

ANTI-BULLYING PLAN 2023

Kensington 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.

Kensington 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
Weekly, K-6	Weekly assemblies focus on supporting positive behaviour for learning and our Focus of the Fortnight topics that relate to social and emotional learning
Term 2, K-2	Assembly focus topics include building positive relationships and inclusion
Student of the Term	Each term, students are celebrated for demonstrating our KPS values - positive and inclusive behaviour is celebrated as a preventative strategy to build a kindness culture
Term 3, Week 5	The National Day of Action Against Bullying is recognised and discussed in assembly. This event is also recognised across the school with classes K-6 discussing its significance in PDH lessons

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, Week 3 - 4	Staff professional learning is delivered to support staff in their understanding of Positive Behaviour for Learning, Zones of Regulation and our whole-school behaviour support processes.
Term 2, Week 1 Term 3, Week 6	Staff attend professional learning to build upon their knowledge, understanding and expertise of supporting learners with diverse needs. This training also focuses on supporting students with their social skills
Ongoing	Student Wellbeing team gives weekly staff updates and meets twice a term to share resources and discuss prevention, identification and effective responses to bullying incidents.
Ongoing	All incidents are recorded on Sentral. This information is regularly reviewed by staff.

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.

Student information folders, with relevant information, are provided to new and casual staff when they enter on duty at the school.

All staff are directed to Sentral for communication about the school calendar, program changes and student information.

The principal speaks to new staff when they enter on duty at the school, as part of the induction process.

There is ongoing professional development and regular communication of student needs.

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 - Term 4	Regular parent meetings and parent information sessions Defining student bullying and school supports - through school newsletter and Student Wellbeing handbook
Ongoing	School Website has links to all supporting documentation Newsletter articles relating to Student Wellbeing are included each fortnight. Our online newsletter can be
P&C Meetings	P&C Meetings
Student Wellbeing	P&C Student Wellbeing Sub committee attends regular Student Wellbeing meetings (termly)

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.

Our Kensington Public School Behaviour Support and Management Plan provides further information on how our school promotes a sense of belonging, supports positive behaviour for learning and develops the social and emotional development of our students.

These approaches include utilising our KPS School Values: Honour, Knowledge and Community, linking the attainment of house points to our school values, our Focus of the Fortnight sessions and the promotion of the Zones of Regulation framework and tools. All staff utilise the Positive Behaviour for Learning strategies and work alongside the Learning and Support team, Student Wellbeing team and school executive to support student wellbeing.

Staff, parents and carers, and students are supported by the local police liaison officer to provide further education related to cyberbullying.

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Signature: Date: 30.5.23

Principal name: Louise Stone

Signature:  Date: 30.5.23

