

Anti-bullying Plan 2024

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.

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
Fortnightly, during all terms	PBL focus for student behaviour e.g. active listener, following instructions, kind words
Fortnightly, during all terms	Behaviour code for students at assembly

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
During Term 1	Teaching PBL expectations
By the end of Term 2	Rockley PS anti-bullying plan communicated to teachers, P&C and students
Term 3	Teaching students to identify feelings and respond accordingly
Term 3	Teaching students to use the Life Skills Go check-in accordingly

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:

The principal (or their delegate) discusses with new staff about the Rockley PS anti-bullying Plan as part of the induction process. All new staff get a copy of the plan when they enter the school and information about student needs is provided to support both the new staff member and students.

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
Terms 1 and 3	Rockley PS anti-bullying plan, NSW anti-bullying strategies and behaviour code for students uploaded to school website
Terms 1 and 3	Rockley PS anti-bullying plan communicated to P&C
Semester 2	Opportunity for parents to raise points of clarification about the Rockley PS anti-bullying plan at parent/carer/teacher conferences
Semester 2	Ongoing information regarding anti-bullying strategies provided in fortnightly newsletters as needed

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.

Positive Behaviour for Learning (PBL) – a team designed to represent the voices of the whole school community that promotes early intervention and support and the teaching and acknowledgement of social-emotional skills.

Life Skills Go – a program designed to capture students' social-emotional state each morning before school starts. This immediate data allows teachers to check in with students before the day starts to ensure they are ready to learn. It also captures longitudinal data to provide richer information when analysing Rumbles Quest data.

Wellbeing journals implemented in PD/H/PE to teach mindfulness, restorative and self-reflection practices.

Completed by: Fran Knipe in consultation with staff

Position: Relieving principal

Signature:  Date: 17/06/2024

Principal name: Fran Knipe

Signature:  Date: 17/06/2024