

ANTI-BULLYING PLAN

2024

Centaur Primary 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.

Centaur Primary 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
Fortnightly	SRC and leadership team – deliver information at whole school assemblies, year meetings and in class regarding wellbeing programs, PBL expectations and school values
Ongoing	(PB4L) Positive behaviour for learning model – student expectations for core values of We are respectful, We are responsible and We are Ready, communicated through whole school assemblies with specific messaging delivered on student expectations.

Daily	Stage group meeting – PB4L expectations communicated to all students – acknowledgement system embedded in group meetings where students are acknowledged for positive behaviour utilising the 'Whale tail certificates' whilst reinforcing behaviour expectations
Ongoing	PB4L – posters are displayed in all classrooms and school areas to promote PBL expectations as a visual reinforcement and are embedded in daily classroom practices.
Annual	Cyber safety talk from local Police Youth Liaison Officer – to educate students on cyber safety and cyber crime
Term 4	Introduction of wellbeing staff and the schools Anti-Racism Contact Officer (ARCO), including role description, communication modes and location within the school.
Ongoing	The Zones of regulation – displayed in every classroom to support Social Emotional learning and behavioural expectations.
Ongoing	Restorative practice – students identified as not following the school values may need to engage in restorative practice during lunchtime reflection where they build knowledge, understanding and skills to handle 'blue' and 'red' zone behaviour.
Once a Year	Full term unit on Child Protection – topics include parent relationships, harm and neglect and response strategies communicated.
Ongoing	The use of lunchtime reflections where students who have failed to follow our PB4L expectations engage in restorative practice by discussing and completing a reflection sheet which is intern sent to parents for their review and follow up.

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
Bi-Termly	Staff responsibilities and procedures for responding to bullying reviewed at least once a term and in response to critical incidences.
Ongoing	PB4L team meet to discuss incidents and response strategies based on Sentral wellbeing data and strategies delivered through classroom and stage-based lessons
Ongoing	Staff Professional Learning – review school's Anti-Bullying Policy and Procedures, including role of staff members. Awareness of government documentation and information made available to parents.
Ongoing	Staff professional Learning – MAPA, Be You, Zones of Regulation, Anti-bullying, Anti-racism and Aboriginal Education Focused SDD, Aboriginal Culture Education – Lets take the first step together, Restorative practice

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.

- All new and casual staff are provided with a staff handbook when they enter on duty at the school.
- An executive staff member speaks to new and casual staff when they present at school. This includes introduction to the school's Anti-Bullying Policy, reporting procedures for incidents of bullying and the roles of the various staff members in the response process for addressing issues of bullying.
- New and casual staff will receive a copy of the schools' Anti-bullying Plan upon commencement of employment; this can be found inside the handbook.
- The principal speaks to new executive staff when they enter on duty at the school, as part of the induction process.
- All new staff will receive access to Sentral for reporting purposes and are required to enter all reported incidences. Incidents are reported using the ABC process (antecedent, behaviour, consequence). Casual staff will be advised to provide notification of incidents via email to executive staff.
- All teachers need to ensure students concerns are addressed and reported.
- 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 in helping 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 and 4	Parent meeting/seminar and P&C meetings – Delivery of information defining student bullying and school support strategies along with the introduction of school's Anti-racism Contact Officer (ARCO) and their role and responsibility in regards to anti-racism education strategies and supports.
Ongoing	Dojo, School website, school Facebook and/or school newsletter – used to reinforce the school's position on bullying and to provide information, resources and advice to student, parents, and carers.
Termly	Promote e-Safety parent courses and wellbeing support and resources through newsletters, Facebook and Dojo.
Ongoing	P&C promote PB4L strategies and promote positive school culture through communication modes including Facebook and Dojo.

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.

- Fur therapy – animal program for students to support wellbeing.
- Zones of regulation – PBL based emotional learning.
- Centaur Day – Commemoration of the school's name
- Mufti days – fundraisers
- Harmony Day
- Big Vege Crunch – state physical wellbeing initiative
- AEO and ASLSO support staff

- NAIDOC Week
- Education week and book week
- Yearly camps and excursions
- PB4L rewards day
- Bi-annual performance/ exhibition
- Multicultural Day
- Special commemoration Days including ANZAC Day.
- Promotion of active play through regular reminders, sports hire shed and student check-ins.
- Target groups: Every playtime there is a range of target groups (teacher led activities) that allow students to engage in fun, supervised and interest-based activities.
- PB4L (positive behaviour for learning) lessons; multiple times a term, classes engage in explicit activities that teach children how to engage or use school facilities.
- Teaching students to be up-standers; Explicit teaching and reinforcement of how to handle situations where your child may feel like someone has been unkind or unfair. Students are taught to follow three steps:
 1. Use your strong voice and say 'Stop, I don't like it!'
 2. Walk away and cool off (get a drink)
 3. If you're still upset, find a teacher

Completed by:

Position:

Signature:

Date:

Principal name:

Signature:

Date: