

Cessnock West 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.

Cessnock 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
Ongoing	Positive Behaviour for Learning expectations explicitly taught throughout the year based on student behaviour data.
Friday 20th March	Reinforcing the anti-bullying message on National Day of Action against Bullying and Violence.
Ongoing	Acknowledging students' positive behaviour.
Ongoing	Embed anti-bullying message in each curriculum area.

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
Term 1	Bullying of Students – Prevention and Response Policy and NSW Anti-bullying website
Term 1	School procedures and expectations
Ongoing	Positive Behaviour for Learning professional learning.
Ongoing	Zones of regulation professional learning

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.

New and casual staff will be informed about our school's approaches and strategies to prevent and respond to alleged student bullying behaviour in the following ways.

Casual staff will be informed by the Assistant Principal of the processes to be followed when they encounter a behaviour problem in the classroom or playground and the appropriate ways to respond to the negative behaviour using the school's Behaviour Referral flow chart and the Anti- Bullying Response flow chart. They will be provided with a copy of these documents in the casual teaching folder provided to them at the start of the day.

New staff members at the school will participate in an induction process where the school's behaviour expectations, consequences and strategies will be discussed and explained. New executive members will undergo an induction process involving the school principal.

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
Term 1	School Anti-Bullying Plan published on school's website.
Ongoing	PBL expectations promoted on school's Facebook page, app and newsletter.
Ongoing	Whole school assembly messages focusing on PBL and general expectations regarding conduct.
Term 4	Behaviour procedures and school expectations explained at Kindergarten and Opportunity Class orientations.

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.

Positive Behaviour for Learning (PBL)

Cessnock West Public School is a PBL school and use the PBL framework to promote positive behaviour and teach acceptable behaviours to students who are identified as needing support.

PBL lessons occur regularly and teach students positive behaviours, choices and social skills. The focus of each lesson is determined by student behaviour data, is reinforced in all school settings and communicated to parents and the school community.

Supported play options are available during lunch times with students given the opportunity to attend smaller groups that are supervised by a staff member including library, computer lab, gardening, sport, Friendship bus, student-led activities or Lego. These activities help to support students to develop and strengthen their social skills, coping strategies and leadership skills.

Zones of Regulation

Zones of Regulation is a systematic, cognitive behaviour approach used to teach self-regulation by categorising all the different ways we feel and states of alertness we experience into four concrete zones (blue, green, yellow and red). The Zones curriculum provides strategies to teach students to become more aware of, and independent in controlling their emotions and impulses, managing their sensory needs, and improving their ability to problem solve conflicts. The Zones of Regulation are embedded in PBL lessons.

Through the development of positive, supportive relationships with all stakeholders, Cessnock West Public School aims to meet the academic, social and wellbeing needs of the students in our school. As a school community, we take an active stand against any form of bullying.

Completed by: Anne McDonald

Position: Assistant Principal

Signature: *A.McDonald* Date: 12.3.20

Principal name: Ruth Goodwin

Signature: *R.Goodwin* Date: 12.3.20