



Temora Public School Anti-Bullying Plan 2024



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.

Temora 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 communication

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
Termly	Behaviour expectations and flowchart communicated to students and school community.
Ongoing	Teaching and reinforcing respectful relationships through The Resilience Project lessons. Students participate in restorative conversations with staff members after incidences following a structured system.
Ongoing	All students participate in Wellbeing discussions every morning through whole class check ins, following the same wellbeing slides, K-6.
Term 3	Student expectations around reporting incidences, being a bystander and the behaviour flowchart are discussed with students. Classroom discussions - National Action Against Bullying Day.
Term 4	Student expectations will be discussed in assembly time, reinforcement of rules and student celebrations will continue to occur.

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	Communicate Anti-bullying Plan to school staff.
Ongoing	Support from the Assistant Principal, Wellbeing Support to create consistent classroom structures and individual supports. Participate in Student Wellbeing, Learning and Support meetings (SWBLS) and support sessions run by the AP Wellbeing Support to build staff capacity.
Ongoing	Participation in the Resilience Project training through Webinars and online courses at their own pace.
Ongoing	Executive staff will complete Restorative conversations which were created in consultation with the AP Wellbeing Support.
Term 4	Review the Anti-bullying Plan with school staff and document any changes.

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 will be shown the school behaviour flowchart which includes classroom and playground expectations.

- an executive staff member speaks to new and casual staff when they enter on duty at the school
- the principal speaks to new executive staff when they enter on duty at the school, as part of the induction process.

Casual staff: Will receive the behaviour system steps and information in the casual teaching folders and are introduced to a supervisor/ executive to whom they can report any concerns of bullying.

New staff: Are inducted by executive members to understand the school's systems, data and processes that promote positive behaviour including the school's response procedures to 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 topic
Semester 1	Seeking feedback from parents regarding the behaviour flowchart, through the parent information sessions and P&C meetings. Parent voice encouraged through surveys which were sent home to all families.
Semester 2	Communicating the Resilience Project through social media channels. Inviting parents to the TRP launch.
Ongoing	Anti-Bullying Plan communicated to parents through the P&C, feedback continually sought from the parent body.
Ongoing	Encouraging parents to discuss any incidences with staff through reminders on School Dojo

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.

- * Creation of the student wellbeing team led by the Assistant Principal Wellbeing. Creation of the staff wellbeing team led by Ms. Cara Olsson. Promoting student voice through the Student Representative Council.
- * Through The Resilience Project' and Health lessons in resilience and social-emotional learning.
- * Implementation of the TEI role through the Temora Community Centre to include 1:1 support, small group activities and programs such as Drumbeat.
- * Implementation of the Wellbeing Slides at the beginning of the day across all K-6 classes. Introduction to the Zones of Regulation in all classrooms to help students identify and regulate their emotions.
- * Liaising with the parent population to create the TPS behaviour flowchart which clearly outlines student levels, minors/majors and student expectations for behaviour. Completing Restorative Conversations in the timeout room to improve student behaviour and develop reflective practice.
- * Undertaking wellbeing days to celebrate student behaviour.
- * Reporting student behaviour through the Sentral platform and discussions at the SWBLS meeting.
- * Creating Behaviour Management Plans for individual students
- * Extra-curricular activities at recess and lunch run by SLSOs (Mobilo, Yoga, chalk, trucks, structured games).
- * Classroom participation in the National Day of Action against Bullying.

Completed by: Mrs. Erin Pike

Position: Principal

Signature: *Erin Pike*

Date: 1/2/2024

Principal name: Mrs. Erin Pike

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Date: 1/2/2024