

# Camden Public School

## Anti-bullying Plan 2019

**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.

### Camden 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
Term 1	CPS Values and Behaviour - Social and Emotional Literacy
Term 2	CPS Values and Behaviour - Social and Emotional Literacy
Term 3	STAND Strategies - stay calm, try to ignore, ask to stop, never argue, duty teacher
Term 4	Promoting up-stander/bystander behaviour

## 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	Social and Emotional Literacy - to align with Positive Behaviour Focus at weekly assemblies
Term 2	STAND strategies
Term 3	By-stander and Up-stander Behaviour
Term 4	Review and Evaluation of yearly policy

## 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 informed about Camden Public School's approaches and strategies to prevent and respond to student bullying behaviour in the following ways:

- information is provided in a handout to staff when they enter on duty at the school
- an executive staff member speaks to new and casual staff when they enter on duty at the school
- the principal speaks to new executive and temporary staff when they enter on duty at the school, as part of the 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 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 topics
Term 1	Meet the Teacher/Parent Forum - Defining student bullying and school support structures
Ongoing	Newsletters and website - promote positive behaviours and strategies to align with communication topics
Ongoing	Individual classroom teacher via Seesaw
Ongoing	Verbal communication as required

## 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.

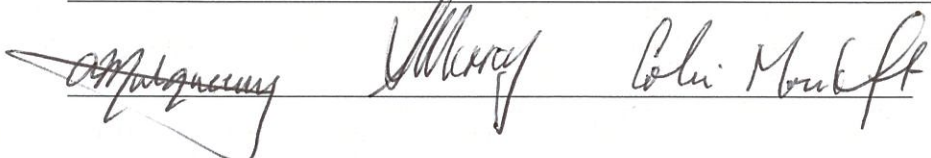
Social and emotional skills related to personal safety, resilience, help-seeking and protective behaviours are explicitly taught across the curriculum in Personal Development, Health and Physical Education (PDHPE).

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


- a student is acknowledged for citizenship at Monday assemblies to promote wellbeing and positive behavior.
- all kindergarten students are assigned a buddy to support them as they transition to school via the "Little Steps to School Program"
- Playground buddy program
- Mindfulness lunchtime program for targetted students
- Extra-curricular lunchtime programs
- Support Unit students are encouraged to integrate into mainstream classes in a variety of KLA's as appropriate
- Growth mindset is embedded into quality teaching pedagogy

Completed by: Alana Mulqueeny, Larissa Murray and Colin Mountfort

Position: Counsellor and teachers.

Signature:  Date: \_\_\_\_\_

Principal name: Jason Hawker

Signature:  Date: 13/6/19