Liverpool Public School
Anti-bullying Plan 2018

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.

Liverpool 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.

<table>
<thead>
<tr>
<th>Dates</th>
<th>Communication topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ongoing</td>
<td>The Leader in Me habits</td>
</tr>
<tr>
<td>Each Term</td>
<td>Being a good friend, seeking help and bystander behaviour</td>
</tr>
<tr>
<td>Semester 1</td>
<td>New beginnings</td>
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<tr>
<td>Semester 2</td>
<td>Dealing with changes</td>
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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.

<table>
<thead>
<tr>
<th>Dates</th>
<th>Communication topics and Professional learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ongoing</td>
<td>Professional discussion to identify and address individual or group needs</td>
</tr>
<tr>
<td>Each term</td>
<td>Development of teaching and learning programs that promote wellbeing</td>
</tr>
<tr>
<td>Semester 1</td>
<td>Establishing positive learning environments in the classroom and playground</td>
</tr>
<tr>
<td>Semester 2</td>
<td>Targeted school-wide strategies and programs to support students</td>
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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.

- information is provided in a handout to staff when they enter on duty at the school
- an executive staff member speaks to new and casual staff when they enter on duty at the school
- the principal speaks to new executive staff when they enter on duty at the school, as part of the induction process
- an induction process is used for all new temporary and permanent staff as well as those returning after a period of significant leave

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

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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.

<table>
<thead>
<tr>
<th>Dates</th>
<th>Communication methods and topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ongoing</td>
<td>Website: access to policies, procedures and resources</td>
</tr>
<tr>
<td>Each term</td>
<td>Newsletter: Leader in Me updates and class program updates as relevant</td>
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<tr>
<td>Semester 1</td>
<td>Newsletter: discipline policy and expectations matrix. Parent and carer information session - Leader in Me</td>
</tr>
<tr>
<td>Semester 2</td>
<td>Newsletter: expectations matrix. Parent and carer information session - School strategies and programs</td>
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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:

- whole school implementation of the Leader in Me
- anti-bullying programs explicitly taught incorporating recognising bullying behaviour, bystander behaviour, and responding to bullying behaviour
- digital citizenship incorporated in the English curriculum (cyber safety)
- reward system to acknowledge and promote positive behaviours
- specific strategies to support individual students including social skills programs, emotional regulation programs, internal support through the learning and support team, and referral to external support services

Completed by: Student Wellbeing Team

Position: __________________________

Signature: __________________________ Date: November 2018

Principal name: Ian Tapuska

Signature: __________________________ Date: November 2018

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