# **NSW Department of Education**



**Vacy Public School**

Anti-bullying Plan 2024

**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](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.

**Vacy 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. 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.

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| Dates | Communication topics |
| Weekly | [Behaviour code for students](https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/student-behaviour/behaviour-code) expressed through PBL lessons and expectations. Lessons are taught to the whole school on a Monday morning assembly. |
| Ongoing | Students are presented awards at our Friday weekly assembly acknowledging the efforts of students in a range of areas. |
| Term 1 | National Day of Action Against Bullying – explicit lessons and explanation at a designated assembly. Students are encouraged to be active ‘upstanders’ and report any concerns. |

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.

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| Dates | Communication topics and Professional learning |
| Ongoing | School based/departmental professional learning will inform how to address and prevent bullying behaviours. |
| Term 4 | Staff are directed to the anti-bullying website to inform unit planning and access resources. |
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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.

* Casual teachers will be directed to the Casual Folder by executive staff. The PBL Behaviour Consistency Guide is inside this folder and outlines expectations regarding the prevention of, and responses to, bullying behaviour.
* As part of the induction procedure, the principal will inform new executive staff about PBL expectations that inform our anti-bullying plan.

1. **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.

* 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.

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| Dates | Communication methods and topics |
| Term 1 | Parent information (Schoolbytes) – Information surrounding bullying behaviours and our PBL expectations are shared with parents. |
| Schoolbytes  (Twice a Term) | Updated policies and websites for parent reference are provided. Discussion starters from website are also provided. |
| Schoolbytes | Updates of current programs run through the school are shared with parents. Programs include Cybersafety forum for parents and Tuning into Teens, Butterfly Foundation Body Image Program. |
| Term 4 | Kinder Orientation - Information surrounding bullying behaviours and our PBL expectations are shared with new families. |
| Term 4 | P&C meeting – engage with parents to define student bullying and school supports. |

1. **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.

* Weekly morning assemblies that explicitly address the PBL behaviours targeted within the school.
* The distribution of tokens and splats for positive behaviours.
* PBL focus lessons in class and yearly performances that promote resilience and help-seeking behaviours.
* Daily assembly after lunch which positive behaviours are recognised and rewarded with tokens. Behaviour strategies and expectations are retaught if necessary.
* Friday assembly at which positive behaviours in class are recognised and rewarded with certificates and splats.
* Butterfly Foundation Program and other wellbeing programs that promote resilience and help-seeking behaviours are implemented throughout the year.
* Educating students on the role of an ‘upstander’ and encouraging them to report bullying.

1. Response to Reported Bullying

Consistency is key when addressing behaviours in the school environment, however, at Vacy Public School we realise that bullying occurs in many forms. The dynamic nature of bullying behaviours means that cases will be addressed individually, paying specific attention to the history of each scenario. The flowchart below can be used to inform actions when responding to reported bullying behaviours.

**Parent Involvement**

**Throughout this process, parents of all students involved will be informed of student actions and related consequences. On-going conversations between parents and staff will assist in determining appropriate intervention strategies required for each individual case.**

**If ongoing…**

**If ongoing…**

Completed by: Karen Fonti

Position: Principal

Signature: Karen Fonti

Date: 16/10/24

Principal Name:: Karen Fonti

Signature: Karen Fonti

Date: 16/10/24