Drummoyne Public School
Anti-bullying Plan 2020

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.

Drummoyne Public School 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	Behaviour code for students and the school's values of respect, responsibility and resilience (3R's)
weekly	Positive Behaviour for Learning (PBL) lessons
weekly	Assembly talks by Principal, executive and staff addressing student behaviour
daily	Informal expectations of student behaviour communicated by class teachers

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
weekly	Teaching respectful relationships through the Bounceback Social and Emotional Learning program
weekly	Meetings of the student Learning Support Team to support identified students and SEL strategies for staff
monthly	Meeting of the PBL project team to develop whole school strategies to support SEL
each term	Teacher Professional Learning courses both on-line and face to face

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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– information is provided in a handout to casual staff when they enter on duty at the school

– executive staff speak to new and casual staff when they enter on duty at the school

– the Principal and Deputy Principal provide an induction process for all new permanent and temporary staff

- Student behaviour codes and the PBL program are addressed at meetings of Early Career Teachers

- Teacher professional learning is provided for all teachers on the Bounceback program

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
Weekly	School newsletter featuring articles by Michael Grose on social emotional learning, peer conflict, bullying
Regularly	School website with information on anti-racism, by-stander behaviour, behaviour code
Termly	Parent workshops on cyber-safety and digital citizenship
Monthly	Parent meetings P&C meetings, parent/teacher information evening

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.

Implement positive behaviour for learning (PBL) strategies across the school and in classrooms

Implement a sustainable and consistent system to record, monitor and analyse student behaviour data that informs teaching strategies, programs, interventions and drives areas of focus

Implement a social and emotional learning (SEL) process across the school community

Develop a growth mindset as evidenced by utilising strategies for resilience and self-managing behaviour

Completed by: Brian Dill

Position: PRINCIPAL

Signature: Date: 27.01.2020

Principal name: BRIAN DILL

Signature: Date: 27.01.2020

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