



ANTI-BULLYING PLAN - 2023

Kempsey South 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.

Kempsey 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
Ongoing	Implement the core values of the school - Respectful, Resilient and Ready to Learn during Berry Street lessons and weekly assemblies. (Behaviour Code for Students)
Ongoing	Promotion of safe areas and programs by school staff - passive play, structured play activities, and interest groups to minimise bullying for vulnerable students.
Annually	Culture and diverse programs - Multicultural and Aboriginal education provides programs promoting anti-racism and community harmony, inter-cultural understanding, and positive relationships between students from all cultural backgrounds. Planning of Harmony Day and Naidoc Day.
Annually	Participate in the National Day of Action Against Bullying and Violence and arrange Police Youth Liaison officer talks.

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 2	Collect information and data about hotspots, types of behaviour and triggers.
Ongoing	Professional learning - Rock and Water, Berry Street Educational Model, Safe on Social, and CESE Publications - Anti-bullying Interventions in Schools - What Works?
Ongoing	Regular and timely reminders to staff about active supervision and to visit playground hot spots regularly via weekly LST meetings, fortnightly staff and stage meetings and Sentral daily notices.
Ongoing	Promotion of the NSW Anti-Bullying website - advice for students, parents/carers, and staff through the school newsletter.

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.

- Staff are provided with a staged approach by an executive member, this includes introduction to the schools Anti-Bullying Policy, School Behaviour Support and Management Plan on reporting procedures for incidents of bullying and the roles of the various staff members in the response process for addressing issues of bullying.
- Staff need to ensure students concerns are addressed and reported to Executive staff or stage supervisor.
- Staff are to be directed to Professional Learning that is relevant to supporting student wellbeing.

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 website NSW Anti-bullying 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
As required	Parent information booklet is provided to all new parents including anti-bullying strategies.
Ongoing	Provide information and advice to parents via school website, Facebook, Seesaw, and newsletter.
As required	Strategies to support parents/carers when their child is the bully, their child is being bullied and being a supportive bystander/upstander.
Term 4	Publish updated Anti-Bullying Plan on the school website and in the 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.

Kempsey South Public School prides itself on building positive, respectful, and trusting relationships between teachers, students, and families. Teachers ensure that all students receive affirming notice and support each day. Teachers use conversation as an opportunity to model healthy attachment principles, positive relational culture expectations and peer support, and they teach and show relationship skills in their conversations, de-escalation, and conflict management interactions with students and each other. Students receive explicit teaching of behavioural expectations, school and class rules, school values, social and emotional competencies. This ensures that they can develop the skills and capabilities needed to engage successfully and positively with school and the wider community. Our learning environments encourage the recognition and acknowledgment of positive behaviour through praise and recognition, rewards and reinforcement, and formal awards systems, such as:

- Assembly Awards and Aussie of the month
- Sport - collaborative and cooperative activities to build positive relationships
- National Day of Action Against Bullying and Violence
- Book Week
- Naidoc Day
- Reconciliation Day
- Sista Speak
- Bro Speak
- Rock and Water
- Berry Street Educational Model
- Harmony Day
- Got it! Program
- Safe on Social
- Junior Connecting to Country
- Breakfast Club

Completed by: Kim Nasner and Sharyn Blackwell

Position: Assistant Principal and Deputy Principal

Signature: _____ Date: 11/09/2023

Principal name: Paul Byrne

Signature: _____ Date: 11/09/2023