

# Fern Bay Public School

## Anti-bullying Plan 2019

**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.

### Fern Bay 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	PBL Overview link-PBL Scope and Sequence <a href="https://docs.google.com/document/d/1UMOF2-jT-QgaC9jrbCGSYxomXo0LPvVzRGzIYz9Z9d8/edit">https://docs.google.com/document/d/1UMOF2-jT-QgaC9jrbCGSYxomXo0LPvVzRGzIYz9Z9d8/edit</a>
	PBL Flowchart <a href="https://docs.google.com/document/d/1zKuPtQHVCUqPf4Kv9OdVam0jZbGfrHUVObufPhWWPKl/edit">https://docs.google.com/document/d/1zKuPtQHVCUqPf4Kv9OdVam0jZbGfrHUVObufPhWWPKl/edit</a>
	PBL Behaviour Matrix <a href="https://docs.google.com/document/d/1mNoJoUPqJLcGZQMjH_AIHHRcMARJ-SCdHAZOdsOKdQ0/edit">https://docs.google.com/document/d/1mNoJoUPqJLcGZQMjH_AIHHRcMARJ-SCdHAZOdsOKdQ0/edit</a>

### 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	<a href="#">FBPS PBL Rewards Program</a> & <a href="#">PBL Term 1</a>
Term 2	<a href="#">PBL Overview Professional Learning link:</a>
Term 3	
Term 4	

### 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.

Please see our PBL Matrix:.

[https://docs.google.com/document/d/1mNoJoUPqJLcGZQMjH\\_AIHHRcMARJ-SCdHAZOdsOKdQ0/edit](https://docs.google.com/document/d/1mNoJoUPqJLcGZQMjH_AIHHRcMARJ-SCdHAZOdsOKdQ0/edit)

## 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 to 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 topics
Term 1	EXAMPLE: P&C review of Policy meeting: Reviewed the Fern Bay Anti Bullying Defining student bullying and school supports
Term 1	EXAMPLE: School newsletter: <a href="https://fernbayps.schoolzineplus.com/newsletter/article/65">https://fernbayps.schoolzineplus.com/newsletter/article/65</a>
Term 2	PBL letter to Parents <a href="https://docs.google.com/document/d/100Biwwtpa8OLuA4bcDnH172CK5UHveeoWdCq7a5-S5c/edit">https://docs.google.com/document/d/100Biwwtpa8OLuA4bcDnH172CK5UHveeoWdCq7a5-S5c/edit</a>
Term 3	Video Production each class to demonstrate
Term 4	Newsletter-Survey Evaluation

## 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.

Tim- Wellbeing Officer: Brace Program, Zones of Regulation

Alex/Sommer PDHPE Anti Bullying Program:

Personal Development, Health and Physical Education (PDHPE) develops the knowledge, understanding, skills and attitudes important for students to take positive action to protect and enhance their own and others' health, safety and wellbeing in varied and changing contexts. Physical education is fundamental to the acquisition of movement skills and concepts to enable students to participate in a range of physical activities – confidently, competently and creatively.

The study of PDHPE provides students with the opportunity to enhance and develop resilience and connectedness and learn to interact respectfully with others. Through PDHPE students develop the skills to research, apply, appraise and critically analyse health and movement concepts in order to maintain and improve their health, safety, wellbeing and participation in physical activity. Students are provided with opportunities to learn to critique and challenge assumptions, attitudes, behaviours and stereotypes and evaluate a range of health-related sources, services and organisations. They develop a commitment to the qualities and characteristics that promote and develop empathy, resilience, respectful relationships, inclusivity and social justice. Students practise, develop and refine the physical, cognitive, social and emotional skills that are important for engaging in movement and leading a healthy, safe and physically active life.

Learning in PDHPE reflects the dynamic nature of health, safety, wellbeing and participation in physical activity in the context of a diverse and rapidly changing society. It addresses health and physical activity concepts of importance to students and highlights the influences that contextual factors have on personal values, attitudes and behaviours. PDHPE provides students with an experiential curriculum that is contemporary, relevant, challenging and physically active. The syllabus is designed to give all schools flexibility to treat sensitive issues in a manner reflective of their own context and ethos.

Completed by: PBL- Team

Position: Principal

Signature:  \_\_\_\_\_ Date: 6-5-2019

Principal name: Drew Janetzki \_\_\_\_\_

Signature:  \_\_\_\_\_ Date: 6-5-2019