



# ANTI-BULLYING PLAN 2024

## Rutherford 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.

### Rutherford 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	Morning Musters promoting RPS positive behaviour expectations and achievements
Weekly	RRPS Lessons – explicit lessons taught in K-6 classrooms on positive behaviour and social and emotional wellbeing (CASEL Framework)
Weekly	Awards to publicly promote the correct attributes to successful schooling.
Termly	Assemblies that acknowledge the efforts and achievements of students
Ongoing	School wide rewards systems which motivate student to follow school expectations.

Ongoing	RRPS Expectations – student expectations for core values of Respect, Responsibility, Personal Best and Safety communicated through whole school assemblies with specific messaging delivered on student expectations.
Ongoing	RRPS Matrix – posters are displayed in all classrooms and school areas to promote RRPS expectations as a visual reinforcement and are embedded in daily classroom practices
Ongoing	Staff facilitate intervention and restorative practice supports for individual students
Ongoing	Prevention strategies and modelling of positive behaviour are always utilised to avoid inappropriate student behaviour.
Ongoing	Student Time off Playground (STOP) Room and Restorative practice – students identified as not following the school values may need to engage in restorative practice during break time reflection where they build knowledge, understanding and skills to handle ‘blue’ and ‘red’ zone behaviour.
Ongoing	Introduction of wellbeing staff and the schools Anti-Racism Contact Officer (ARCO), including role description, communication modes and location within the school
Fortnightly	The Voice of Students (VOS) Squad meeting – communicate to class
Term 1	Full term unit on Child Protection – topics include parent relationships, harm and neglect and response strategies communicated.
Annual	Stage 3 - cyber safety talk from local Police Youth Liaison Officer – to educate students on cyber safety and cyber crime
Annual	Harmony Day – celebration of harmony and inclusion
Annual	Engagement in the National Day of Action Against Bullying and Violence

## 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.

Date	Communication topics and Professional learning
Annual	Mandatory Child Protection Training 2024: Teaching and reinforcing respectful relationships
Annual	Work Health & Safety Induction for Employees
Ongoing	Support staff to design individualised support plans and/or programs for students
Annual	Revise RRPS School Behaviour Support and Management Plan
Semester 1	Whole School Professional Learning on Trauma Informed Practice
Termly	Staff responsibilities and procedures for responding to bullying reviewed at least once a term and in response to critical incidences.
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

### 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.

During the induction process, new staff will receive the schools Wellbeing Policy outlining process, programs and procedures implemented to prevent, identify and manage student behaviour.

- 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.

## 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.

Date	Communication methods and topic
Ongoing	Rutherford Public School Facebook Page, School Website, and School Newsletter used to reinforce the school's position on bullying and to provide information, resources and advice to student, parents, and carers.
Ongoing	Promote e-Safety parent courses and wellbeing support and resources through newsletters and Facebook
Ongoing	Positive school culture discussed with families and students upon enrolment.
Annual	Family information pack sent home addressing Behaviour expectations

<b>Term 1</b>	Meeting the teacher information session – Defining student wellbeing and behaviour expectations
<b>Semester 1 and Semester 2</b>	Parent/ Teacher Interviews
<b>Termly</b>	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.
<b>Ongoing</b>	Transition meetings, information sessions and transition packs for Preschool, Kindergarten and High School.

### 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.

- Morning Sports Programs
- The Voice of Students (VOS) Squad
- Weekly learning and support team meetings
- Celebration of Learning Days
- Incentives for Principal award students
- Student Representative Council (SRC)
- Social Groups: Fortnightly visits to the Maitland Grange Aged Care Facility
- Aboriginal Education: Our Kinnections, Bro Speak and Sista Speak
- Activities on Social and Emotional skills, building resilience, support networks
- Fundraisers including mufti days
- Harmony Day
- NAIDOC Week
- Education Week and Book Week
- Yearly Camps and Excursions
- End of Year Party
- Multicultural Day
- National Student Wellbeing Program (Chaplain Program)
- Special Days including ANZAC Day and Remembrance Day
- Promotion of active play through regular reminders, sports hire shed and student check-ins.
- Target groups: Weekly playtime activities there is a range of target groups (teacher led activities) that allow students to engage in fun, supervised and interest-based activities.
- RRPS lessons; Weekly, 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:
  - Use your strong voice and say 'Stop, I don't like it!'
  - Walk away and cool off (get a drink)
  - If you're still upset, find a teacher

Completed by: Tahnee Milgate

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Signature: Date: 11/03/2024

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Signature: Date: 11/03/2024