

# ANTI-BULLYING PLAN 2022

## Tanilba Bay 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.

### Tanilba Bay 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
Weekly	Explicit Teaching of PBL Values
Term 2	Harmony Day: Explicit teaching about inclusion Be Kind Day: Promoting positive interpersonal behaviour
Term 3	Stage 3 Social/Emotional Learning Program: LifeSkills GO! Police-Liaison Officer Visit. TTFM Student Survey
Term 4	Brainstorm Productions: School-wide, anti-bullying theatre production

## 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
SDD	PBL Team Whole Team Briefing:
Term 2	Current stage vs Desired State Analysis: Wellbeing Team Wellbeing Action Plan: First iteration
Term 3	PBL Tier 2 and 3 Workshop: Supports available to identify causes of bullying behaviour and enable improved behaviour
Term 4	LifeSkills GO! Learning from the Stage 3 Social/Emotional Learning trial Wellbeing Action Plan: Final iteration

## 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 A-Z outlines expectations for the promotion of positive behaviour as well as responses to negative behaviour incidents  
Casual staff are provided with a handout that includes information about the school's behaviour management procedures

Teacher Reference Guide:

Identifying minor, major and critical behaviour incidents - agreed expectations for action at every level

Window of Certainty Guides: Recording Negative Incidents

New and casual staff provided with clear guidance re the management of negative incidents, including bullying and harassment, including who will communicate with parents and expected timelines

## 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
Term 1	School Handbook: Updated each year with PBL
Term 2	Harmony Day: Communicate to parents information about school anti-bullying strategies (Wellbeing Team)
Term 3	Stage Updates: Bullying and Harrassment - Parent guide
December	Review School Handbook

## 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.

Whole-school teaching of focus PBL message: All teachers provided with weekly lesson resources

School-wide reward and recognition system

PBL re-launch: Pebbles Makeover

Term Data Dive: SENTRAL audit to identify key behaviours of concern.

PBL Signage: Behaviour expectatons on display in shared areas

PBL Entry Statement: In the gate, on the PBL path

Completed by: Brett Humphreys, Grant Smith, Lisa Walker

Position: AP and PBL Team Leader, R/Wellbeing Team Leader, Deputy Principal

Signature:



Date: 29/6/22 .

Principal name: Abigail Sawyer

Signature:



Date:

29/6/2022