

ANTI-BULLYING PLAN 2025

Ermington 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.

Ermington 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 Weeks 1-4	Behaviour code for students introduced. Expectations of engaged, proud and successful behaviours are explicitly taught and modeled to all students in the classroom and playground.
Term 1 Weeks 1-2	'Your job' and 'My job' charts are created in the classroom to establish consistency of students expectations.
Term 1 Week 2	Anti-Bullying incursion - Backflips K-6
Terms 1- 4	Weekly Wellbeing Modules

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 SDD	Whole staff reflection of Ermington Public Schools behaviour policy and Level 1, 2 and 3 incidents and consequences.
Term 1 Week 2/3	Establishing consistent whole-wide expectations for engaged, proud and successful learners.
Each Term SDD	Wellbeing policy and strategies embedded in SDDs- early identification of bullying behaviours
Ongoing	Executive team meets, analyse SchoolBytes data to identify any bullying trends in student behaviour, and plan and action response to data referring to Learning and Support if needed.

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.

- Casual Staff are provided with casual folder which includes the classes' behaviour management system and the whole school behaviour management and anti-bullying plan. They are to report any bullying behaviour to the Assistant Principal of the stage.
- New staff complete a staff induction which covers the school's anti-bullying plan and procedures.

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
Ongoing	Enrolment/Information packs (provided during Stage 4 transition & individual enrolment interviews)
Ongoing	Fact sheets and information to be included in school newsletters.
Term 1	Publish updated plan in newsletter and website
Term 1	Meet the Teacher night - present on the school-wide expectations of Engaged, Proud and Successful.

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.

- Zones of Regulation program is taught from Kinder to Year 6 at the start of every year to reinforce social and emotional skill.
- The school-wide behaviour expectations of Engaged, Proud and Successful learners are embedded in classroom and playground expectations.
- There is a school-wide commitment to the consistent collection of behaviour data with stage meetings with APs and Learning and Support team to analyse and respond to this data.
- Wellbeing Officers (SLSOs and Chaplain) run targeted wellbeing programs each term.

Completed by: Ellen Kim

Position: Assistant Principal

Signature: *Kim*

Date: 08/04/2025

Principal name: Narelle Mackenzie

Signature: *N Mackenzie*

Date: 08/04/2025