

Anti-bullying Plan

Pittwater High School





Bullying:

Preventing and Responding to Student Bullying in Schools Policy (2011)

The NSW Department of Education and Communities rejects all forms of bullying. No student, employee, parent, caregiver or community member should experience bullying within the learning or working environments of the Department.

Bullying

Bullying is repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. Cyber bullying refers to bullying through information and communication technologies.

Bullying can involve humiliation, domination, intimidation, victimisation and all forms of harassment including that based on sex, race, disability, homosexuality or transgender. Bullying of any form or for any reason can have long term effects on those involved including bystanders.

Conflict or fights between equals or single incidents are not defined as bullying.

Bullying behaviour can be:

- **verbal** eg name calling, teasing, abuse, putdowns, sarcasm, insults, threats
- **physical** eg hitting, punching, kicking, scratching, tripping, spitting
- **social** eg ignoring, excluding, ostracising, alienating, making inappropriate gestures
- **psychological** eg spreading rumours, dirty looks, hiding or damaging possessions, malicious SMS and email messages, inappropriate use of camera phones.

The term “bullying” has a specific meaning. The school’s Anti-bullying Plan sets out **the processes for preventing and responding to student bullying**. The school has a range of policies and practices, including welfare and discipline policies that apply to student behaviour generally.

Schools exist in a society where incidents of bullying behaviour may occur. Preventing and responding to bullying behaviour in learning and working environments is a shared responsibility of all departmental staff, students, parents, caregivers and members of the wider school community.

School staff have a responsibility to:

- respect and support students
- model and promote appropriate behaviour
- have knowledge of school and departmental policies relating to bullying behaviour
- respond in a timely manner to incidents of bullying according to the school’s Anti-bullying Plan.

In addition, teachers have a responsibility to:

- provide curriculum and pedagogy that supports students to develop an understanding of bullying and its impact on individuals and the broader community.

Students have a responsibility to:

- behave appropriately, respecting individual differences and diversity
- behave as responsible digital citizens
- follow the school Anti-bullying Plan
- behave as responsible bystanders
- report incidents of bullying according to their school Anti-bullying Plan.

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 Anti-bullying Plan and assist their children in understanding bullying behaviour
- support their children in developing positive responses to incidents of bullying consistent with the school Anti-bullying Plan
- report incidents of school related bullying behaviour to the school
- work collaboratively with the school to resolve incidents of bullying when they occur.

All members of the school community have a responsibility to:

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

Pittwater High School Anti-Bullying Plan

*This plan outlines the processes for preventing and responding to student bullying in our school and reflects the **Bullying: Preventing and Responding to Student Bullying in Schools Policy of the New South Wales Department of Education and Communities.***

The school community including staff, parents and students, have completed surveys created by the school Anti Bullying team, to highlight the prevalence of bullying at Pittwater High School. Within these surveys there was opportunity for all parties to comment on their awareness and understanding of bullying within the school and strategies to significantly reduce the occurrence and impact of these incidences.

School community focus groups were formed to highlight areas of need and discuss strategies to be included and implemented in the policy.

The final policy was presented and work shopped to the school community providing opportunities for feedback and reflection.

Statement of purpose

We endeavor to make Pittwater High School a safe place so that students can learn, grow and develop into resilient young adults.

As a school community we have paid considerable attention to ensuring that bullying within the school is minimised.

It is the responsibility of the whole school to recognise the issue and to create a safe environment for students, taking into account the various forms of bullying.

Bullying is not acceptable in any form at Pittwater High School.

Protection

The following strategies are implemented at Pittwater High School to create a safe environment for all students:

- Clear positive behavior expectations in the canteen, corridors and classrooms.
- Staff allocated duties to supervise playground. Areas of major concern identified in staff meetings.
- Preventative strategies (as seen below).

Prevention

Effective social skills and positive relationships act to prevent bullying. At Pittwater High School we promote awareness, effective social skills and positive relationships through:

- Cyber safety/digital thumbprint workshops
- Transition programs
- Rock and Water program
- PDHPE curriculum
- Productions/workshops on building resilience, positive relationships and cyber safety
- Positive behaviour expectations
- Celebrations of diversity
- Campaigns raising awareness eg Beyond Blue, Headspace
- Communicative understanding of culture
- Year Advisers, assistant Year advisers, Boys/Girls advisers, school counsellors
- Small group interviews
- Student orientation handbooks
- Student buddies
- Peer support
- Quicksmart
- School camps focusing on team building and positive relationships
- Student Wellbeing, Learning Support and Anti Bullying teams

- Student leadership workshops with psychologists – presenting on communicating with junior years
- Senior mentoring program
- Wellbeing component on Sentral
- Parent forum/s – eg. Raising Resilient Teenagers, Making Bullying History (Brett Murray)
- School newsletter and website with current wellbeing information regarding preventative and coping strategies

Early Intervention (for students at risk of being a target)

- Liaise with primary schools through the student transition period to identify students with previous wellbeing issues. This allows students to be supported and monitored throughout their integration into the school environment.
- Early communication with parents
Rock and Water program to build resilience and promote positive relationships through the school.
- Wellbeing programs as identified above.
- Identify key personnel to the school community to allow them to seek appropriate support.
- Thorough communication with staff members highlighting certain students or circumstances of concern to allow for appropriate intervention and support.

- Teacher referral of student wellbeing issues identified through Sentral to allow for appropriate support or consequences for the bully or target (can be in the form of Head Teacher Wellbeing, Deputy Principal or Counsellor).
- Conflict mediation.

Response

Reporting bullying

- Refer to Pittwater High School 'Anti Bullying Plan'
- Refer to Pittwater High School 'Anti Bullying Reporting Charts' (Students, Parents, Staff)

Strategies for teachers to deal with bullying

- Take action – step in – don't ignore bullying.
- Document and report all incidents of bullying on Sentral (regardless of how inconsequential they seem).
- Recognise students who present bullying tendencies within the school environment (refer to Head Teacher Wellbeing).
- Be proactive, listen to the complaints and act upon them. Empathy for the target is vital.
- Avoid labeling students

- Focus on what you want when there is not bullying (more behavior towards tolerance and acceptance). Model this behavior.
- Refer to positive behaviour expectations.
- Encourage to be active bystanders, to education them about bullying and to support the target.
- Promote and develop C3R – aid and support students in developing these strategies (Critical and Creative Thinking, Communication, Collaboration and Resilience).
- Provide feedback to all students involved in bullying incidents so that they are aware of the consequences that have been implemented.

Strategies for parents to deal with and support their children

- Listen calmly, note specifically what your child is saying
- Encourage your child to follow the school reporting procedures (see Reporting Flow Chart – on PHS website) and follow the guidelines outlined in the 'Parent Reporting Flow Chart'.
- If your child is the target, let your child know that it is not their fault.
- Encourage your child not to retaliate or react to bullying.

- Seek facts about incidents from the school directly. Avoid contacting other parents or students as this causes unnecessary concern and anger.
- Discuss cyber bullying with your child. Monitor and discuss with your child appropriate online and social media interactions.

Strategies for students – Bystanders and Targets

Remember; Bullying is the repeated verbal, physical, social or psychological behavior that is harmful towards one or more individuals.

- Bystander to attempt to remove target from situation.

Report all incidents of bullying as a bystander or a target (refer to the ‘Student Reporting flow chart’)

R – Recognise the incident. Is it bullying or a one off circumstance?

I – Inform the bullies calmly and politely you want them to stop! Use assertive ‘I’ statements. *I don’t like it when you....*

T – Tell a responsible or trusted adult about reoccurring bullying. Talk to them about ideas and strategies you can use to manage the situation, and identify with them the reoccurring tendencies.

E – Evaluate the situation. If it does not improve follow up on the situation with the trusted adult.

Strategies and intervention for students who display bullying tendencies

- Recognise students who present bullying tendencies within the school environment. (Refer to Head Teacher Wellbeing for follow up interview and counselling. May include parent contact or Levels system – case by case basis).
- Record incidents on Sentral.
- Monitor student behavior and refer to student management plan for strategies to limit this behavior.

Future directions

- Peer mentoring
- Mediation program for identified students
- Evaluation of plan & follow up surveys

Additional Information

- Kids Help Line
- KYDS
- Reachout Australia
- Bullying No Way
- Headspace
- Bounce Back (Resilience)
- The Resilience Doughnut
- NSW Dept of Education and Communities:
Anti-Bullying plan for schools'
- Make Bullying History – Brett Murray

Principal's comment – Ms Jane Ferris

At Pittwater High School all students, teachers and parents/carers have a shared responsibility to create a safe and happy learning environment. Pittwater High School's Anti-Bullying Plan is an integral part of the Pittwater High School Wellbeing and Discipline policy. At Pittwater High we strive to empower our students to be resilient and accountable for personal actions and reactions.

Pittwater High School Anti-bullying Plan

Anti-Bullying Team

Rachel Fleming – HT Student Wellbeing & Engagement
Brooke Mitchel – English Faculty
Nat Oates – CAPA Faculty
Patrick Cigana – English Faculty
Lara Giddings – English Faculty
Pauline Kendall – School Counsellor
Nicholas Lutton – LAST
Kathryn McLean – HSIE Faculty
Daniel Burton – Boys Adviser/Multicat
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