

ANTI-BULLYING PLAN 2025

Mayfield East 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.

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 - 4	Student behaviour Code. Harmony Day – celebrating respectful relationships & inclusiveness. Addressing anti-bullying, anti-racism, role of the Anti-Racism Contact Officer (ARCO). Life Education Van – Cyber safety lessons and the Anxiety Project.
Term 1- 4	Utilising lessons from the Bullying No Way program and Department resources. Involvement in Cyber Safety lessons and webinars and utilising E-safety website. Social/emotional skills explicitly taught and supported for individual students as needed.

Term 1-4	Social/emotional coaching embedded in lessons, Choice Theory Reality Therapy - Safety, Respect, learning reinforced throughout the day and school wide expectations and strategies taught in classrooms weekly.
Term 1-4	Positive reinforcement and regular messaging around school values and problem solving.

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 - 4	Code of Conduct. Teachers & SLSO PL – Anti-Racism mandatory training, The Anxiety Project & Choice Theory Reality Therapy.
Term 1 - 4	Anti-Bullying Plan shared with staff, P&C and published on the school website.
Term 1 - 4	Explicit Teaching of PDHPE syllabus, teaching and reinforcing respectful relationships.
Term 1 - 4	High expectations strategies for support and wellbeing through collaboration with the Learning and Support Team and Learning Support Team.

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 a staff handout when they enter on duty at the school. Stage Assistant Principals speak 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. Student Behaviour Plans are outlined for new staff.

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.

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
Term 1 - 4	Personalised Learning and Support Plan meetings with parents and carers. Student behaviour Code and promoting available parent courses, workshops and resources through the school newsletter and Facebook page.
Term 1 - 4	Anxiety Project parent sessions
Term 1 - 4	Parent Communication immediate as issues arise.
Term 4	Anti bullying messages and positive messaging regularly promoted as part of transition processes

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.

Explicit teaching for all K-6 students of stage appropriate programs which promote positive relationships and incorporate strategies to deal with bullying. For example: School values and expectations explained and explicitly taught in classes weekly. Child Protection Program, The Anxiety Project, Choice Theory Reality Therapy discussions in classrooms and playground, LaST interventions, Wellbeing room discussions around behaviour expectations, visuals in classrooms and playground, interpersonal relationships (PDHPE) activities, development of personal and social capabilities through learning across the curriculum areas in all syllabuses.

Completed by: Carly Blair

Position: Assistant Principal

Signature: 

Date: 31/01/2025

Principal name: Andrea Webster

Signature: 

Date: 31/01/2025