



## Kotara South Public School Anti - bullying Plan 2021

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 <https://antibullying.nsw.gov.au> provides evidence-based resources and information for schools, parents and carers, and students. Parents are encouraged to visit the website to support whole-school prevention, early intervention and response approaches and strategies for student bullying behaviour.

### Kotara South 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
Daily	Behaviour code for students addressed through a shared culture and vocabulary of expectations
Needs based	Explicit teaching of student wellbeing values as required by class teacher
Weekly	Personal Development lessons focussing on respect and safety for self and others
Fortnightly	Student assemblies to celebrate positive behaviour and core values which demonstrate that each student is valued, known and cared for.

#### 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
Daily	SENTRAL data reviews to monitor wellbeing and behaviour incidents.
Daily	Communication with parents and carers around student wellbeing concerns (CT/AP/Principal)
Weekly	Learning and Support meetings to monitor student wellbeing and behaviour K-6
Fortnightly	Stage meetings - AP/LaST provide strategies and recommendations for wellbeing and behaviour

### 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/Delegate will communicate all relevant information when inducting new staff. All new and casual teachers and SLSO's will be provided with a handbook which includes the wellbeing and discipline flow chart and the updated anti bullying procedure. Classroom Teachers will communicate any known student wellbeing issues through day planning for casual teachers. The anti-bullying procedure will be available for all staff and the community on the school website.

## 2. Partnerships with families and community

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.

### 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
Daily	Communicate with parents/carers about behaviour/bullying/ wellbeing concerns.
Fortnightly	Information in school newsletter from School Counsellor and LaST to provide wellbeing strategies
Monthly	P&C Meetings held which promote a positive school culture and provides information about wellbeing
Semester	Parent/Teacher Interviews to discuss wellbeing concerns and anti-bullying procedures.

## 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:

- At KSPS students are valued, known and cared for through the practice of each student having a 'Go2' staff member. Students nominate a staff member who they feel comfortable to go to if they have something they would like advice or support about. These staff members are called their 'Go2'.
- Students identified through Learning and Support Team referrals receive supplementary, substantial or extensive support through a range of adjustments provided by class teachers and a variety of support staff. LST meetings are held with students, their parents, school staff and the school counsellor to develop personal support plans.
- Parents have access to our school Counsellor by following the learning and support flow chart. Parents and carers are encouraged to contact the class teacher first who will organise a referral to the LST. External intervention by psychologists, speech therapists and occupational therapists is supported by our school with a process to encourage collaboration and shared information between all stakeholders.

Completed by: Susan Maxworthy - Principal

Signature:

Date: 26<sup>th</sup> May 2021