

ANTI-BULLYING PLAN 2024

PENNANT HILLS HIGH 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 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.

Pennant Hills High 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
Early Term 1	Student behaviour expectation, school values and support services including Anti-racism Contact Officer (ARCO), Year Advisers and School Counsellors.
Mid Term 1	School awards system and Positive Behaviour for Learning (PBL) strategy
Term 1	Year 7: Building Positive Relationships and Year 7 Peer Support Sessions (including Study Skills)
27 March	Year 9 Incursion: Consent (Elephant Ed)
9 April	School Liaison Police Officer Talks Year 7: Transition to High School (Role of the Police) Presentation Year 8: Think You Know AFP and Cyber Safety Presentation Year 9: Alcohol / Safe Partying/ Looking after your Mates Presentation
30 April	Year 8 incursion: Language and Labelling (Elephant Ed)
Term 2	FRIENDS program (Years 7 and 8) - building positive self-efficacy through peer mentoring
Term 2 and Term 4	DRUMBEAT Program (Year 7 and Year 8) - emotional expression and self-responsibility

Terms 2 to 4	RAISE program (Years 8 and 9) - adult mentor program bolstering self-confidence, emotional resilience and positive relationships
8th May to 10 th May	Year 7 Camp - Team building and positive relationship building
12 th June	Year 7, 8 and 9 Brainstorm Productions - Wired
19 th June to 23 rd June	Spirit Week
Term 3 12 th September	Are you Ok Day? - promoting open communication, positive relationships and reaching out for support.
Term 4: 12 th November and 13 th November Term 3	School Liaison Police Officer Talks Year 10: Domestic Violence Prevention Presentation Year 11: Safe Driver – RYDA Presentation

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	Review and refresh on Anti-Bullying Plan, school values system and PBL processes. Reminder to staff of process for managing bullying including role of ARCO Wellbeing Team meetings for individual students of concern
Term 2	Weekly staff briefings, Sentral notices and emails – reminders and refreshers on existing policy and procedures, individual student issues or concerns Wellbeing Team conflict resolution and wellbeing training Wellbeing Team meetings for individual students of concern
Term 3	Weekly staff briefings, Sentral notices and emails – reminders and refreshers on existing policy and procedures, individual student issues or concerns Reminder to staff of process for managing bullying including role of ARCO Wellbeing Team meetings for individual students of concern Understanding Behaviour (Whole Staff PL run by Yanna Fitsakis in eeks 3 and 4 of Term 3, (AP Leaning and Support).
Term 4	Weekly staff briefings, Sentral notices and emails – reminders and refreshers on existing policy and procedures, individual student issues or concerns Wellbeing Team meetings for individual students of concern Year Adviser induction including Method of Shared concern

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:

- Staff induction for new staff and casual staff members occurs upon entry to the school.
- Staff members are provided with a Staff Induction by an executive member. This induction addresses the School's Anti-bullying Plan, reporting procedures for incidents of bullying and the role of teachers and other staff members in addressing issues of bullying.
- Staff are provided with a Staff Handbook outlining the Discipline Policy, Anti-bullying Plan and Anti-bullying Procedures.
- The Principal speaks to new Executive staff when they commence, as part of the induction process.

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.

All members of the school community have a responsibility to:

- model and promote positive relationships that respect and accept individual differences within the school community.
- support the school's Anti-bullying Plan through words and actions.
- work collaboratively to resolve incidents of bullying when they occur.

School staff have a responsibility to:

- respect and support students.
- promote and maintain respectful relationships.
- model and promote appropriate behaviours.
- have knowledge of school and departmental policies relating to bullying behaviours.
- respond in a timely manner to incidents of bullying.
- behave as responsible upstanders.
- behave as responsible digital citizens.

In addition, teachers have a responsibility to:

- support students in all aspects of their learning.
- apply class and school rules fairly, consistently and equitably.
- apply appropriate and timely strategies to address maltreatment of a student by another student.
- give clear messages about what behaviours are accepted and have a 'no put down zone'.
- remove opportunities for bullying to occur – e.g. arrive on time to class and duties; and take care with group formations for group work.
- ensure curriculum materials and educational resources are non-discriminatory.

Students have a responsibility to:

- behave appropriately, respecting individual differences and diversity.
- behave as responsible digital citizens.
- follow the school's Anti-bullying Plan.
- behave as responsible upstanders.
- report incidents of bullying or maltreatment of a student by another student to a teacher, Head Teacher, Year Adviser, Deputy Principal or Principal.

Parents and caregivers have a responsibility to:

- support their children to become responsible citizens and to develop responsible online behaviour.
- be aware of the school's Anti-bullying Plan and assist their children in understanding bullying behaviour.
- support their children in developing positive responses to incidents of bullying or maltreatment consistent with the school's Anti-bullying Plan.
- report incidents of school-related bullying behaviour or maltreatment to the school.

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:

Digital Device Policy

School Anti-bullying Plan NSW Anti-bullying website link Discipline Policy

NSW Department of Education | PD-2010-0415-01-V1.1.2 | Applicable from 27/01/2021

If this is a printed document, refer to the department's Policy Library for the most recent version.

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	School newsletter: anti-bullying resources School diary – school procedures and policy. Parent / caregiver email: cyber safety School Sentral: reminder notices (as required) of Anti-bullying policy and PBL values. School website: Anti-bullying Plan, Discipline Policy, link to NSW Anti-bullying website and resources on social and emotional learning and skill development. School Facebook page and email to parents: Communication about Tuning into Teens program run by Relationships Australia to foster communication between teens and parents and community connections for mental health support
Term 2	School newsletter: anti-bullying resources School Sentral: reminder notices (as required) of Anti-bullying policy and PBL values. School website: Anti-bullying Plan, Discipline Policy, link to NSW Anti-bullying website and resources on social and emotional learning and skill development. School Facebook page and email to parents: Communication about Tuning into Teens program run by Relationships Australia to foster communication between teens and parents and community connections for mental health support
Term 3	School newsletter: anti-bullying resources School Sentral: reminder notices (as required) of Anti-bullying policy and PBL values. School website: Anti-bullying Plan, Discipline Policy, link to NSW Anti-bullying website and resources on social and emotional learning and skill development. School Facebook page and email to parents: Communication about Tuning into Teens program run by Relationships Australia to foster communication between teens and parents and community connections for mental health support
Term 4	School newsletter: anti-bullying resources School Sentral: reminder notices (as required) of Anti-bullying policy and PBL values. School website: Anti-bullying Plan, Discipline Policy, link to NSW Anti-bullying website and resources on social and emotional learning and skill development. School Facebook page and email to parents: Communication about Tuning into Teens program run by Relationships Australia to foster communication between teens and parents and community connections for mental health support

3 Support for wellbeing and positive behaviours

Our school's practices support student wellbeing and positive behaviour approaches that align with our values of responsibility, integrity and achievement and the 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).

Students learn to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships and make responsible decisions. They are also embedded regularly in the school's routines, curriculum and communication, where strong, ethical and affirming behaviours are modelled and expected.

Specific programs to prevent bullying focus on building relationships and encouraging personal responsibility including supportive upstander behaviour and building personal resilience. Other prevention strategies include direct instruction on bullying and its effects.



Other programs to educate and develop awareness about bullying include:

- Year 7 Peer Support and Positive Behaviour for Learning (PBL) lessons.
- Years 7 to 12 Positive Behaviour for Learning (PBL) Lessons.
- Years 7 to 10 Wellbeing programs including presentations by the School Liaison Police Officers on cyberbullying, Domestic Violence, and bullying where real-life scenarios are discussed and analysed.

- Years 11 Life Ready program with focus on relationships, peer pressure and safe, respectful behaviour.
- Years 7, 8 and 9 Brainstorm Productions presentations on bullying and cyber safety.
- Lessons incorporated in all teaching and learning programs across the school that explore wellbeing, relationships, support options, digital citizenship and online safety.
- Participation in awareness raising days such as *Harmony Day*.
- Publishing anti-bullying messages in the school's Sentral dashboard, newsletter and on the website.

Examples of other ways our school embeds student wellbeing and positive behaviour approaches and strategies in practices include the following.

- Teachers act as positive role models
- Peer Support Program, Connect Days, and Year 7 Camp to promote friendship and support between older and younger students through regular collaboration between the groups. This fosters a sense of whole-school community.
- Student Leadership Council (including Student Wellbeing Sub-Committee) to enable student voice to be heard. A School Wellbeing Mural is being constructed in 2023, designed by students.
- Confidential Counsellor Referral Forms through QR code located on Wellbeing Noticeboard.
- Student leadership programs which include training and empowering leaders with the ability to intervene and address bullying situations, to be good upstanders and say "enough!"
- Peer tutoring
- Spirit Week to encourage positive, supportive behaviours and school connectedness.
- *Harmony Day* and *International Women's Day* celebrations to promote compassionate and inclusive behaviours.
- Year Advisers and the Student Wellbeing Team to provide support and mentoring.
- Our Library has become a Wellbeing Hub with a wide range of lunchtime activities including jigsaw puzzles, chess competitions and games as well as Crochet Club. A Games Club and the Quiet Calm Classroom also provide activities at lunch breaks that provide a safe haven for students to relax and have fun together. Many of these activities have come about based on student voice and agency
- Breakfast Club is run weekly with student volunteers and ex-students providing opportunity for conversations and sustenance.
- Special Religious Education (SRE).
- Special interest groups such as the Music Ensembles program, drama and dance groups to encourage positive peer relations.
- Learning Support Team – with development of appropriate learning support plans for at-risk students.
- Targeted Transition to High School Programs for new enrolments identified as needing assistance.
- Primary Partnership programs building confidence and leadership abilities of Pennant Hills High School students.
- Welcoming Buddy System for new students.
- Year Advisers check in with the families of new students.

Completed by:	Amy Austin
Position:	Head Teacher Wellbeing
Signature:	 Date: 16/10/24
Principal name:	Ross Warren
Signature:	 Date: 27/11/24



PENNANT HILLS HIGH SCHOOL ANTI-BULLYING PROCEDURES

Pennant Hills High School sets high expectations for courteous and considerate behaviour at all times. As a matter of routine, teachers will emphasise respectful behaviour within the school.

INCIDENT IDENTIFIED

