

# ANTI-BULLYING PLAN 2023

## John Purchase 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.

### John Purchase 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
T1 Feb+Mon	JPPS Expectations - Respect Responsibility Aspire and DoE Behaviour Code for students
T2 Mondays	JPPS Expectations - specific topics as per PBL matrix
T3 Mondays	JPPS Expectations - Respect Responsibility Aspire - specific topics as per PBL matrix
T4 Mondays	JPPS Expectations - Respect Responsibility Aspire - specific topics as per PBL matrix

## 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
T1 SDD	Principal & exec induction to staff including PBL and restorative practices
Every term	Analysis of behavioural data with executive and whole staff
Term 1	Explicit teaching of 'Friendly Schools Plus' programmed lessons for every class K-6
Every term	Use of restorative practices to ensure sustainable anti-bullying community

## 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 leadership team and staff at John Purchase Public School:

- value quality relationships;
- model empathy and respectful relationships;
- value student voice and utilise collaborative problem solving;
- view inappropriate behaviours as opportunities for learning;
- apply procedural fairness;
- recognise the importance of repairing damaged relationships;
- separate the `deed' from the `doer';
- use active listening and positive language and tone;
- avoid scolding, judging, lecturing or blaming;
- foster self-awareness in the student; and
- implement consequences that are proportional and fair.

Therefore, new and casual staff will be informed about the school's approaches and strategies to prevent and



## 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	Parent information evening - defining student bullying and school supports
Terms 1-4	School website JPPS anti-bullying plan, NSW anti-bullying website link, DoE Behaviour code for students
Terms 1-4	School newsletters - Friendly Schools Plus - specific topics (including cyber bullying)
Term 4	Kindergarten students' orientation to the school - defining student bullying and school support systems

## 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.

Teachers establish class routines and behavioural expectations at the beginning of the year, and teach anti bullying lessons such as those from the Friendly Schools Plus program, in Term 1 each year. Concepts explored in the lessons may be revisited throughout the year, as the need arises. School expectations are displayed, referred to, explicitly taught and discussed. Class rules which support the school expectations may also be negotiated within class groups.

Teachers select from a wide range of positive behaviour management strategies, based on the needs of their particular class context, to encourage and reward positive social behaviour and application. For example: Purchase Prides, table points, house points, sticker charts, verbal and non-verbal praise, communication home about achievement and behaviour

Restorative practice is useful in managing issues in the classroom and on the playground as it supports students to explore issues, use dialogue and negotiation, and repair relationships if things have gone wrong.

Restorative Practices help to build a culture of trust, empathy and respect. Teachers are encouraged to use the language of Restorative Practices, so that students hear a consistent message in all school contexts.



Completed by: Adela King

Position: Deputy Principal

Signature: KING, ADELA Digitally signed by KING, ADELA Date: 2023.05.01 14:01:50 +10'00' Date: 1 May 2023

Principal name: Leonie Black

Signature: BLACK, LEONIE Digitally signed by BLACK, LEONIE Date: 2023.05.03 11:46:29 +10'00' Date: 1 May 2023