



# ANTI-BULLYING PLAN 2025

## Roselea 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.

### Roselea 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

Expectations of student behaviour are embedded across school programs. Students are explicitly taught anti-bullying lessons and strategies. Student bullying and expectations about student behaviour will be discussed and information presented to promote a positive school culture where bullying is not tolerated.

Dates	Communication topics
Terms 1-4	<ul style="list-style-type: none"> <li>Positive Behaviour For Learning school wide rules and expectations implemented and reviewed fortnightly, including anti-bullying focused content</li> <li>Positive Behaviour for Learning (PBL) lessons in classrooms, PBL awards at assembly</li> <li>Discussions about bullying, upstanders and bystanders, conflict resolution, support</li> </ul>
Term 1	<ul style="list-style-type: none"> <li>Anti-bullying education lessons completed by all students.</li> <li>Cyber Safety lessons, explicitly taught across all classroom settings to foster safe cyber behaviour.</li> <li>Whole school focus - National Day of Action against Bullying and Violence "Bullying. No Way!" – explicitly taught anti-bullying lessons and classroom activities, and community awareness and education event.</li> </ul>

	<ul style="list-style-type: none"> <li>No Go Tell lessons implemented</li> <li>ARCO assembly</li> </ul>
Term 2	<ul style="list-style-type: none"> <li>Tell Them From Me survey</li> <li>Mandatory Child Protection education lessons. School's PDHPE Scope &amp; Sequence</li> <li><i>(Syllabus - PDHPE; Strand – Health, Wellbeing and Relationships; Skill Domain – Interpersonal Skills)</i></li> <li>Anti-bullying concepts embedded within mandatory child protection units.</li> <li>Reconciliation Week</li> </ul>
Sem 1& 2	<ul style="list-style-type: none"> <li>Peer Support</li> <li>Tell Them From Me survey</li> <li>Cyber safety incursions for students, parent workshop – visit from Police Youth Liaison Officer</li> </ul>

## 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	<ul style="list-style-type: none"> <li>Staff training: <i>Annual Competency Check</i> <i>New staff mandatory Child Protection Training</i></li> <li>Student Behaviour Support and Management Plan revisited with staff</li> <li>Induction for new students and staff with PBL Framework</li> <li>PL session presented to staff, on anti-bullying information to define what bullying is; what bullying is not; when and how to intervene; who to go to for support – in partnership with school P&amp;C, school counsellor, PBL committee and Police Youth Liaison Officer (where applicable)</li> </ul>
Weekly	<ul style="list-style-type: none"> <li>Learning and Support Team Meetings</li> <li>PBL focus area discussions at communication meetings</li> <li>PBL expectations communicated through school newsletter/parent portal - fortnightly</li> </ul>
Ongoing	<ul style="list-style-type: none"> <li>Executive monitor serious or repetitive incidents and follow procedures accordingly</li> <li>Mandatory training e.g. Anti-Racism, Aboriginal Cultural Education, Code of Conduct</li> </ul>
Each term	<ul style="list-style-type: none"> <li>PBL team meet to discuss, plan and analyse data</li> </ul>
Annually	<ul style="list-style-type: none"> <li>Review PBL program and procedures</li> <li>Implementing DoE Student Behaviour Policy</li> <li>Anti-bullying Policy to be reviewed by PBL team</li> </ul>

At Roselea Public School, we are an inclusive environment, where diversity is affirmed, and individual differences are respected. Quality education is provided for students to meet their learning needs in a secure, ordered, and supportive school environment. Partnership with students, parents, staff, and the wider community is considered central to the success of addressing bullying when it occurs in our school community. New, temporary, and casual staff are provided information about our school's approaches and strategies to prevent and respond to student bullying behaviour by a member of the leadership team when they enter on duty, as part of the school's induction process. Our ARCO (Anti-Racism Contact Officer) is available to support students, staff and families. The school's Counsellor, in conjunction with the Learning Support Team provide individual, targeted support for students, staff and caregivers to assist with strategies for all stakeholders.

## 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.

- When all new staff are inducted, the PBL and school procedures are explained, they are provided either a green folder or access to the school OneNote with further information
- PBL posters displayed in classrooms and around the school
- Playground PBL cards/ playground bags explained
- 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, as part of the induction process
- Anti-Racism officer/s appointed (ARCO)
- Class red folders provide specific student wellbeing information
- SLSOs support identified students

## 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 (emotional regulation) and behaviour and develop vital social skills. Information is provided to assist families if their 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). Information available may assist potential victims of bullying and provide support to the bully and any possible witnesses.

**The following are published on our school's website.**

### 2.1 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
Terms 1-4	<ul style="list-style-type: none"> <li>• Anti-bullying information and school supports communicated to all stakeholders through school communication platforms – Bystander behaviour is embedded throughout the weekly/fortnightly PBL focus lessons/stage meetings, school-wide</li> <li>• Learning and Support Team meetings and school counsellor referrals</li> </ul>
Term 1	<ul style="list-style-type: none"> <li>• National Day of Action against Bullying and Violence “Bullying. No Way!” – awareness and education whole school community event</li> <li>• Meet The Teacher information evening</li> </ul>
Semester 1	<ul style="list-style-type: none"> <li>• School to provide anti-bullying information sessions as required to define what bullying is; what bullying is not; when and how to intervene; who to go to for support – <i>in partnership with school P&amp;C, school counsellor, PBL committee and Police Youth Liaison Officer (where applicable)</i></li> </ul>
Semester 2	<ul style="list-style-type: none"> <li>• Kindergarten Orientation Days</li> <li>• Peer Support</li> <li>• Tell Them from Me parent survey</li> </ul>

### 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).

Supporting Positive behaviour
<ul style="list-style-type: none"><li>• Explicit PDHPE and PBL lessons</li></ul>
<ul style="list-style-type: none"><li>• School buddy program</li></ul>
<ul style="list-style-type: none"><li>• Cyber bullying police in-school visit</li></ul>
<ul style="list-style-type: none"><li>• Individual behaviour support plans</li></ul>
<ul style="list-style-type: none"><li>• Social skills programs</li></ul>
<ul style="list-style-type: none"><li>• PBL reward systems</li></ul>
<ul style="list-style-type: none"><li>• Parent workshops as required</li></ul>
<ul style="list-style-type: none"><li>• Accessing DoE Wellbeing resources: behaviour Specialist, Assistant Principal Learning and Support</li></ul>
<ul style="list-style-type: none"><li>• Collaboration with paraprofessionals such as speech pathologist, pediatricians and psychologists.</li></ul>

**Completed by:** Kylie Bryant  
**Position:** Principal  
**Signature:**   
**Date:** 5.2.25