

# ANTI-BULLYING PLAN 2025

## Mount Druitt 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.

### Mount Druitt 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. Bullying will not be tolerated at Mount Druitt Public School. It is expected that all school staff contribute towards creating a learning environment that supports students to develop skills to recognize and address situations of bullying. 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	Positive Behaviour for Learning, Zones of Regulation, and Anti-Bullying.
Term 2	Focus of the Fortnight (Social & Emotional Learning)
Term 3	Focus of the Fortnight (Social & Emotional Learning)
Term 4	Focus of the Fortnight (Social & Emotional Learning)

## 1.2 Staff Communication and Professional Learning

All staff at Mount Druitt Public School are supported with professional learning that provides evidence-based ways to encourage and teach positive social and emotional wellbeing (SEL) and discourage, prevent, identify, and respond effectively to student bullying behaviour. All staff work collaboratively to develop and explicitly teach Anti-Bullying, the Positive Behaviour for Learning framework, Social & Emotional Learning, and Zones of Regulation strategies across all classrooms.

Dates	Communication Topics and Professional Learning
Term 1	Positive Behaviour for Learning and Zones of Regulation
Term 2	Social and Emotional Learning (lesson planning, fortnightly focus, and data analysis)
Term 3	Social and Emotional Learning (lesson planning, fortnightly focus, and data analysis)
Term 4	Social and Emotional Learning (lesson planning, fortnightly focus, and data analysis)

## 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.

Permanent School Staff: All staff participate in an annual WHS and School Induction Professional Learning at the beginning of each year.

New Staff: Deputy Principal (or delegated executive) briefs all new staff during the Induction program, when they begin at Mount Druitt Public School. This includes teaching and non-teaching staff, volunteers, work placement and university practicum students.

Casual Staff: Deputy Principal (or delegated executive) provides an Induction Booklet to all casual staff. This includes an overview of MDPS Wellbeing Procedures). Casual staff are allocated a buddy teacher to support them while they are at MDPS.

## 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 to 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

NSW DET Behaviour Code for Students: [Student Behaviour Code](#)  
NSW Anti-Bullying Website: <https://antibullying.nsw.gov.au/>  
Bullying. No Way! Website: <https://bullyingnoway.gov.au/>  
Kids Helpline: <https://kidshelpline.com.au/teens/issues/bullying>

## 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 parents' understanding of how our school addresses all forms of bullying behaviour.


Dates	Communication methods and topic
Term 1	<p><u>Meet the Teacher Expo, Newsletters, Assemblies, Class Dojo, P&amp;C Meetings, Facebook:</u></p> <p>Our Meet the Teacher Expo provides our families with information relating to MDPS school policies and procedures, expectations, and our approach to wellbeing and student behaviour (SEL, ZoR, PBL). We regularly update our school community using our newsletters, at assembly, and using online platforms Facebook and Class Dojo.</p>
Term 2 Term 3 Term 4	<p><u>Newsletters, Assemblies, Class Dojo, P&amp;C Meetings, Facebook and/or School Website:</u></p> <p>We provide regular information to our school community about wellbeing and student behaviour at MDPS. This includes education for our families, information about school procedures, school run initiatives, as well as letting our community know about what their children are learning in the classroom, professional learning that our staff complete, and the results of student voice surveys.</p>

## 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:

- Positive Behaviour for Learning (PBL)
- Restorative Practices
- Wellbeing Warrior Leadership program
- Zones of Regulation Curriculum (ZoR)
- Social and Emotional Learning (SEL) curriculum

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