

# ANTI-BULLYING PLAN 2021

## 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/carers and students. Schools are encouraged to visit the website to support whole-school prevention, early intervention, 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
Early Term 1	Year 7: Peer Support Camp. Focus on building positive relationships with peers including conflict resolution
Mid Term 1	School awards system and Positive Behaviour for Learning (PBL) strategy
15 March	Year 10: Healthy Relationships and Harassment – Brent Sanders Domestic Violence – Relationships Australia
31 March	Year 8: Brainstorm Productions – The Flipside Theatre production on bullying and cyber safety
Term 1 – Ongoing	Year 7: Peer Support sessions.

21 April	Year 9: Wellbeing Day – Building Resilience
4 May	Year 7: Brainstorm Productions – The Hurting Game Theatre production on bullying
24 May	<b>School Liaison Police Officer Talks</b> Year 7: Young Persons and Police – Introduction to cyber safety and online bullying Year 8: Cyber Safety and Social Media - Cyberbullying and the law Year 9: Safe Partying Year 10: Assaults, Bullying and Harassment
15 June	Spirit Week
TBC	Year 8: Wellbeing Day – Maintaining positive relationships and conflict resolution
28 July	Year 8: My Friends Youth Program
17 August	Year 7: Building Positive Relationships Day
Mid Term 4	Year 9 Camp – Team building and positive relationship building
Ongoing	F.R.I.E.N.D.S program (Years 7, 8 and 9), RAISE program (Years 8 and 9)

## 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 conflict resolution and wellbeing training Wellbeing Team meetings for individual students of concern
Term 2	Weekly staff briefings – reminders and refreshers on existing policy and procedures, individual student issues or concerns Wellbeing Team meetings for individual students of concern
Term 3	Weekly staff briefings – 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
Term 4	Weekly staff briefings – 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 or Casual Teacher's Handbook outlining the Discipline Policy, Anti-bullying Plan and Anti-bullying Procedures.
- The Principal speaks to new Executive staff when they commence at the school, 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 – eg. 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:

School Anti-bullying Plan

NSW Anti-bullying website link

Discipline Policy

## 2.2 Communication with parents/caregivers

Our school will provide information to parents/caregivers to help promote a positive school culture where bullying is not acceptable and to increase parent/caregiver'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 website: Anti-bullying Plan, Discipline Policy, link to NSW Anti-bullying website and resources on social and emotional learning and skill development.
Term 2	School newsletter: anti-bullying resources School website: Anti-bullying Plan, Discipline Policy, link to NSW Anti-bullying website and resources on social and emotional learning and skill development.
Term 3	School newsletter: anti-bullying resources School website: Anti-bullying Plan, Discipline Policy, link to NSW Anti-bullying website and resources on social and emotional learning and skill development.
Term 4	School newsletter: anti-bullying resources School website: Anti-bullying Plan, Discipline Policy, link to NSW Anti-bullying website and resources on social and emotional learning and skill development.

## 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 and bullying where real-life scenarios are discussed and analysed.
- Years 10 and 11 Life Ready program with focus on relationships, peer pressure and safe, respectful behaviour.
- Years 7 and 8 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 *Bullying No Way* day.
- Publishing anti-bullying messages in the school's 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 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.
- Year 9 Camp to encourage teamwork and build supportive networks.
- Student Leadership Council to enable student voice to be heard.
- 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.
- 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:	Elizabeth Ford
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Signature:	
Date:	27 April 2021
Principal name:	Ross Warren
Signature:	
Date:	27 April 2021



# 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.

