

# ANTI-BULLYING PLAN - 2025

## Garden Suburb 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.

### Garden Suburb 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
Ongoing	Behaviour code for students – Wellbeing – PBL Expectations and lessons – systems and processes The Resilience Project
Term 1	PBL framework with supported and explicit lessons implemented by all staff
Term 2	Harmony Day
Term 3	<b>National Day of Action against Bullying and Violence</b> (August) Health Harold

## 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	Overview of Wellbeing systems and processes - whole school focus – PBL Expectations
Term 2	Revisit systems and processes - Anti-Bullying support plan and teacher role in this plan
Term 3	Familiarisation with on-line resources to support activities in the classroom - preparation for Action Day
Weekly	Segment in Communication meeting - Wellbeing/ LST - discussion, support offered, intervention as needed

## 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.

- Induction process for Casual teachers - When casual staff arrive at Garden Suburb Public School, they are met by an Executive and are given an overview of school routines, systems and processes - wellbeing, traffic light system, use of SENTRAL (roll marking and recording of incidents).
- Induction process for new staff - an executive member or Principal works through an induction with the staff member.
- The Principal is responsible for the induction process for new executive staff.

## 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 topic
Term 1	Newsletter – Behaviour Management Support Plan uploaded website
Term 3	Newsletter communication re Anti-bullying Action Day
Each Term	Reminders in Newsletter - school recognising and responding to behaviour and information re bullying
Ongoing	School website and/or school newsletter - What is Bullying, Bystander behaviour, DoE Resources

## 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.

- Students are reminded of the PBL Expectations in the classroom and whole school assemblies
- K-6 students participate in lessons on National Day of Action against Bullying and Violence (August)
- Students participate in school funded incursions - Yrs 4-6 Interrelate, K-3 - Healthy Harold
- Weekly The Resilience Project
- Student leadership team meet and define their role within the school supporting positive behaviour - SRC
- School Counsellor responds to students on a needs basis as referred by LST
- LST meets fortnightly - identify and respond to needs as referred by parents and teachers

Completed by: Claire Bradshaw

Principal name: Claire Bradshaw

Signature: *Claire Bradshaw*

Date: 06 February 2025