

Wamberal 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. School communities are encouraged to visit the website to support whole-school prevention, early intervention and response approaches and strategies for student bullying behaviour.

Wamberal 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.

When	Communication Topics
Weekly	Whole school weekly lessons explicitly teaching the school's expectations, including data informed focus areas.
Weekly	Assemblies promoting the school's positive behaviour expectations.
Termly	Teacher supported, peer led delivery of explicit lessons in bullying and cyberbullying prevention and response strategies.
Annual	Engagement in the National Day of Action Against Bullying and Violence.
Ongoing	Staff facilitate intervention and restorative practice supports for individual students.

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.

When	Communication Topics and Professional Learning
Weekly	Whole school lessons provided by the PBL team and delivered by the classroom teachers, promoting school behaviour expectations, and bullying and cyberbullying prevention and response strategies.
Half Termly	Positive Behaviour for Learning Team and Executive Team analysis of school data and planned delivery of targeted interventions and supports.
Termly	Whole staff professional learning in bullying response procedures.
Ongoing	Student wellbeing is on all whole staff, executive and stage meeting agendas.
Ongoing	Staff professional learning in student wellbeing, social emotional learning and bullying response procedures.

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:

- An executive staff member reviews procedures with all new teaching, support and administrative staff as part of the school's induction process.
- Casual staff are provided with a daily folder including school expectations, classroom procedures, student profiles and consequences for misbehaviour.
- Daily written briefings are provided to casual staff outlining their day, duty, behaviour incident reporting procedures and executive contact details.
- Stage supervisors follow up on incident reports as needed.
- Each classroom has behaviour expectations and consequences clearly displayed as reference for all 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.

- 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.

When	Communication Topics
Weekly	School newsletter features school expectations for positive behaviours.
Weekly	Assemblies promoting the school's positive behaviour expectations.
Termly	School newsletter and website defines bullying, school supports and support for parents.
Ongoing	Parents consulted re students requiring behaviour interventions and supports.
Ongoing	School community partnerships promoted and PBL updates provided by executive in P&C Meetings.

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:

- Student wellbeing approaches and strategies are provided in Transition to Kindergarten Parent Information Sessions.
- All students are able to articulate the school's expectations of 'Safe' 'Respectful' 'Learner' behaviour.
- Students are rewarded for demonstrating positive behaviours with reward tokens (SRLs) which are used to purchase student nominated rewards at the end of each term 'PBL Rewards Day'.
- Parents are provided with a Positive Behaviour for Learning progress report in Term 1, with opportunity for teacher or parent initiated interview to support student behaviour and wellbeing.
- All Year 6 students are mentored in and deliver antibullying programs for all K-5 students.
- All Year 4 students participate in the Kindergarten buddies program, providing opportunity for peer support.
- Specific social emotional wellbeing intervention programs are delivered by staff.
- The school's Learning and Support Team identify and provide support for students, teachers and families in supporting students' academic and wellbeing outcomes.

Completed by: Jane Rees

Position: Deputy Principal

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Date: 18.7.2022

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Signature:

Date: 18.7.2022