



Como West Public School Anti Bullying Plan

Overview

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 include 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.

Como West 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.

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.

Student communication

Expectations of student behaviour will be discussed, and information presented to promote a positive school culture where bullying is not accepted at a variety of settings such as Assemblies and within our Positive Behaviours for Learning focus taught each term within the PDHPE lessons.



Staff communication

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. Professional learning is provided to all staff each Monday afternoon after school from 3.30pm to 4:30pm. This involves Inclusive, Engaging and Respectful Schools and Student Behaviour Strategy modules, expert teacher modelling and external providers when required.

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 through our induction process for all new teachers.

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. With an active P&C, our SkoolBag communication, PLSP Meetings and individualised parent meetings – this ensures a strong, powerful partnership exists at CWPS.

Website

Our school website has information to support families with links to Department of Education guidelines and resources.

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.

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).

Last review date: 30.03.2023