

ANTI-BULLYING PLAN 2025

Wentworth Point 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.

Wentworth Point 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
Termly	Stage assemblies: School values and expectations, K-6 behaviour matrix, how to report and manage bullying.
Monthly	Class meetings: Class expectations, school values and K-6 behaviour matrix, how to report and manage bullying.
August	Whole school event: National Day of Action Against Violence and Bullying. Explicit lessons around what bullying is, bystander behaviour and how to respond.

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
Annual	Communication: Review and present annual WPPS Anti-Bullying Plan.
Termly	Communication, Staff Bulletin: 'WPPS Response to Bullying' flow chart included in Staff Bulletin for all staff
Annual	Differentiated professional learning: identifying strategies to prevent and manage bullying.

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.

- New and casual staff complete an induction with the Deputy Principal or their delegate. WPPS Wellbeing, Behaviour and Discipline Procedures are reviewed with the teacher.
- 'Response to Bullying for Casual Staff' handout is provided to staff in casual folders. All incidents of bullying are to be reported to the school within 24 hours for follow up.

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.

Dates	Communication methods and topic
Termly	Aquila feed (school newsletter): defining student bullying, providing strategies to support children at home and school response plan. Links to NSW Anti-Bullying Website and e-Safety Commission.
Termly	Newsletters and Meet the Teacher: providing reminders, tips and resources about what bullying is and how to support their children if they are experiencing or witnessing bullying.
Annually	Webinars/ parent forums and resources: tips and scaffolds to support parents in keeping their children safe.
Annually	P&C Meetings; share updated Anti-Bullying Plan and seek feedback from community.

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.

- Strengths based program incorporated into teaching and learning programs.
- Crunch n Sip; students eat fruit/ veg and drink water for 15 minutes in the morning.
- PSSA; interschool sports programs.
- Sports Carnivals: organised sporting events that provide students with the opportunity to participate and compete with and against their peers.
- Personal and Social Capabilities; embedding the general capability throughout all KLAs.
- Student Leadership; A group of students elected by their peers to represent the voice of students around the school, lead assemblies and a range of leadership tasks.
- Student Representative Council; forum to share student voice on a range of school issues. Student centered, opportunities for student to share concerns and positive.
- Playground Clubs; opportunity for K-6 students to do something during break times.

Completed by: Amy Huggett and Jessica Sutcliffe

Position: Assistant Principals

Principal name: Jayne Muir

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