

ANTI-BULLYING PLAN 2023

Curran 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.

Curran 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. All staff are committed to embedding evidence based well-being approaches and strategies reducing the likelihood of bullying. Our school works responsively with the local community to tailor strategies to reconnect students and promote a positive climate.

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/Time	Communication
Ongoing	<ul style="list-style-type: none"> Bullying is an ongoing item on the Student Representative Council meeting agenda to collect feedback on classroom and playground climate and activities that promote inclusion through everyday practice. The PBL team incorporates explicit anti-bullying strategies into weekly whole-school lessons. All students are encouraged to develop a shared responsibility for identifying, preventing and responding to bullying through explicit, confidential reporting processes. Anti-bullying through inclusive, respectful behaviour expectations, is featured throughout all PBL processes including our rule matrix and student recognition through awards. PBL behaviour expectations incorporate all elements outlined in the Behaviour Code for Students.

Term 1	<ul style="list-style-type: none"> ● Introduce the Anti-Racism Contact Officer ARCO to students and provide a reminder of their role and incident reporting procedures. ● Establish an effective working relationship with regular visits from local NSW Police Youth Liaison Officers. Youth Liaison officers to provide explicit lessons on cyberbullying and online safety and legal responsibilities. Maintain relationships so we work collaboratively with NSW Police to address points of need as they arise.
Term 2	<ul style="list-style-type: none"> ● Student focus groups and Student Representative Council forums are to gather student voices on school climate and incidences of bullying with a specific focus on promoting a culture of reporting bullying. ● Purchase a range of social emotional texts to support classroom teachers to promote a shared responsibility amongst students to identify and report bullying.
Term 3	<ul style="list-style-type: none"> ● Bullying. No Way! National Day of Action against Bullying and Violence, Friday 18th August. Whole-school incursion. School Road - Empowering the bystanders, exit strategies, deliberate social exclusion, consequence of retaliation and whole school action.
Term 4	<ul style="list-style-type: none"> ● Kindergarten Orientation – Anti-Bullying Plan shared ● Start Well program will feature anti-bullying strategies in student curriculum as part of their transition to school program/

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.

Ongoing	<ul style="list-style-type: none"> ● Ongoing staff professional learning is led by the PBL team and Berry Street Education Model team. An emphasis is placed on building staff capacity to deliver restorative conversations to repair harm. Staff lead conversations that allow students to describe what has been happening and how they have been affected, while the student responsible for bullying is invited to describe what they were thinking at the time and what they think now. The student responsible for bullying is then asked what should be done next, with the expectation that they will act 'restoratively' with an apology and some act of reparation. Professional learning will also focus on identifying 'gateway' behaviours (eye rolling, prolonged staring, back turning, excluding, stalking, spying, etc) and intervene early. ● Assistant principal Wellbeing and Engagement provides coaching and mentoring in mediation/restorative practices for staff ● Assistant principal Mentor incorporates Anti-bullying strategies in ECT training sessions and to provide mentoring at point of need. ● Deputy Principals regularly review Sentral behaviour data to identify patterns in minor behaviours that may indicate bullying. These patterns are communicated to staff to ensure staff are aware and continue to record any incidence between students of concern. ● Weekly Learning and Support Team meetings are utilised as a platform to communicate bullying behaviours and plan responsive strategies to reduce the likelihood of bullying behaviours. ● Increase staff awareness of the latest Bullying Prevention Department resources during administration meetings. ● Deputy Principal reviews staff responsibilities and procedures for responding to bullying reviewed at least once a term and in response to critical incidents.
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Term 1	<ul style="list-style-type: none"> ● School Development Day 1 and 2- Berry Street Education Model professional learning delivered to all staff in modules 1 and 2. Increase staff capacity to develop a school culture that has unconditional positive regard for all students. Staff will build awareness of the cycle of rupture and repair and the importance of trust and positive relationships. ● PBL team to add classroom teaching resources that promote the prevention of bullying in the team drive for all staff to access.
Term 3	<ul style="list-style-type: none"> ● Staff promote and embed anti bullying messages and strategies following the whole school incursion and Bullying No Way! National Day of Action. ● Staff investigate possible models for a peer support program.
Term 4	<ul style="list-style-type: none"> ● Staff annual review of the Anti-Bullying Plan.

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.

<ul style="list-style-type: none"> ● Staff induction to include Anti Bullying Plan/ARCO procedures. Information is provided in an induction booklet to staff when they enter on duty at the school. Induction processes inform new and casual staff of reporting and recording procedures at the school. This includes introduction to the school's Anti-Bullying Plan, reporting procedures for incidents of bullying and the roles of the various staff members in the response process for addressing issues of bullying. ● All staff complete mandatory training in Code of Conduct, Child Protection to understand their responsibilities in regards to the Anti-Bullying Policy. ● Casual staff are made aware of any relevant, ongoing bullying concerns within the student cohort they are working with. ● New staff are supported by experienced peers in implementing wellbeing strategies and student support plans. Catch-up professional learning is provided for PBL, Berry Street, and Anti-bullying as part of our extensive induction process.

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 to 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.

2023	Anti-Bullying Brochure created
Ongoing	<ul style="list-style-type: none"> ● Bi-termly newsletter (Wks 5 and 10) includes an Anti-Bullying Section to share school strategies and educate parents and carers on reporting and prevention strategies. ● Share relevant links on school website and Facebook posts, including articles for parents on supporting their child with conflict resolution strategies, and for responding to issues of bullying. ● School official Facebook page used to reinforce the school's position on bullying and to provide information and advice to parents, carers and community. ● School wellbeing website includes information on and links to local supports and services. ● School Website – topics include: defining bullying, keeping children safe online, responding when your child is being bullied, strategies to support parents when their child is the bully, supporting your child when they are the bystander etc. Publish school's Anti-Bullying Plan. ● Bullying Response Flow Chart reviewed and published on social media after P&C consultation. ● Facebook/Seesaw/SkoolBag – Anti-Bullying promotion
Term 2	<ul style="list-style-type: none"> ● Hold a parent forum to listen to community voice regarding bullying. ● PBL signage is posted around the school, visible to the community, outlining behaviour expectations and anti-bullying strategies.
Term 3	<ul style="list-style-type: none"> ● Promotion of the Bullying No Way! National Day of Action school performance and class lessons. ● Develop awareness that Preventing and responding to bullying is the shared responsibility of parents and carers. Parent workshop on anti-bullying in response to common concerns and misconceptions arising out of the Term 2 community forum.
Term 4	<ul style="list-style-type: none"> ● Tell Them From Me parent survey conducted and analysed. Parent forum held to evaluate school approach to anti-bullying.

3 Support for wellbeing and positive behaviours

Our school's practices support student wellbeing and positive behaviour approaches that align with the holistic needs of our community. 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). Our school embeds a range of comprehensive wellbeing initiatives and supports positive behaviours across the care continuum with strategies ranging through universal to individual supports including;



- PDHPE scope and sequence is used school-wide to ensure PDHPE-Bullying/Relationships/Cyber-safety curriculum is delivered throughout the year. All students are explicitly taught about inclusive, respectful and safe behaviours. This is reviewed and monitored by the leadership team annually.
- PBL universal strategies feature heavily in daily school life to promote positive behaviour. PBL curriculum explicitly teaches anti-bully strategies during weekly whole-school lessons. All students are encouraged to develop a shared responsibility for identifying, preventing and responding to bullying through explicit, confidential reporting processes. Anti-bullying climate through inclusive, respectful behaviour expectations, is featured throughout all PBL processes including our rule matrix and student recognition through awards. PBL behaviour expectations incorporate all elements outlined in the Behaviour Code for Students.
- Our school seeks to engage with Aboriginal Elders, local AECG and our culturally and linguistically diverse families, to collaboratively work towards creating a culturally safe environment. Staff are supported through professional development opportunities to embed Aboriginal and diverse cultural perspectives across the curriculum. Weekly cultural groups provide Aboriginal students with opportunities to connect and develop their knowledge and understanding of Aboriginal histories and cultures. Our school

community celebrates annual events such as Harmony Week, NAIDOC and Multicultural day to foster an inclusive environment through our school and community.

- Prevention, intervention and targeted intervention strategies to support behaviour and wellbeing using the Berry Street Education Model are increasingly becoming embedded practice. Regular professional development is provided to all staff in the BSEM approach, resulting in a positive staff mindset towards behaviour, consistent predictable routines and explicit teaching of regulation at point of need.
- Our school embeds a secret mentor program in which all staff are assigned to a small number of students to specifically seek out and build a rapport with. This ensures all students are known, valued and cared for.
- The Learning and Support Team have implemented comprehensive processes to assess and support student wellbeing and academic achievement. LST and executive staff meet weekly to discuss students and support options.
- The School as Community Centre (SACC) hosts a comprehensive transition to school program for students the year before they start formal schooling. Curran employs a specialist Early Years Transition Teacher to plan and support students from the Startwell program and into Kindergarten. The consistency provided through our strong support of transition points provides students a strong sense of belonging.
- Student voice is continually sought to grow an authentic sense of agency in our student cohort. Student Representative Council positions are held by students Kindergarten through to year 6 and these positions are filled through peer voting. Student voice is collected and analysed through regular surveys and focus groups, including Tell Them From Me surveys, and data is analysed to ensure our wellbeing strategies are impacting positively on our students.

Completed by: Shane Weir, James Wade & Jacquelyn Holmes

Position: Deputy Principal, Assistant Principal Engagement & Wellbeing & Assistant Principal Mentor

Signature:   Date: 25/05/2023

Principal name: Nicole Wade

Signature:  Date: 25/05/2023