

ANTI-BULLYING PLAN 2025

Fairfield West 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.

Fairfield 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.

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 |
|--------|---|
| Term 1 | School rules and behaviour code for students, 'The Best Me', Respectful Relationships |
| Term 2 | Being safe online – Cyber Safety webinar, The Physical Me, The Intellectual or Thinking me, The Emotional Me, the Social Me, and the Spiritual Me |
| Term 3 | R U OK? Day, The Challenges of change, respect, safety and responsibility, Connection to family, friends, school life, culture and a sense of place |
| Term 4 | Empowering the Bystander, exit strategies and promoting peaceful conflict resolution |

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 | Fair Discipline Code, Anti-Racism policy training, student behaviour management plan and Values Education |
| Term 2 | Choice theory, Above the line thinking |
| Term 3 | Respectful relationships – communication, teamwork and trust building |
| Term 4 | Fair Discipline Code, Evaluation of school behaviour plan |

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:

- Information is provided in the casual folder/handout when new and casual staff enter duty at school
- All staff receive a policy folder with procedures relating to student behaviour
- All new staff receive support and professional learning about school behaviour management practices and escalation processes – New Staff Induction Program
- An executive staff member speaks to new and casual staff when they enter duty at school
- The principal speaks to new executive staff when they enter duty at the school, as part of their 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 to 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.

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| School Anti Bullying Plan <input checked="" type="checkbox"/> | NSW Anti Bullying <input checked="" type="checkbox"/> | Behaviour code for students <input checked="" type="checkbox"/> |
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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 |
|--|--|
| Ongoing throughout the year. | Meet the Teacher / Parent Information Evenings and documentation– outlining and promoting school-wide wellbeing approaches, units of work, behaviour expectations, class expectations and 'The Best Me'. |
| Additional information provided as required. | School website and/or school newsletters – Whole school approach to school behaviour management, values education, social emotional learning, community charter, school wide expectations and being safe online. |
| | School website – DoE information on wellbeing and student support, including anti bullying policy and approaches. |
| | Parent interviews, meetings, personalised learning and support plans developed, student goal setting and progress updates, school counselling referrals and reporting. Phone and email contact as needed. |
| | Various courses and events for the community through the Community Hub. |

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:

- 'The Best Me' initiative - Comes to school every day, cares, never gives up.
- 'Backflips Against Bullying' incursion.
- DoE Child Protection units of work.
- Anti-bullying lessons, taken from the DoE Anti-bullying website, taught in classrooms.
- NSW Student Wellbeing Scheme - Chain Reaction (Learning Grounds in Schools program).
- Respectful Relationships program – Dale Palmer NSW Department of Education.
- Bullying No Way - Week of Action and RUOK? Day. Participating in activities to raise awareness, encourage reporting and promote upstander behaviour.
- Access to the school counsellor for 1:1 and small group sessions.
- Playground supervision rosters and clear expectations for students and staff - monitoring, early intervention and redirection or consequences with reference to the school behaviour support and management plan and DoE Code of Conduct.
- Student Learning Support Officers working alongside teachers in the playground at recess and lunch times to assist with supervision - monitoring and supporting students.
- Student Wellbeing Team (inclusive of principal, executive staff, wellbeing teacher and school counsellor) fortnightly meetings as required to discuss, plan, record and review student wellbeing concerns. Implement programs and/or strategies to support students, communicate with and engage parents/carers.
- Classroom rewards systems and behaviour management practices.
- Whole School reward systems and behaviour management.
- Additional recess and lunch time clubs - promoting pro-social interactions across stage groups with a range of supervised, break time options for students (including social skills groups, bracelet making, crochet club, soccer competition).
- Value of the Month lessons and awards.
- Behaviour tokens and weekly prizes.

- Attendance monitoring, encouragement and rewards system.
- Achievement Acknowledgement Assembly – once a term.
- Working with DoE personnel - Engagement and Wellbeing teams, Assistant Principals Learning and Support, School Counsellor, Psychologists, Home School Liaison Officers, School Education Director.

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|-----------------|-------------------|
| Completed by: | Whitney Isaac |
| Position: | Wellbeing Teacher |
| Signature: | 26/2/25 Date: |
| Principal name: | Genelle Goldfinch |
| Signature: GG | 26/2/25 Date: |