

ANTI-BULLYING PLAN

2025

THE JUNCTION 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.

The Junction 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
Month/Term	Behaviour code for students – all staff ensure that this code is integrated where appropriate into class programs to support student self-regulation and intrinsic forms of motivation.
Daily	Teachers refer to the Behaviour code daily as part of class management procedures based on Restorative Practices. Values and The Resilience Project (TRP) are integrated into teaching and learning programs.
Weekly	Student leaders share examples of school values in action at Monday morning assemblies. A value or is featured as a focus.
Fortnightly	Values awards and special mentions are handed out at Stage Assemblies each fortnight. Children read out how the value was demonstrated.

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, literacy, and discourage, prevent, identify, and respond effectively to student bullying behaviour.

Dates	Communication topics and Professional learning
Fortnightly – even weeks	Stage meetings involve a Wellbeing component for staff to report and discuss student matters at stage level
Fortnightly – odd weeks	Learning Support Meetings focus on the sharing of evidence-based pedagogy to support students in class and on obtaining support from external sources including Allied Health.
Weekly	The weekly executive meeting includes the sharing of specific student needs for stage teams.
Fortnightly - Odd weeks	Professional Learning is scheduled each fortnight and focuses on either academic and/or wellbeing pedagogy.

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:

1. information is provided in a QR code for the staff handbook when staff enter on duty at the school, as part of the induction process,
2. an executive staff member speaks to new and casual staff when they enter on duty at the school and casual staff are provided with a folder which identifies student needs both in the classroom and on the playground,
3. the principal and members of the executive inducts new executive staff when they enter on duty at the school, as part of a comprehensive 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

The school 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
Regularly and as required	Parent information meetings i.e., P&C and individual parent/teacher meetings as described in our school communication procedures including discussion on bullying, school support structures as well as teaching and learning programs.
Fortnightly and as required	School website, school newsletter and stage appropriate communication with families through Class Dojo, Seesaw, and direct phone calls
As required and annually	Parent Handbook and Orientation programs

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).

Restorative Practices are followed at our school and described in the following definition.

Restorative Practice is the social science of promoting and sustaining strong and healthy relationships by implementing proactive and responsive programs. This leads to increased social capital, improved individual self-regulation and improved emotional well-being. Many studies underpin the assumption that happy children are better able to reach their full academic potential.

Restorative Practice includes an explicit framework of practices based on the Restorative Justice Philosophy that builds and strengthens relationships and social connections promoting accountability, responsibility and restoring balance and harmony in relationships.

A Restorative School's practice is inclusive, engaging, respectful and fair.

Cath Larkman

Principal

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