

ANTI-BULLYING PLAN 2024

Cessnock 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.

Cessnock 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
Week 1 each term 	Behaviour code for students
Terms 1-4 Weekly 	Whole school assembly introduce focus PBL expectation (evidence informed), expectations explained and followed with whole school PRI lesson Monday morning. See classroom teacher programs for further 
Terms 1-4 Fortnightly 	Stage assemblies review expectation and awards distributed to students meeting those expectations.
Term 1 Term 2 	National Day of Action Against Bullying and Violence Police Youth Liaison Officer talk Stage 2 and 3 - online cyber safety/bullying 

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
Terms 1 - 4	Staff review behaviour expectations, behaviour flow chart and consequences, student and staff behaviour code
Terms 1 - 4	All staff to implement PBL lessons Monday morning based on central data - reinforce expectations following whole school assembly to introduce weekly focus
Term 3	All staff to implement National Day Against Bullying lessons and presentations.
Terms 1 - 4	Staff engage in wellbeing professional learning including review and adjustments to anti bullying programs

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 of Cessnock Public School's approach and strategies to prevent and respond to student bullying behaviour. This will include:

- information provided in a casual staff folder when they enter on duty at the school to which they are made aware
- an Executive staff member speaks to new and casual staff when they enter on duty at the school to explain processes and practices
- the Principal or their designated representative, speaks to new Executive staff when they enter on duty at the school, as part of the induction process.
- the Principal or their designated representative will oversee the induction of newly appointed staff
- Executive staff or their appointed representatives will provide support for newly appointed and/or casual staff
- classrooms, buildings and other significant area's will display " What is Bullying " information to which newly appointed and/or casual staff can refer.

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	Newsletter and Facebook communication - Defining student bullying and school supports
Terms 2	School website and school Facebook and/or school newsletter - Bystander behaviour
Term 3	Facebook, newsletter and information for parents and carers about bullying programs, strategies and practices
Term 4	Facebook, newsletter and information for parents and carers about cyber bullying programs and incursions

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.

Cessnock Public School has a whole school approach to our students wellbeing and positive behaviour.

At Cessnock Public School, we will participate in the National Day of Action Against Bullying and Violence and undertake lessons and activities to increase students knowledge and understanding of bullying, and associated behaviours.

We have weekly PBL lessons that cover various areas of student wellbeing which are based on data from Sentral. We also have weekly PD/H/PE lessons following the DoE scope and sequence and curriculum requirements.

The school has displays across all internal and external settings of PBL expectations, along with an embedded positive reward system for students meeting and working above expectations.

The school has a behaviour response flowchart which details the actions agreed upon to manage inappropriate, unacceptable and more extreme negative behaviours to ensure we maintain a supportive and consistent environment. This flowchart is regularly reviewed and revised to ensure its effectiveness across the whole school.

Completed by: Rochelle Moore

Position: Deputy Principal ~~Inclusion~~

Signature:

Date: 13.3.24

Principal name: Marilyn Burton

Signature:

Date: 13.3.24