

ANTI-BULLYING PLAN 2024

Marayong Heights 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.

Marayong Heights 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
Term 1	<ul style="list-style-type: none"> -K-6 Positive Behaviour for Learning lesson explicitly taught in classrooms. -PBL Weekly Focus at morning lines and reinforced in the classrooms and playground. -Positive Behaviour for Learning (PBL) posters are displayed in all classrooms and all school areas and PBL expectations are taught in class to reinforce school expectations and behaviours; Safe, Respectful, Active Learner. -K-6 PDHPE Curriculum Content: Health, Wellbeing and Relationship, including concepts such as personal identify, mental health and wellbeing, relationships, safety, individual/group/team physical activities and initiative/challenge physical activities. -Souths Cares 3-6: Tackle Bullying and Healthy Relationships programs.
Term 2	<ul style="list-style-type: none"> -PBL Weekly Focus at morning lines and reinforced in the classrooms and playground. -Positive Behaviour for Learning (PBL) posters are displayed in all classrooms and all school areas and PBL expectations are taught in class to reinforce school expectations and behaviours – Safe, Respectful, Active Learner. -Stage 3 Cyber Safety presentation from the E-safety Commissioner and in class activities -K-6 PDHPE Curriculum Content: Health, Wellbeing and Relationship, including concepts such as personal identify, mental health and wellbeing, relationships, safety, individual/group/team physical activities and initiative/challenge physical activities. -Bully Zero K-6 presentation
Term 3	<ul style="list-style-type: none"> -Recognise and participate in Anti- Bullying Day of Action activities. -Recognise and participate in R U Ok? Day and activities. -Peer Support Groups: Year 5 and 6 run Peer Support K-6, focusing Developing positive relationships and creating an anti-bullying culture. -PBL Weekly Focus at morning lines and reinforced in the classrooms and playground. -Positive Behaviour for Learning (PBL) posters are displayed in all classrooms and all school areas and PBL expectations are taught in class to reinforce school expectations and behaviours – Safe, Respectful, Active Learner. -K-6 PDHPE Curriculum Content: Health, Wellbeing and Relationship, including concepts such as personal identify, mental health and wellbeing, relationships, safety, individual/group/team physical activities and initiative/challenge physical activities.
Term 4	<ul style="list-style-type: none"> -PBL Weekly Focus at morning lines and reinforced in the classroom and playground -Positive Behaviour for Learning (PBL) posters are displayed in all classrooms and all school areas and PBL expectations are taught in class to reinforce school expectations and behaviours – Safe, Respectful, Active Learner. -K-6 PDHPE Curriculum Content: Health, Wellbeing and Relationship, including concepts such as personal identify, mental health and wellbeing, relationships, safety, individual/group/team physical activities and initiative/challenge physical activities.

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	<ul style="list-style-type: none">-Positive Behaviour for Learning orientation-Setting up your classroom for success-The Resilience Project- PBL Data Analysis
Term 2	<ul style="list-style-type: none">-Smiling Minds Professional Learning Online classroom-Promotion of NSW anti-bullying website and resources to staff-Tony Hoang- Big Heart, Big Vision- Professional Learning- PBL Data Analysis
Term 3	<ul style="list-style-type: none">-Positive Behaviour for Learning refresher-Classroom management-Promotion of NSW anti-bullying website and resources to staff- PBL Data Analysis
Term 4	<ul style="list-style-type: none">-Promotion of NSW anti-bullying website and resources to staff- PBL Data Analysis

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 principal or other member of leadership staff speaks to all new staff, as part of the induction process. Staff members are provided with a staff induction and Staff Handbook by an executive member this includes introduction to the school's Anti-Bullying Plan, reporting procedures for incidents of bullying and the roles of the various staff members in the response process for addressing issues of bullying.
- All new and casual staff are provided with staff lists, and roles and responsibilities.
- All new and casual staff will receive a copy of the school's Anti-bullying Plan upon commencement.
- Casual teaching staff will receive copies of relevant documents through an individualised class casual teacher folder and is inducted by an executive staff member.
- All new staff will receive access to School Bytes for reporting purposes and are required to enter all reported incidences and to contact the parents and carers regarding incidents.
- All teachers need to ensure students' concerns are addressed and reported.
- All staff are to be directed to Professional Learning relevant to supporting student well-being.

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
website

NSW Anti-bullying

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 parents' understanding of how our school addresses all forms of bullying behaviour.

Dates	Communication methods and topic
Term 1	<p>-Principal's newsletter message and promotion on Facebook and school newsletter to reinforce the school's position on bullying and to provide information and advice to students and parents and carers.</p> <p>-School staff involved in facilitating student wellbeing checks and discussions with families regarding their child's learning progress and building effective relationships with all families.</p>
Term 2	<p>-Principal's newsletter message and promotion on Facebook and school newsletter to reinforce the school's position on bullying and to provide information and advice to students and parents and carers.</p> <p>-School staff involved in facilitating student wellbeing checks and discussions with families regarding their child's learning progress and building effective relationships with all families.</p>
Term 3	<p>-Principal's newsletter message and promotion on Facebook and school newsletter to reinforce the school's position on bullying and to provide information and advice to students and parents and carers.</p> <p>-School staff involved in facilitating student wellbeing checks and discussions with families regarding their child's learning progress and building effective relationships with all families.</p>
Term 4	<p>-Principal's newsletter message and promotion on Facebook and school newsletter to reinforce the school's position on bullying and to provide information and advice to students and parents and carers.</p> <p>-School staff involved in facilitating student wellbeing checks and discussions with families regarding their child's learning progress and building effective relationships with all families.</p>

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.

- Student/Parent/Teacher Goal Setting Meetings: Parents/carers are invited to '3-way goal setting Evening' and are given the opportunity to negotiate their child's learning goals with their teachers.
 - Positive Start Meetings with identified students and parents/carers.
- Student/Parent/Teacher Personalised Learning Pathway Goal Setting Meeting: Parents/carers are invited to an afternoon of goal setting through an open and welcoming environment.
- Bronze, Silver, Gold and Platinum Awards: Each term students are recognised for demonstrating the behaviours and attitudes that contribute to being a safe, respectful learner.
- Student Representative Council and student voice: Designing playground spaces for all students, including passive play areas, developing a sense of citizenship.
- GRIP Leadership Conference attended by student leadership team.
 - Peer Support Groups: Year 5 and 6 run Peer Support K-6, focusing Developing positive relationships and creating an anti-bullying culture.

- Zones of Regulation is a systematic, cognitive-behavioral approach used to teach how to regulate feelings, energy and sensory needs to meet the demands of the situation and be successful socially.
 - Re-Navigating Anger and Guilty Emotions (RAGE) program: is a 4-week program that introduces the topics of: reflecting on anger, recognizing anger symptoms & identifying the different faces of anger. RAGE is a strengths-based anger management program. It is a solution focused program that is hands on, practical and also fun for participants.
 - Home Reading Program: Students are encouraged to read each night to earn end of term prizes including morning teas and books.
 - Recess with a Cop: Initiative is designed to create positive relationships between law enforcement and our community (students and their families). Police officers spend some time in the playground at recess, talking to students, answering some questions from students. These visits are informal and causal, which allows the students and community to build positive relationships with law enforcement.
 - Play On: Sporting program that consists of a mixture of gymnastics, dance, athletics, major sports, PE health and wellbeing social skills, utilising a range of innovative and state of the art teaching resources.
 - Public Speaking: Marayong Heights Public School participates in the Blacktown Learning Community Public Speaking Competition each year.
 - The Resilience Project and Zing are implemented by teachers across the school to support the social and emotional needs of all students.
 - Emus and Dizzy Emu wheel: Students who are 'caught' following the school rules and PBL Weekly focus can be given a 'Emu' card by any member of staff. These cards are used in any setting outside the classroom such as the office, at sport, excursions and during assemblies. They are then placed in a weekly draw and if students' names are pulled out, they receive a prize.
 - Merit certificates, Principal, Assistant principal awards, Endeavor awards and PBL awards are awarded at each fortnightly K-2, 3-6 and at Whole School assemblies.
 - End of Term Reward Days: at the end of each term students that have acquired 26 stamps on their PBL award cards participate in the End of Term Reward Activity i.e., Movie session, Silent disco etc.
 - End of Year Presentation Day: An assembly is held in term 4 to recognise student excellence and achievement.
 - Attendance Morning Tea: Students that have 95% and above participate in morning teas.
 - Harmony, Multicultural and NAIDOC (National Aborigines and Islanders Day Observance Committee) Days, as well as Reconciliation Week to celebrate our cultural diversity.
 - A large variety of extra curricula activities and clubs are offered including gardening, STEAM (Science, Technology, Engineering, Arts and Mathematics), Choir and dance groups.
 - PSSA sport is offered for Year 3 -6 students, teaching students the skills of the games as well as teamwork and sportsmanship.
 - Transition and orientations programs ensure students and families feel connected and sense of belonging prior to attending preschool, Kindergarten and High School.
- Employment of a chaplain to support students and families.

Completed by: Jorge Rodas

Position: Assistant principal

Signature: 

Date: 23/04/24

Principal name: Natalie Plowman

Signature: 

Date: 23/04/24