

ANTI-BULLYING PLAN

2024

Liverpool West 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.

Liverpool West 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
Weekly	Explanation and discussion around the school rules: Be Safe, Be respectful, Be a Learner and the specific focus for the week.
Ongoing	In class restorative practices such as affective questioning, circle time, after break check-in and student reflection to ensure students have the opportunity to discuss their experiences and learn strategies.
Annually	Participation in National Day of Anti-Bullying & Violence, Bullying: No Way!

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
Ongoing	Professional discussion to identify and address individual or group needs
Weekly	Reminder of and discussion around the rule of the week
Ongoing	PBL Meetings to discuss and analyse behaviour data and revise whole school behaviour systems
Annually	Completion of Tell Them From Me Survey

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.

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A school folder is presented to casuals, new staff and student teachers to outline the whole-school behaviour policy, bell times, work, health and safety procedures, and school map.vid guidelines.

New staff, casuals and student teachers are inducted to the school and taken on a walk-through to familiarise them to the school and give them an opportunity to ask questions and clarify school policies and procedures.

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
Ongoing	Update on website: access to policies, procedures and resources
Ongoing	Promotion of school rules: Be Safe, Be Respectful, Be a Learner through Class Dojo to whole school community.

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.

- whole-school Positive Behaviour for Learning (PBL) program promoting a consistent message across the school to Be Safe, Be Respectful, Be a Learner.
- regular PBL meetings to analyse Sentral data and make amendments to the school behaviour plan.
- reminders of the weekly PBL behaviour focus during daily announcements
- evaluation of the effectiveness of the Anti-Bullying Plan through analysis of data from the Tell Them From Me student and parent surveys
- social skills program that is facilitated by our speech pathologist and developed to support students identified as requiring behaviour support
- a strong focus on community engagement, including parent café, English classes and Toddler Time to form an inclusive school community that supports all facets of student learning

Completed by: Sarah Rush

Position: Learning Support Coordinator

Signature: SE Rush

Date: Feb 2 2024

Principal name: Lucy Martin

Signature: 

Date: Feb 2 2024