

# ANTI-BULLYING PLAN 2025

## Oatlands 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.

### Oatlands 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	School-wide PBL expectations taught and reinforced at weekly assemblies. The reinforcement of school values and expectations is achieved by highlighting specific areas of importance, providing clear instruction on expectations and teaching essential to social skills.
Term 1	Expectations of student behaviour displayed in all classrooms. Expectations of behaviour explicitly taught and reinforced through school wide system.
Term 2	Cyber-safety expectations for Stage 3 and By-stander lessons K-6.

Term 3	Participation in National Day of Action against Bullying and Violence (NDA). Bullying-No Way!
Term 4	Peer Support - Focus on developing resilience and social and emotional skills.
Weekly	The Resilience Project 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	Communicate Anti-bullying plan and behaviour code to staff, including their role in identifying and responding to student bullying incidents. Promotion of NSW DoE <a href="#">Anti-bullying</a> resources in staff bulletin.
Ongoing	Complaints handling policy & procedure and OPS process for responding to claims of bullying to go out with weekly staff publication.
Ongoing	Learning and Support Teacher (LaST) Meetings to monitor student behaviour, responses and planning. Anti-bullying plan & response strategy reviews.
Ongoing	Staff responsibilities and procedures for responding to bullying reviewed at least once a semester and in response to critical incidences.
Term 3	Anti-bullying plan update to all staff. Professional learning: <a href="#">Anti-Bullying</a> Link to 'Bullying No Way' to go out with weekly staff bulletin for response/ feedback based on our anti-bullying approach at OPS.

## 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.

- An induction handbook is provided to all new staff (permanent, temporary and casual) outlining the school's behaviour expectations including proactive strategies and responsive approaches to counter negative/problematic behaviour (including all forms of bullying - covert, overt and cyber)
- Information is provided in a folder to casual staff when they enter on duty at the school

- The Principal speaks to new executive staff when they commence at the school, as part of the induction
- Staff are provided with a Staff Handbook outlining the PBL strategies, Code of Behaviour, Anti-Bullying Policy and Anti-Bullying Procedures
- Staff are also familiarised with students with plans, particularly those who may be known perpetrators or vulnerable students who may become victims of bullying
- New staff are mentored by the relevant stage Assistant Principal or a member of the Executive team when they begin at the school
- New staff are supported by experienced peers in delivering anti-bullying programs and student support plans
- All new staff will receive access to School Bytes for reporting purposes and are required to enter all reported incidences
- All staff to be directed to Professional Learning that is relevant to supporting student wellbeing.

## 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
Termly Ongoing	<p>Principal's message and promotion of school values and expectations via school website.</p> <p>Other forms of communication to inform Parents/Carers about; Bullying, Code of Behaviour, Bystander behaviour, Promotion of Social/emotional skills and Parenting Insight tips include the following:</p> <ul style="list-style-type: none"> <li>- Anti-bullying plan published on the school website</li> <li>- Class Dojo messages regarding TRP and Cyber-Safety Resources</li> </ul>
Throughout Year	Parent Meetings, P &C, parent teacher nights – Define student bullying, keeping children safe online, responding when your child is being bullied, strategy to support parents when their child is the bully, school supports and reporting.
Term 1	Publish the 2025 Anti-bullying Plan on school website and provide hard copies in the school office.
Term 3	Promotion of student participation in National Day of Action against Bullying and Violence (NDA). Bullying-No Way!

### 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.

Examples of how OPS will embed student wellbeing and positive behaviour approaches and strategies in practices include the following:

- PBL - Universal Prevention - weekly assemblies
- The Resilience Project
- Breakfast Club
- Stage 3 and Kindergarten buddy system
- Learning Support Team - Behaviour Support Plans, School Counsellor
- The Officer of the e-Commissioner website
- Wellbeing Support Officer and DoE Behaviour Specialists
- Positive Reward System - Bear Tickets, Bear Coins and Dojo Points
- Tier 2 and Tier 3 interventions – classroom and playground
- Explicit teaching of PDHPE content and social skills lessons in resilience and social-emotional learning
- SRC to support student initiatives (Student voice)
- National Day of Action against Bullying and Violence
- NAIDOC Week celebrations
- Sports in Schools Program: Sporting program that consists of a mixture of gymnastics, dance, athletics, major sports, PE health and wellbeing social skills, utilising a range of innovative teaching resources
- Anti-bullying programs explicitly taught by class teachers incorporating recognising bullying behaviour, bystander behaviour and responding to bullying behaviour
- Peer support program
- Kids' Curriculum K-6 (Student Voice)

Completed by: Tony Kim

Position: Assistant Principal

Signature: *Tony Kim*

Date: 07/12/2024

Principal name: Kim Gould

Signature: *Kim Gould*

Date: 07/12/2024