

ANTI-BULLYING PLAN 2024

Passfield Park 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.

Passfield Park 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	PBL Class Rules and Expectations
Term 2	Zones of Regulation
Term 2 - 4	PBL Assembly Infants/Primary (fortnightly)
Term 2 - 4	PBL Assembly Primary High School (fortnightly)

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	Behaviour code for students
Term 2	Zones of Regulation
Term 3	Positive Behaviour for Learning
Term 4	Trauma Informed Practice

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 & Casual Staff

An executive member briefs any new staff when they begin at the school.

This includes an explanation and information on:

- the school's PBL and Social and Emotional Learning focus.
- how to use ClassDojo as a reward system as well as private communication to parents about student needs and behaviours.
- clear expectations of Code of Conduct, approaches and strategies for our students in a specialist setting.
- clear and explicit hierarchy of intervention for students with challenging behaviours is explicitly communicated to all staff.
- identified students have DoE and school-based positive behaviour support plans which are collaboratively developed and communicated to all staff.

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	Parent Meet & Greet, PLSP Meetings
Ongoing	CLO Morning Teas and Information Sessions
Ongoing	PBL activities and awards at assemblies and celebration events
Ongoing	ClassDojo, Communication books, Diaries, Newsletters, School Website

3 Support for wellbeing and positive behaviours

Our school's practices support student wellbeing and positive behaviour approaches that align with the 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.

Staff are trained in Trauma Informed Practices, Growth Mindset, Zones of Regulation and Safety Intervention.

This training ensures practices are embedded within our school culture, leading to a positive, inclusive, safe and supportive learning environment.

These measures are incorporated within the school's 2024 - 2027 School Improvement Plan's three Strategic Directions of: Student Growth & Attainment, Wellbeing and Resilience, Community & Connection. Each goal within the strategic directions are measurable and part of an ongoing review cycle.

All staff have an understanding and shared commitment to the school's Window of Certainty working positively and productively with the broader school community and key stakeholders to build independence, resilience and inclusion for future success for every student.

Completed by: Wendy Low in consultation with Marina Pauschmann

Position: Principal

Deputy Principal

Signature:  19/05/2024


20/05/2024

Principal Name: Wendy Low

Signature  Date: 19/05/2024