fortnightly	PBL rules and expectations explicitly taught in class each fortnight through whole school focus

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
Ongoing	Regular discussions of PBL expectations, behaviour data & strategies at weekly communication meeting.
T1 - T4	PBL PL x1 a term to revisit behaviour strategies & promotion of positive school culture
T1-T4	Berry Street PL throughout the year to update new staff members and refreshers for other staff
T1-T4	Zones of Regulation & Restorative Practices PL to ensure consistency across the school.

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.

Regentville Public School ensures that new staff and casual staff are informed about our approaches and strategies to prevent and respond to bullying behaviour to ensure consistency across the school and create a positive school culture.

All casual staff are provided with a handout that outlines our PBL program for Regentville Public School. It explains our PBL expectation matrix, our school rules and values and our behaviour ladder. Exec staff will give new casuals an induction on their first day at the school.

New staff members are provided with an induction booklet when they enter on duty at the school. Their team leader will meet with them to discuss our expectations, wellbeing programs and behaviour responses. New staff members are supported by their team leader. The principal meets with and supports new executive as part of our induction process.

Posters are displayed around the school and in every classroom in regards to expectations, rules and the school behaviour ladder.

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 newsletter and parent communication around student welfare and wellbeing.
Ongoing	P&C meetings, parent / teacher meetings
Ongoing	Social media to update & inform parents - facebook, school website & Sentral parent portal.
Ongoing	Parent support on individual cases through school LST and executive team

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.

The school's PBL expectation matrix and rules are clearly displayed around the school. Every classroom has posters outlining student expectations and behaviour ladders. The whole school works together to focus on different areas related to positive behaviour each week, through our K-6 PBL assemblies where positive behaviour is recognised and celebrated to K-6 class lessons, where positive behaviour is explicitly taught by classroom teachers. Staff focus on PBL and behaviour data weekly during communication meetings to take a proactive approach to student wellbeing and behaviour.

All staff are trained in Berry Street, Restorative Practices and Zones of Regulation to enhance positive school culture across the school. Teachers explicitly teach lessons based on these programs to promote respectful relationships and behaviours, resilience and strategies to support self regulation. These programs support the overarching theories around positive behaviour through PBL.

The school's Learning and Support Team, plan, monitor and respond to individual students who need support. Staff are provided with support to enhance positive behaviours. Parents have access to the School Counsellor for their child if required.

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