

# ANTI-BULLYING PLAN 2023

## Kellyville Ridge 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.

### Kellyville Ridge 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. 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 & 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 both at school and with our community, having a shared ethos that bullying is not accepted, in both online and offline environments. School staff, students and parents are aware of and abide by the Code of Conduct for School Staff, The Behaviour Code for Students and the School Community Charter which supports respectful relationships.

#### Our school engages in the following practices to promote a positive school culture.

##### 1.1 Student Assemblies

Student bullying and expectations about student behaviour are regularly and openly discussed and information is presented to promote a positive school culture where bullying is not accepted. School Leaders and Student Representative Council members plan and present mini-lessons for students that teach student behaviour expectations including lessons on preventing and calling out bullying aligned with our school values of being Safe, Respectful, Resilient and a Learner. These lessons take place each Monday and Friday, during our Whole School and Stage assemblies.

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### 1.2 Staff Communication and Professional Learning

Staff are 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. Staff are supported in the following ways:

- Term 1: Staff Development Day Professional Learning - Child Protection & Code of Conduct Mandatory Training, Student Behaviour Management Plan - Developing Whole School Systems and Processes, Tier 1 Universal Prevention Systems - Positive Behaviour for Learning.
- Term 1: Staff Professional Learning - Understanding Bullying & Prevention
- Term 1- 4: Review of PBL Data and identified issues communicated to staff
- Term 3: Review of Student Wellbeing Data Tell Them from Me
- Term 3: Incursion Backflips Against Bullying K-6
- Term 3: Staff Professional Learning - Racism No Way
- Term 3: Cyber-Safety Incursion K-6 Police Youth Liaison Officer
- Ongoing: Staff regularly review the Whole School Expectation Matrix and Student Behaviour Identification Levels and Monitoring Procedures.

### 1.3 New and Casual staff

New and casual staff are informed about our school's approaches and strategies to prevent and respond to student bullying behaviour in the following ways:

- Staff Induction Processes outlining the School's Wellbeing Procedures including Anti-bullying, Anti - Racism and Complaints procedures.
- Casual Folders contain the Whole School Expectation Matrix, A copy of the Student Behaviour Identification Levels and school management processes, and the whole school reward system.
- Casual Folders contain staff procedures for active playground supervision.

### 1.4 Inclusive Classroom Environments

All classrooms display the whole school's expectations aligned with the school values, and each class' own set of expectations. Expectations are visible to students and accessible for the classroom teacher to give instant feedback. Inclusive environments are created in the following ways.

- Classroom expectations linked to our values of being Safe, Respectful, Resilient and Learners are displayed and referred to by the classroom teacher and students, to promote positive behaviour.
- Weekly Positive Behaviour for Learning lessons are prepared by the Student Representative Council and delivered by the classroom teacher and student SRC leaders. Students engage in discussions that promote social, self-awareness and ethical decision-making.
- 'Be an Upstander' infographics are displayed in each classroom outlining the steps to prevent/stop bullying as well as the definition of bullying.
- 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).
- Term 3: Students in Years 3-6 participate in the Be an eSafe Kid: Take Action Against Online Bullying workshop.

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### 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. Kellyville Ridge Public 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 School Website**

Our school website has information to support families in helping their children 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:

- 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. Information is shared and discussed with parents in the following ways:

- Term 1: Meet the Teacher Evenings include an outline of the school's Positive Behaviour for Learning Framework and school values, underpinning our school's wellbeing processes and procedures.
- Ongoing and regular communication at P&C meetings to plan for, implement and reinforce the school systems for positive behaviour. P&C meetings communicate student voice in the areas of wellbeing and engagement at school (TTFM Survey and student focus groups). School and P&C work together to implement bullying prevention strategies.
- Ongoing Newsletters contain a wellbeing focus around attendance, student voice, student engagement and anti-bullying strategies.
- Ongoing updates via the school website and communication app regarding whole school events such as Backflips Against Bullying Term 3.

### 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. Examples of other ways our school will embed student wellbeing and positive behaviour approaches and strategies in practices include the following.:

- All staff model positive and respectful relationships with each other, students and the community.
- Fast and Frequent rewards (Ridge Star stamps) are given out both in the classroom and on the playground for students demonstrating positive behaviour.
- Kelly Coins are handed out to students on the playground for students who demonstrate sporting and house values of perseverance, kindness, respect and safety.

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### Support for Wellbeing and Positive Behaviours

- End of year Positive Behaviour for Learning Celebration for students who have achieved awards for each value, being Safe, Respectful, Resilient and a Learner, totalling four Merit Awards across the year.
- End of year House Day for the House with the most sporting points collected through sporting events and Kelly Coins.

**Completed by:** Renee Ross

**Principal name:** Rhonda Gosman

**Position:** Deputy Principal

**Signature:**

**Signature:**