

# ANTI-BULLYING PLAN

# 2025

## Wheeler Heights Public School

### What is bullying?

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.

Bullying can be physical, verbal or social. It can be easy to see or it can be hidden. A person can be bullied about many different things such as how they look, sound or speak, their background, religion, race or culture, disability, gender or body shape. Some students are bullied about their academic or sport achievements or hobbies.

### What is not bullying?

There are some behaviours, which although they might be unpleasant or distressing, are not bullying:

- mutual conflict that involves a disagreement, but not an imbalance or power. Unresolved mutual conflict can develop into bullying if one of the parties targets the other repeatedly in retaliation
- single-episode acts of nastiness or physical aggression, or aggression directed towards many different people, is not bullying
- social rejection or dislike is not bullying unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others.

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.

### Wheeler Heights 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. All staff are committed to ensuring all students feel safe and happy in our school environment.

## 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.

### 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.

Communication topics	
Termly (and as necessary)	Behaviour expectation for students, Wheeler Way reminders and discussion of Anti-bullying lessons in each grade
Every assembly	Promotion, rewarding and celebration of positive behaviours

### 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.

Communication topics and Professional learning	
Annually	School PL - Teaching and reinforcing respectful relationships <a href="#">Anti-bullying interventions in schools - what works? (CESE)</a>
Annually	Stage teams discuss specific Anti-bullying and wellbeing units of work and implement throughout each year <a href="#">Anti-bullying units of work (Dept)</a>
Annually	Wellbeing PL completed by all staff and wellbeing programs assessed and amended as necessary

## **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 handout to staff when they enter on duty at the school
- an executive staff member speaks to new and casual staff when they enter on duty at the school
- an executive staff member speaks to all new staff when they enter on duty at the school, as part of the induction process.

## **Staff responsibilities**

All school staff have a responsibility to:

- respect and support students
- model and promote appropriate behaviour
- have knowledge of school and departmental policies relating to bullying behaviour
- respond in a timely manner to incidents of bullying according to the school's anti-bullying plan.

In addition, teachers have a responsibility to:

- provide curriculum and pedagogy that supports students to develop an understanding of bullying and its impact on individuals and the broader community.

## **Student responsibilities**

All students have a responsibility to:

- behave appropriately, respecting individual differences and diversity
- behave as responsible digital citizens
- follow the school anti-bullying plan
- report incidents of bullying
- say No to bullying and teasing
- behave as responsible bystanders.

## **Parent and caregivers' responsibilities**

All parents/carers have a responsibility to:

- support their children to become responsible citizens and to develop responsible online behaviour
- be aware of the school anti-bullying plan and assist their children in understanding bullying behaviour
- support their children in developing positive responses to incidents of bullying consistent with the school anti-bullying plan
- report incidents of school related bullying behaviour to the school
- work collaboratively with the school to resolve incidents of bullying when they occur.

## **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.

All members of the school community have a responsibility to:

- model and promote positive relationships that respect and accept individual differences and diversity within the school community
- support the school’s anti-bullying plan through words and actions
- work collaboratively with the school to resolve incidents of bullying when they occur.

### 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.

Communication methods and topic	
Term 1	Parent/teacher night - Defining student bullying and school supports
All year round	School website
As necessary	School newsletter and direct communication to parents via email or phone calls etc.

### 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 Wheeler Way - Respect, Responsibility and Personal Best
- wellbeing and welfare programs run throughout the school - eg Hub Club, Lunch Clubs - promotion and celebration of difference - various events throughout the year
- specific anti-bullying lessons taught to all grades throughout the year
- termly Values Assemblies – recognising students who have been consistently demonstrating the school’s core values.

### Early Intervention

At Wheeler Heights Public School we undertake the following programs when students are experiencing difficulties with social relationships:

- playground and classroom activities that create happiness are introduced during lunch and recess to enhance and promote positive social skills
- students who display at risk behaviours are identified and monitored by both classroom and playground teachers
- transition programs for kindergarten, Year 2 to 3 and Year 6 to 7
- learning support team, the school counsellor, Department of Education student Welfare Officers and additional external agencies work collaboratively with school staff
- implementation of risk assessments and behaviour management plans
- individual conferences with victims, bullies and families as necessary
- friendship group sessions and social stories from classroom teachers, learning support team and school counsellor.

## **Responding to reports of bullying behaviour**

At Wheeler Heights Public School we undertake the following strategies in response to bullying behaviour:

- students are to tell a teacher (preferably class or playground teacher) immediately
- students may also tell school counsellor, student learning support officer
- teachers proactively intervene to prevent/stop bullying
- teachers investigate bullying incident with all parties, including bystanders
- teachers respond with appropriate combination of interventions
- students who continue to bully will be subject to systemic intervention and support, including counselling, time out, long time out, individual behaviour improvement programs, restorative conferencing
- students who are bullied are coached on how to deal with bullying and provided with strategies to build resilience and self-esteem.

## **Reporting incidents of bullying**

At Wheeler Heights Public School we have clear procedures on reporting incidents of bullying:

- students and staff are informed of the policies and procedures of the school which includes anti-bullying procedures
- teachers are trained in anti-bullying procedures
- the teacher records the incident on the schools welfare system SchoolBytes (asap or within 24 hours) identifying name, time, date and incident detail
- the school principal and Learning Support Team, reviews incident reports
- serious incidents are referred to the Assistant Principal and Principal
- serious bullying incidents are reported to the Departments Incident Hotline

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