

ANTI-BULLYING PLAN 2024

Lochinvar 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.

Lochinvar 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
Ongoing	Behaviour code for students Ongoing referral to bullying behaviour and teaching preventative and upstander behaviours through PBL
Yearly	Behaviour code for students sent to families and included in enrollment and orientation packs Recognise 'No Bully No Way' and celebrate differences.
Weekly	PBL expectations taught via weekly interactive lessons school wide. Opportunity for student feedback. Bounce Back program to support.

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
Ongoing	Teaching and reinforcing respectful relationship-model best practice daily
Ongoing	Staff attend wellbeing PL and share resources and knowledge to support all staff
Weekly	PBL and Bounce Back lessons taught weekly. Staff feedback provided around content and effectiveness on lessons.
Bi-termly	Engage in PBL meetings discussing best practices and effectiveness of current strategies-meetings are minuted for central access by all staff

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.

All new staff whether casual, temporary or permanent will participate in the school induction process. This process includes clear guidelines for the implementation and monitoring of Positive Behaviour for Learning at Lochinvar Public School which supports all staff, students and parents to understand the expectations of behaviour in our school.

For example:

- Information is provided in a handout to staff when they enter on duty at the school through the induction process-including PBL matrix and consistency guide, GOTCHAs, good news notes and access to lessons.
- An executive staff member speaks to new and casual staff when they enter on duty at the school
- PBL and Bounce Back lesson plans and strategies are provided to new staff and casual teachers to support whole school implementation of PBL.
- Mindfulness lessons are shared so all staff have access.

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
Yearly	PBL school community information session
Termly	PBL team meetings
Yearly	Community consultation - Understanding of bullying
Ongoing	Communication through school newsletter and online platform Seesaw- weekly uploads from classes

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.

- GOTCHAs, Good News notes home to parents, PBL reward days
- Daily mindfulness
- Regular communication with parents through Seesaw
- Strong community connections build on communication and welcomeness
- Useful home tips in the newsletter. Act on community feedback to support students and families
- Reteaching expectations at point of need with a strong reference to PBL consistency guide
- PBL teacher support. Every student has identified a staff member that they feel comfortable talking to
- Strong learning and support systems

Completed by: Libby Cantwell

Position: Principal

Signature: 

Date: 9/2/2024

Principal name: Libby Cantwell

Signature: 

Date: 9/2/2024

