

Tea Gardens Public School

Anti-bullying Plan 2024

Bullying behaviour has three key features. It involves the intentional misuse of power in a relationship, 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 Tea Gardens Public School Anti-Bullying Plan is guided by key resources provided by the NSW Department of Education, ensuring compliance with state-wide policies and a focus on best practices for fostering a safe and inclusive school environment. The following documents and frameworks have been utilised in the development of this plan:

- Student Behaviour Policy – Outlines expectations for student conduct and provides procedures for addressing inappropriate behaviour, including bullying.
- Anti-Bullying Plan Template – A framework provided by the Department to support schools in creating a tailored anti-bullying strategy.
- NSW Department of Education Anti-Bullying Website – A hub of resources for prevention, intervention, and response strategies for schools, students, and parents.
- eSafety Commissioner Resources – Guidance on managing and preventing cyberbullying, supporting safe online behaviours.
- School Excellence Framework – Principles from this framework underpin the importance of student wellbeing as essential to engagement and achievement.

These resources ensure the plan is evidence-based, contextually relevant, and designed to meet the needs of the Tea Gardens school community.

Tea Gardens Public School's commitment

Our school rejects all forms of bullying, including online (cyber) bullying, by fostering a safe, inclusive, and respectful learning environment that prioritises student wellbeing. Through evidence-based approaches such as Positive Behaviour for Learning (PBL) and the Bounce Back program, underpinned by trauma-informed and restorative practices, we are committed to building a positive school climate where bullying is proactively prevented. Strong partnerships with staff, students, and the broader community, along with a commitment to amplifying student voice, ensure a collaborative approach to promoting respectful relationships and a culture of safety and belonging.

1. School culture and inclusion

Our school community is dedicated to cultivating a welcoming and inclusive culture that values diversity and promotes positive relationships. Central to this is fostering respectful interactions and reinforcing the shared understanding that bullying, in any form—online or offline—is unacceptable. Staff are committed to actively addressing incidents of bullying through structured behaviour monitoring systems and rigorous oversight by executive staff to track and minimise repeated behaviours. Identified needs are addressed through a holistic approach to student development, with sequenced lessons that explicitly teach pro-social behaviours, problem-solving skills, and help-seeking strategies. These programs are embedded into every classroom and supported across the school environment, ensuring a consistent and proactive approach to fostering a safe, respectful, and inclusive school culture.

Tea Gardens Public School engages in the following practices to promote a positive school culture:

1.1 Positive Behaviour for Learning

Positive Behaviour for Learning (PBL) reinforces our core values of **safety**, **respect**, and **personal best** to address bullying and build pro-social skills. Through explicit lessons, students learn to recognise bullying, act as upstanders, and develop empathy, respectful communication, and problem-solving strategies. These values are embedded in daily interactions, fostering a culture of inclusion and mutual respect. Consistent language and visual supports are utilised by all staff and consistent across all school environments to promote a school-wide culture of high expectations and the understanding the PBL is for everyone, everywhere and every time.

Our PBL cycle is as follows:

Monday Week A	Whole school lesson on explicit focus in the hall. All staff on-site are to attend the lesson, unless scheduled elsewhere. Teaching of the focus rule/theme rotates through all teaching staff to foster the school-wide culture of consistent expectations.
Tuesday Week A	In class revision of focus lesson led by classroom teacher. This should include contextualisation of the lesson's content and updating of classroom visuals should it be appropriate to the focus. Across the school, this lesson occurs during lunch eating time.
Thursday Week A	In class revision of focus lesson led by classroom teacher. Resources are included to extend upon current student understanding, including short activities and games to engage students in the practice of skills being taught. Across the school, this lesson occurs during lunch eating time.
Tuesday Week B	Student leaders from senior classes revise the PBL lesson in classrooms throughout the school. Behaviour management during this lesson is supported by the classroom teacher. Across the school, this lesson occurs during lunch eating time.
Thursday Week B	Student leaders from senior classes revise the PBL lesson in classrooms throughout the school. Behaviour management during this lesson is supported by the classroom teacher. Across the school, this lesson occurs during lunch eating time.
Data Analysis	Student data is continually monitored by staff. The PBL focus is drawn from student behaviour data, themes promoted through significant weeks of celebration (Harmony Week, National Week of Action Against Bullying)

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
Weekly	PBL Expectations based on data
Ongoing	Wellbeing Strategic Direction / PBL team provide ongoing professional learning for staff.
Ongoing	Students plotted and tracked on Personal and Social capabilities continuum
Yearly	Anti-bullying policy revised, updated and implemented.

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.

Each classroom has behaviour expectations and consequences clearly displayed in a predominate location.
Casual folders are provided with students profiles and class expectations
Stage supervisors follow up incidents if needed
Additional support via Student Learning Support Officers (Tuesday-Friday)
Executive staff are present and visible during learning times and play breaks
Leadership staff / principal speaks to new and casual staff when they enter on duty at the school.
The principal speaks to new leadership 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.

Dates	Communication methods and topics
Term 2	Discussion at P&C, parent/teacher night - Defining student bullying and school supports
Term 1 / 3	School newsletter and website information provided - Bystander behaviour
Term 4	Kindergarten Orientation Sessions- School Information Book (A-Z)
Ongoing	PBL focus discussed at each assembly

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.

Through our implementation of PBL

Engagement of two student wellbeing teachers- 4 days per week. The teachers are available to support the wellbeing of students as required.

Use of buddy bench in the top and bottom playgrounds to support students who have no one to play with the be identified and appropriate supports by other students, student leaders and staff.

Resilience and anxiety programs- BRAVE with identified students. The program provides students with strategies to deal with stressful situations.

Completed by: Krista Barrie, Leah McFayden and Anya Ingram

Position: Leadership team

Signature: _____ Date: 20/11/2024

Principal name: Mark Clemson

Signature:  20/11/2024

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