

# ANTI-BULLYING PLAN

## Lindfield Learning Village

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.

### Lindfield Learning Village'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  |
|------------|---|
| Term 1     | Expectations of respectful behaviour clarified in class when we work on our rituals and routines. Term 1 culture setting workshops establish clear expectations of student behaviour. |
| Term 1 - 4 | Regular conversations in Beyond or other subjects promote a positive culture.   |
| Term 1 - 4 | Responses to incidents of bullying follow the Collaborative & Proactive Solutions framework.  |
| Term 1 - 4 | Responses to incidents of bullying follow the process of procedural fairness.   |

## 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  |
|------------|---|
| Term 1     | Professional learning focused on implementing trauma informed practice strategies                         |
| Term 1 - 4 | Regular Bite Sized PL on investigating and intervening following an allegation of bullying and harassment |
| Term 1-4   | PL on implementing a conversation using the Collaborative & Proactive Solutions Framework                 |
| Term 1 - 4 | Regular cross discipline teams meet to discuss wellbeing strategies and review their implementation       |

## 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.

As part of an extensive induction program all new staff gain experience in the multiple strategies that are appropriate at Lindfield Learning Village in promoting and creating a positive, inclusive and respectful culture.

New casual staff are closely supervised by a co-teaching team member to induct them into the culture and appropriate strategies at Lindfield Learning Village. Casual staff who are not able to adapt to the culture at Lindfield Learning Village are not prioritised for employment.

New and casual staff are typically teaching in a co-teaching environment and colleagues are always willing to clarify appropriate practice.

## 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  |
|--------|--|
| Term 1 | FOTV Annual General Meetings respond to questions. Parent Handbook issued to support parent understanding of procedures. |
| Annual | Parent Workshops on cybersafety and school culture including managing student behaviour.                                 |
| Annual | Remind regularly that the LG is the contact person for both students and parents for any issues.                         |
|        |  |

## 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.

Secondary Students have regular opportunities to connect with their Learning Guide and their peers in Beyond. Beyond sessions occur three times a week on a Monday, Wednesday and Friday. Primary students have regular sessions with their 'pod' where positive behaviours are discussed, and problems solved together. At LLV we have developed a curriculum.

Three executive positions have been created to support staff to in responding to challenging student behaviour. This team works with educators to proactively identify strategies to enhance the positive culture of the school and to develop evidence-based practices that respond appropriately to unhelpful student behaviour.

The Values of LLV are regularly communicated and embedded in policies and procedures.

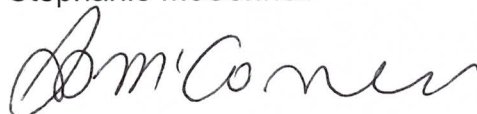
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Position: Deputy Principal

Signature: 

Date: 7/11/23

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Signature: 

Date: 7/11/23