ANTI-BULLYING PLAN 2025
Sherwood Ridge 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 (physical/psychological). 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.

Sherwood Ridge 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 communication and learning
Expectations of student behaviour are embedded across school programs. Students are explicitly taught anti-bullying lessons and strategies. Student bullying and expectations about student behaviour will be discussed and information presented to promote a positive school culture where bullying is not tolerated.

Dates	Communication Topics & Methods:
Terms 1-4	PBL matrix implemented and reviewed fortnightly, including anti-bullying focused content.
	Supported / Structured Play Areas (SPA) activities and interventions to support social skill development.
	Bounce Back! (Resilience & Wellbeing Program) implemented weekly, including anti-bullying and cyber safety focused content.
Term 1	PBL lessons are explicitly taught at the beginning of each year.
	Anti-bullying education lessons completed by all students.
	Cyber Safety lessons, explicitly taught across all classroom settings to foster safe cyber behaviour.
	Whole school focus - National Day of Action against Bullying and Violence "Bullying. No Way!" – explicitly taught anti-bullying lessons and classroom activities, and community awareness and education event.
Term 2	Mandatory Child Protection education lessons. School's PDHPE Scope & Sequence *(Syllabus - PDHPE; Strand – Health, Wellbeing and Relationships; Skill Domain – Interpersonal Skills)* Anti-bullying concepts embedded within mandatory child protection units.
Sem 1&2	Cyber safety incursions for students, parent workshop – visit from Police Youth Liaison Officer

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 & Professional Learning:
Term 1	Wellbeing Policy revisited with staff
	Induction to new students/staff PBL framework
	PL session presented to staff, on anti-bullying information to define what bullying is; what bullying is not; when and how to intervene; who to go to for support – *in partnership with school P&C, school counsellor, PBL committee and Police Youth Liaison Officer (where applicable)*
	Bounce Back! Program PL provided to staff for trial implementation 2025.
Terms 1-4	Opt-in staff workshops 'Teach Meets' upskilling staff on wellbeing principles and engagement
	PBL expectations communicated through school newsletter/parent portal - fortnightly
Term 3	Anti-bullying concepts reinforced through mandatory child protection training
Term 4	Anti-bullying Policy to be reviewed by PBL team

At Sherwood Ridge Public School, we are an inclusive environment, where diversity is affirmed, and individual differences are respected. Quality education is provided for students to meet their learning needs in a secure, ordered, and supportive school environment. Partnership with students, parents, staff, and the wider community is considered central to the success of addressing bullying when it occurs in our school community. New, temporary, and casual staff are provided information about our school's approaches and strategies to prevent and respond to student bullying behaviour by a member of the leadership team when they enter on duty, as part of the school's induction process.

Our ARCO (Anti-Racism Contact Officer) is available to support students, staff and families.

The school's Counsellor, in conjunction with the Learning Support Team provide individual, targeted support for students, staff and caregivers to assist with strategies for all stakeholders.

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:
- through school / staff induction processes, including but not limited to; staff information packages.
- through staff professional development sessions, particularly on anti-bullying and PBL procedures and processes.

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 (emotional regulation) and behaviour and develop vital social skills. Information is provided to assist families if their 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). Information available may assist potential victims of bullying and provide support to the bully and any possible witnesses.

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 families which promote a positive school culture where bullying is not accepted. Our school addresses all forms of bullying behaviour. Information is readily available on our website.

Dates	Communication Topics & Methods:
Terms 1-4	Anti-bullying information and school supports communicated to all stakeholders through school communication platforms – Bystander behaviour is embedded throughout the weekly/fortnightly PBL focus lessons/stage meetings, school-wide
Term 1	National Day of Action against Bullying and Violence "Bullying. No Way!" – awareness and education whole school community event
Semester 1	School to provide anti-bullying information sessions to define what bullying is; what bullying is not; when and how to intervene; who to go to for support – *in partnership with school P&C, school counsellor, PBL committee and Police Youth Liaison Officer (where applicable)*
	Bounce Back! Program information communicated to all stakeholders through school communication platforms, including anti-bullying messages.

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.

School Improvement Planning: ongoing, explicit planning to progress in wellbeing.
Positive Behaviour for Learning:
- Reward systems, procedures and processes.
- Data tracking
- Data talks – executives/staff/students
Wellbeing Mentor Initiatives:
- Supported/Structured Play Area (SPA) supports / resources.
- Wellbeing check-ins, school-wide system

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