

ANTI-BULLYING PLAN 2023

Hornsby 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.

Hornsby Heights' 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	Backflips Against Bullying - incursion K-6
Term 1	Recognise and participate in Anti- Bullying Day of Action - 18 March 2023
Weekly	Behaviour Code for students - reminders
Weekly	At formal and informal assemblies - reminders about PBEL School Values and weekly focus

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	SDD - Revise PBEL system, Code of Conduct and Anti-Bullying Plan and The Resilience Project
Monthly	Revise PBEL processes/data and behaviour management strategies
Term 1	Teach Anti-Bullying lessons (Dept of Education)

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.

Our school induction process provides new casual and temporary staff members with approaches and strategies to prevent and respond to student bullying behaviour should it occur. Examples include: - new staff participating in induction and receiving information through our staff handbook - new casual staff are welcomed by an Assistant Principal when they enter on duty. Our PBEL system, positive reward system and behaviour management flowchart are explained and each teacher receives an information package that includes all information - casual staff are advised who is available to support them should they need to manage behaviour - posters are visible in all settings of the school that promote our school expectations that are aligned with our PBEL system.

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	Meet the Teacher evenings - promote PBEL
All year	School website - PBEL and relevant policies
Each Term	School Newsletter - core values promoted through PBEL, Anti-Bullying Day of Action, The Resilience Project

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.

- Anti-bullying lessons taken from the Anti-bullying website taught in classrooms.
- Supporting Anti-Bullying Day of Action and participating in activities to raise awareness
- PBEL explicitly taught K-6 and promoted at weekly assemblies and through school Newsletters
- The Resilience Project lessons taught in all classrooms
- Student Learning Support Officers in the playground at recess and lunch to support students
- Learning Support Team meet weekly to discuss student wellbeing concerns and implement programs and/or strategies to support students
- Zones of Regulation resources in all classrooms and self-regulation strategies taught
- Lunchtime Games room/clubs for K-2 and 3-6
- K-2 Toy Shed operating at lunch times to provide students with toys to play with together

Completed by: Deborah Dunn in consultation with HHPS staff

Position: Assistant Principal

Signature: _____ Date: 22.11.2022

Principal name: Katrin Cornell

Signature: _____ Date: 22.11.2022