PORT HACKING HIGH SCHOOL

To Strive is to Achieve

STUDENT WELLBEING

&

BEHAVIOUR STRATEGY

Implementation 2022
Revised January 2023
Updated July 2023

Excellence
Resilience
Understanding & Acceptance
Personal Responsibility
Kindness
Integrity
Tenacity
Empathy
Respect

Learn . Grow . Achieve

CONNECT   **SUCCEED**   **THRIVE**

1. Rationale

At Port Hacking High School we recognise that schools need to be a place where every student can learn and grow with confidence. Students develop best when teaching and learning occur in a context of student wellbeing. Our school environment needs to be a safe and welcoming place for students and staff. Student wellbeing is enhanced when all members of the school community take responsibility and participate in the learning programs and behavioural support of all students to enhance student participation and positive engagement in all school activities. (APST: 3.5; 4.1; 4.2; 4.3; 4.4)

The Port Hacking High School's *Student Wellbeing and Behaviour Strategy* fosters engagement in learning, sets clear expectations about behaviour, recognises and rewards positive behaviour and applies interventions and/or consequences for inappropriate behaviour. It reflects our school's values and is written in accordance with the *Department of Education (DoE) NSW Behaviour Code for Students NSW public schools; Wellbeing Student Support Strategy; The Wellbeing Framework for Schools; DoE What Works Best Document* and; the new *DoE Student Behaviour Procedures K-2.* Staff, parents and students have been consulted to ensure that it reflects the particular needs of our school community.

Students of Port Hacking High School will be actively connected to their learning and encouraged to build positive and respectful relationships to experience a sense of belonging to their school and community. The *Student Wellbeing and Behaviour Strategy* of Port Hacking High School reflects the school's core values (personal responsibility, personal excellence, kindness and respect) of its student body, staff, parents and community members. Our students are respected, valued, supported and empowered to succeed in a culture of high expectations where students will grow, thrive and prosper.

Port Hacking High School is committed to promoting the highest standards of behaviour and learning based on the principles of procedural fairness and outlined within *The Wellbeing Framework for Schools.* Students at Port Hacking High School are provided with a high quality educational environment that is underpinned by the Australian Professional Standards for Teachers, so that they can learn to the best of their ability to become confident, resilient, empathetic, lifelong learners.

2. The Port Hacking High School Values

A values approach helps to build, strengthen and rebuild relationships. At Port Hacking High School, a process of reflection on our core values is used to promote learning, positive behaviour, wellbeing and connectedness across the entire school community. Our values connect to the *The Wellbeing Framework for Schools* themes of *Connect, Succeed* and *Thrive*, through the symbol of the tree.

2.1 Core school values:

- **Kindness** – being friendly and considerate.

- **Respect** – having regard for yourself and others.

- **Personal Excellence** – striving for the high personal achievement.

- **Personal Responsibility** – being accountable for our own actions.

2.2 Additional key school values:

- **Integrity** – being honest and trustworthy.

- **Understanding and Acceptance** – acceptance of diversity and difference.

- **Resilience** – adapting well in the face of adversity.

- **Empathy** – being supportive and understanding of others' views and feelings.

- **Tenacity** – determination and persistence.

2.3 Our values motto is **LEARN ~ GROW ~ ACHIEVE** (connected to core school values).

3. The Wellbeing Framework for Schools (NSW DoE)

3.1 Our shared understanding of wellbeing is that it:

- is dynamic and integral to learning.
- focuses on attributes and strengths that teach and support children and young people to grow and learn from challenges and complexities.
- recognises the importance of developing and supporting the character of the individual.
- is multidimensional and interrelated.
- takes into account the context of children's and young people's lives and uses both objective and subjective measures.
- incorporates the views and perspectives of children and young people themselves throughout the different stages of development.
- considers the wellbeing of children and young people in the present context as well as focusing on long-term outcomes.
- acknowledges the diversity of contributors to and influences on the wellbeing of children and young people, and recognises our obligations and responsibilities.

Other useful resource:

- *Student Wellbeing Hub*: https://studentwellbeinghub.edu.au/

3.2 The framework:

Connecting: Our students will be actively connected to their learning; have positive and respectful relationships and; experience a sense of belonging to their school and community.

Succeeding: Our students will be respected, valued, encouraged, supported and empowered to succeed.

Thriving: Our students will grow and flourish, do well and prosper.

3.3 We recognise that the school environment is pivotal to the growth and development of our most important assets – our children and young people. Our school strives for excellence in teaching and learning; forms connections on many levels and; builds trusting and respectful relationships for students to succeed and thrive

3.4 At Port Hacking High School the levels of our value and reward system are directly connected to the *The Wellbeing Framework for Schools*: Connecting – Succeeding – Thriving.

4. Behaviour Code for Students: NSW Public Schools

NSW public schools are committed to providing safe, supportive and inclusive learning environments for everyone. We teach and model the behaviours we value in our students.

4.1 In NSW public schools students are expected to:

- Respect other students, staff and community members.
- Follow school rules, classroom expectations and the directions of their teachers.
- Strive for personal excellence in learning.
- Respect all members of the school and show courtesy to all students, staff and community members.
- Resolve conflict respectfully, calmly and fairly.
- Comply with the school's uniform policy or dress code.
- Attend school every day (unless legally excused).
- Respect all property.
- Be non-violent nor bring weapons, illegal drugs, alcohol or tobacco.
- Not bully, harass, intimidate or discriminate against anyone.

4.2 Schools take strong action in response to behaviour that is detrimental to self or others or to the achievement of high quality teaching and learning.

5. Student Rights and Responsibilities – PHHS Code of Conduct

The following code of conduct has been developed by the students and staff of Port Hacking High School to help create a positive and progressive environment, in which prime emphasis is placed on the development of self-discipline in each student. Each year, students and their parents sign a contract that indicates that they understand and will abide by this behaviour code of conduct.

Right	Responsibility
• I have the right to be treated with **respect**, **kindness** and **empathy**..	• I have the **personal responsibility** to treat others with **respect** and **kindness** and to behave so that the community would be proud of the school. • I have the **personal responsibility** to **respect** the authority of teachers. • I have the **personal responsibility** to treat others with **kindness** and **empathy** and to ensure any criticism or comment will not be made to offend another individual.
• I have the right to be safe and happy and to be treated with **understanding**.	• I have the **personal responsibility** not to interfere with the safety of others and to treat them with **understanding.**

● I have the right to obtain the maximum benefit from all lessons and learn, demonstrating **personal responsibility.**	● I have the **personal responsibility** to take full advantage of lessons and the **understanding** and **empathy** not to interfere with other students' right to learn.
● I have the right to be helped to achieve **personal excellence.**	● I have the responsibility to develop **personal excellence**. In exercising my rights I should not interfere with the rights of others.
● I have the right to expect my property to be safe and be treated with **respect** and **integrity.**	● I have a **personal responsibility** to behave with **integrity** and to **respect** the property of others and the school.
● I have the right to enjoy pleasant, clean and well-maintained buildings and grounds.	● I have the **personal responsibility** to **respect** and care for the school environment in order to keep it clean and tidy.

6. PHHS Student Wellbeing and Behaviour Strategy: a whole school approach to implementation

All staff have a responsibility to promote student wellbeing and support the school's *Student Wellbeing and Behaviour Strategy.*

At Port Hacking High School, we aspire to create a proactive, positive, inclusive and collaborative approach to student management by providing a nurturing and safe learning environment for the entire school community.

When dealing with student behaviour management, whether in the classroom, playground, incursions or excursions, all staff are to utilise the school's values based language in communicating their expectations of student behaviour, as it is understood by the PHHS community and reinforced through the explicit teaching of behaviour skills.

6.1 Behaviour Management

Behaviour management is effective when utilising DoE Student Management Strategies in consultation with the school's values, which include;

Aligning behaviour support in consultation with the planning and implementation with the *School Excellence Framework; The Wellbeing Framework for Schools* and; *Student Behaviour Procedures Kindergarten to Year 12.* (Applicable from 10 October 2022. See appendix.)

- Embedding a consistent, inclusive, evidence based approach that is driven by student needs and abilities, alongside high expectations

- Inclusive education, positive behaviour support, reinforcing the school's Merit System and strengths-

based principles of behaviour management and wellbeing processes.

- Make behaviour support, professional learning and Positive Behaviour for Learning resources available to all school staff.
- Regular reference to the School's Value system to assist with communication.

6.2 Communication Meetings (Wellbeing Teams)

- Whole staff communication meetings are held at 8.30am on Tuesdays. At these meetings the Principal, Deputy Principals and Year Advisers will inform staff of wellbeing issues. Staff may raise wellbeing issues at these meetings.
- The Learning and Support Team meets regularly and consists of Head Teacher Learning and Support, Learning and Support Teachers (LaSTs), School Learning Support Officer (SLSOs) and Student Support Officer (SSO).
- The Wellbeing Team consists of the Head Teacher Wellbeing, Year Advisers, Assistant Year Adviser, SRC Coordinator, School Counsellor, Special Education representative and the Student Support Office. The Wellbeing Team meetings are held fortnightly.
- The Senior Wellbeing Team consists of the Principal, Deputy Principals, Head Teacher Wellbeing, Head Teacher Learning and Support, Careers Adviser, School Counsellors and Student Support Officer, who meet fortnightly to discuss serious wellbeing matters.

6.3 Staff Implementation of Student Level System (Further explained Point 8 & Point 9)

Staff at Port Hacking High School are to utilise their professional judgement in the application of the *Student Reflection Level System*. They do not need to implement the *Student Reflection Levels* if they can effectively manage student behaviour at a classroom teacher level, utilising their own professional judgement and DoE compliant Tool Kit.

If a student's behaviour continues to be unacceptable, a teacher is required to follow the school's *Student Reflection Level System* (refer to Point 9 & *Reflecting Flow Chart*) before escalating the management of the behaviour to a Head Teacher. However, whenever needed, staff should seek advice and guidance from faculty Head Teachers, Head Teacher Wellbeing or Deputy Principals when problematic student behaviour arises.

This is to occur for all instances in any classroom environment or incidents where the teacher has a duty of care to students, such as being rostered on for playground duty or is responsible for student supervision (for example, sport or any variation to routine).

6.4 Playground Duty

Student management during playground duty is dealt with in the same way as in the classroom, where the staff member will handle student management using their Tool Kit, reinforcing the school's values in communication with students and implementing the *Student Reflection Level System.*

For instances of major concern which cannot be managed through the *Student Wellbeing and Behaviour Strategy* and/or is a risk to student safety, the Head Teacher rover must be notified immediately, and if deemed necessary, a message sent to the school office to contact the appropriate support.

6.5 Incursions and Excursions – Teachers are to follow *Student Wellbeing and Behaviour Strategy* as outlined in Point 9, and the processes and procedures detailed in their risk assessment. If on an off-site excursion, any ongoing issue needs to be referred to the Teacher in Charge if a Head Teacher is not present.

6.6. Recording Incidents of Concern - Teachers should record significant incidents of negative behaviour on SENTRAL, including all the relevant information such as place, time, actions taken, notifications and MUST include consequences, outcomes and follow-up actions resulting from the incident.

6.7 Wellbeing Programs

6.7.1 Peer Support

A Peer Support Program operates during Term 1 with the new Year 7 intake. Two Year 11 students are allocated to each group of Year 7 students for one session per week. The Year 11 students are trained at the end of the previous year. Each group is supervised by a staff member.

The Peer Support Program trains senior students to help junior students. It develops connections to foster belonging and care in the school community and reinforces the school's values culture by providing more personal contact between younger and older students. It gives senior students opportunities to extend their leadership skills and teaches them to look at the world realistically and find practical answers to personal and social problems. It provides junior students with a safe and friendly environment in which to develop their own individuality and discuss issues. Teachers trained for the Peer Support Program are at hand to monitor and evaluate the groups' activities.

6.7.2 Rock & Water

This program operates through many schools in Australia. It focuses on developing student self-control, self-reflection and self-confidence.

6.7.3 Year 9 Goal Setting Program

Every student in Year 9 is mentored and assisted with developing learning strategies and goal setting.

6.7.4 Year 10 Subject Selection Guidance Program

Every student in Year 10 is mentored in the time between HSC Subject Information Night and when their subject choices are due. This program provides guidance to students regarding their plans for the following year.

6.7.5 Check in Program (CHIP)

Teacher mentors for students in need of additional support.

6.7.6 Leadership and Personal Development

Opportunities for leadership and personal development are available through the Student Representative Council; The Voice and; the Duke of Edinburgh Award.

6.7.7 External Agencies (APTS 7.4)

Project Youth, Head Space, Police Liaison, Sutherland Hospital School and PCYC

6.8 Wellbeing Personnel

Working in conjunction with all staff, key personnel coordinate wellbeing initiatives in relation to student groups and programs.

The specific wellbeing personnel within the school are:

- HeadTeacher (Wellbeing)
- School Counsellor
- Year Advisers
- Assistant Year Advisers
- SRC Coordinator
- Student Support Officer (SSO)
- Deputy Principals
- Head Teacher Special Education
- Head Teacher Learning & Support
- Learning and Support Team

7. Values-Based Continuum Supporting Positive Behaviour

Port Hacking High School has a focus on explicitly reinforcing positive behaviour expectations to support every student, with reference to our school values. The merit system rewards the demonstration of our values, while our reflection level system requires students to reflect on how they might improve their demonstration of our values. Our reflection levels are designed for a restorative justice approach.

7.1 Learner Level

All students begin their learning journey on the *Learner* level. At the learner level, students demonstrate our Port Hacking values, are engaged in their learning, adhere to the Behaviour Code for NSW Public Schools and fulfil the PHHS Code of Conduct rights and responsibilities.

7.2   PHHS Values Merit System – rewarding positive behaviour

(Refer to Point 8 for implementation & Merit Level Flow Chart)

At Port Hacking High School we recognise our students' successes through the demonstration of our school values. By demonstrating their development and growth through the key areas of positive behaviour, learning success and contributions to school leadership and the community, students progress to the higher levels of **Connecting**, **Succeeding** and **Thriving**, derived from *The Wellbeing Framework for Schools*. A student's merit level will be reviewed at the end of each term.

7.2.1 Connecting Level

A Connecting student demonstrates that they are connecting with the school context in a positive manner.

7.2.2 Succeeding Level

A Succeeding student demonstrates sustained positive learning and behaviour attributes across multiple areas.

7.2.3 Thriving Level

A Thriving student is an exemplary student who consistently demonstrates positive behavioural and learning attributes. A Thriving student represents the PHHS values and are valued and valuable members of our school community. The Thriving level is celebrated at the end of each school year.

7.3 PHHS Reflection Level System – addressing inappropriate behaviour
(Refer to Point 9 for implementation & Reflection Levels Flow Chart)

A student who is not displaying PHHS values, engaging in learning and/or demonstrating acceptable behaviour will require intervention and support through the reflection monitoring process. The various reflection levels are designed to facilitate improvement in student behaviour and learning outcomes through reflection, mentoring and learning support. A student's level status will be reviewed at the end of a monitoring cycle.

7.3.1 Reflection Level

A student who has repeatedly been identified as not following PHHS values and Code of Conduct will require monitoring and mentoring through the *Reflection Level contract*. This student is also placed on a whole-school teacher *Student Monitoring Card Classroom Teacher* (blue card) by the issuing classroom teacher.

7.3.2 Deep Reflection Level

A student who has not satisfactorily met the requirements of the Reflection level contract ad monitoring card will require management and support by a head teacher at the *Deep Reflection Level contract* and monitoring through *Student Monitoring Card Classroom Head Teacher* (yellow card)

7.3.3 Senior Executive Determination

A student who has not satisfactorily met the requirements of the Deep Reflection contract will require management and support by a Deputy Principal through the Senior Executive Determination process, which may include being place on a *Student Monitoring Card Deputy Principal* (green card).

In some rare cases, serious student behaviour will result in a student being placed directly on this level.

8. PHHS Values Merit System – rewarding positive behaviour implementation

At Port Hacking High School we recognise our students' successes through the demonstration of our school values. By demonstrating their development and growth through the key areas of positive behaviour, learning progress/success and leadership/citizenship, students' progress to the merit levels of 'Connecting', 'Succeeding' and 'Thriving', derived from *The Wellbeing Framework for Schools*. A student's level status will be reviewed at the end of each term.

8.1 Learner Level

All students start on *Learner* level Students who demonstrate positive behaviour, learning progress/success and leadership/citizenship may be rewarded with a physical merit certificate in the areas of *Positive Behaviour; Learning Progress/Success; Leadership/Citizenship,* which are underpinned by our core values.

8.2 Connecting Level

Students will be considered for *Connecting* level at the end of each term. To qualify for *Connecting* level, students must:

- collect 6 merits in one term, which they will be required to hand-in as a group of SIX to their Assistant Year Advisor.
- not have recorded negative incidents in Sentral during the term (behaviour, uniform, mobile usage, lack of engagement in learning);
- have attendance greater than 90% each term, unless there are extenuating circumstances for it to be lower. (This is at the wellbeing team's discretion).

At the end of each term, this level is reviewed. Students will return to *Learner* level if they don't maintain this standard. (This is at the Wellbeing Teams' discretion).

If a student ends the term on *Connecting*, they receive a *Connecting* certificate at their informal year assembly.

If a student ends Term 1 on *Connecting*, they will participate in a *Connecting Workshop* to encourage progress to the *Succeeding* level and a *Connecting BBQ*.

If a student maintains *Connecting* level throughout the year, they qualify for the *Connecting BBQ* and activity afternoon.

8.3 Succeeding Level

To be placed on *Succeeding*, a student must meet the requirement of *Connecting*, and in addition:

1) Be awarded "1" in their semester report personal profiles in all subjects. (The occasional 2 is acceptable at the Year Adviser's discretion). See Appendix

OR

2) Over the course of a semester:
   - collect 6 merits for Learning Progress/Success,
   - collect 4 merits for proactive Positive Behaviour (need to demonstrate personal responsibility, respect, personal excellence and kindness),
   - 4 merits for Leadership/Citizenship (actively connecting to school life).

A student who qualifies for *Succeeding* at the end of each Semester, will receive a *Succeeding Certificate* at their formal year assembly.

A student who achieves *Succeeding* in both semesters of a year can attend the *Succeeding excursion*. eg Jamberoo

8.4 Thriving Level

To be placed on *Thriving*, a student must meet the requirement of *Connecting* and *Succeeding*, and in addition, demonstrate commitment to the school values and take up extra-curricular opportunities in the school. Students are endorsed for *Thriving* by the Wellbeing team.

- Students who have achieved *Succeeding* can be considered for *Thriving*.
- Staff nominate students from the list of *Succeeding* students for *Thriving* and submit supporting statement to the Wellbeing Team to consider.

A student who is *Thriving* should demonstrate the following criteria:

- Must be significantly involved in school extra-curricular activities. (ie a range of extra-curricular or a major event).
- Enthusiastically and respectfully participate in school events.
- Demonstrates the attributes of a leader by actively upholding the school values and contributing to a positive school culture.
- Is able to foster positive relationships amongst their peers and staff.
- Takes initiative and sets a positive example in; supporting their peers in school activities, academic learning and individual (social and emotional) growth of their peers.

Students who qualify for *Thriving* at the end of the year; attend the *Succeeding excursion*, receive a $100 principal reward and a *Thriving medal* at Presentation Day.

The first year a student qualifies for a *Thriving medal*, they will receive a bronze medal. The second year a student achieves a *Thriving medal*, they will receive a silver medal. The third year a student achieves a *Thriving medal*, they will receive a gold medal. These medals do not need to be achieved in consecutive years. The medals will be issued at the annual school's Presentation Day Awards.

9. PHHS Student Reflection Level System – addressing inappropriate behaviour

A student who is not displaying PHHS values, engaging in learning and/or demonstrating acceptable behaviour will require intervention and support through the reflection monitoring process. The various reflection levels are designed to facilitate improvement in student behaviour and learning outcomes through reflection, mentoring and learning support. A student's level status will be reviewed at the end of a monitoring cycle.

9.1 Reflection Level – Classroom Teacher

A student who has repeatedly been identified as not following PHHS values and Code of Conduct will require monitoring and mentoring.

- This student is placed on a whole-school teacher monitoring card by the issuing classroom teacher for 10 school days.

- The student will complete the Reflection level contract with the support of the teacher and a scanned copy uploaded to the Sentral incident that triggered the Reflection Level. (Teacher can ask front office to scan and upload to incident.)

- Consequences for inappropriate behaviour continue to be issued by classroom teachers and recorded on Monitoring card and in Sentral.

- The Wellbeing Team will assist with monitoring students on Reflection level.

- The level is recorded on Sentral and parents are advised via email (Sentral letter). Parents may be called if deemed appropriate.

- If behaviour continues to be concerning in a classroom teacher's lessons, teacher needs to call parents to discuss concerns.

- Record any contact with parent in Sentral under "Record Data"

9.2 Deep Reflection Level – Head Teacher

A student who has not satisfactorily met the requirements of the Reflection level monitoring card will require management, support and monitoring by a head teacher through the Deep Reflection level.
If student receives two or more "Unsatisfactory" ratings within a fortnight in one subject, the classroom teacher of that subject will issue a consequence, liaise with the initial referring classroom teacher, and refer the student to the Head Teacher of the subject in which the student is misbehaving.

- The student is interviewed and mentored through the Deep Reflection contract by the Head Teacher.

- This student is placed on a whole-school Head Teacher monitoring card for 10 school days.

- Consequences for inappropriate behaviour continue to be issued by classroom teachers and

recorded on the Monitoring card and in Sentral.

- The Wellbeing Team will provide wellbeing initiative interventions.
- The level is recorded on Sentral and parents are advised via phone and email (Sentral letter).

9.3 Senior Executive Determination – Deputy Principal

A student who has not satisfactorily met the requirements of the Deep Reflection contract will require management, support and monitoring by a Deputy Principal through the Senior Executive Determination process.

In some rare cases, serious student behaviour will result in a student being placed directly on this level.

If student receives two or more "Unsatisfactory" ratings within a fortnight in one subject, the Head Teacher of that subject will escalate the student from Deep Reflection Level to the Deputy Principal.

- The student is interviewed and mentored through the Senior Executive Determination process, which could involve alternate strategies to manage inappropriate behaviour and will usually include being placed on a *Student Monitoring Card Deputy Principal* (green card) for ten school days.
- Consequences for inappropriate behaviour continue to be issued by classroom teachers and recorded on Monitoring card and in Sentral.
- The Wellbeing Team will provide wellbeing initiative interventions.
- The level is recorded on Sentral and parents are advised via phone and email (Sentral letter). A parent meeting may be appropriate to address repeated or serious negative behaviour.

9.4 Negative Behaviour and School Representation/Events

In order to be eligible to represent the school or attend a school event (for example excursions, sports, leadership/SRC roles, or performing arts) both within and outside the school premises, students are required to demonstrate a pattern of acceptable behaviour and to have consistently upheld our school values and code of conduct. It is essential that a student's conduct leading up to their consideration for school representation or to attend a school event aligns with our values and expectations regarding student behaviour. In cases where a student's pattern of behaviour has been deemed inappropriate or does not adhere to our school's standards, the senior executive reserves the right to withdraw the student from participating in any school event or role.

10. Anti-Bullying

Port Hacking High School is committed to the creation of a safe, inclusive and respectful learning community that promotes student wellbeing. Every student at Port Hacking High School has the right to learn in a safe and happy environment free from intimidation. We reject all forms of bullying behaviour, including online bullying/cyberbullying.

We believe that schools should be places of mutual support and caring. Social, emotional and academic growth is optimised in a supportive environment which is free from feelings of humiliation or distress.

PHHS staff are committed to establishing evidence-informed approaches and strategies that promote a positive climate where bullying is less likely to occur, to addressing bullying behaviour through primary preventions strategies, and by handling bullying complaints with early intervention and a restorative justice approach.

Staff, students, parents, carers have the responsibility to show respect for each other and actively work together to resolve incidents of bullying.

10.1 What is Bullying?

The NSW Department of Education defines bullying as having three main features. It:

- o   involves a misuse of power in a relationship and,
- o   is ongoing and repeated and,
- o   involves behaviours that can cause harm.

Bullying can happen in person or online, and it can be obvious (overt) or hidden (covert).

Bullying can have a lasting impact on everyone involved, including those who witness it. That is why it is important to work together to create safe school communities for everyone.

10.2 Identifying Bullying

Bullying includes:

- Verbal: eg name calling, put downs, threats, teasing, abuse, sarcasm.
- Physical: eg hitting, tripping, poking, kicking or belongings are stolen or damaged.
- Social: eg the child is left out, ignored, ostracised, alienated or rude gestures are made.
- Psychological: eg rumours are spread, the child is stalked, malicious SMS and email messages, inappropriate use of telephones, mobile phones or cameras, and social media, eg, Facebook.
- Cyber-Bullying is an intentional aggressive act carried out by a group or individual using electronic forms of contact, repeatedly and over time against another student. Cyber-bullying can be carried out through an internet service such as:

  - o   Email
  - o   Chat room
  - o   Discussion group or forum
  - o   Instant messaging
  - o   Social networking websites such as Facebook, YouTube, Instagram or Snap Chat.

- Cyber-bullying can also include bullying through mobile phones by:

  - o   Text and picture messaging
  - o   Video Clips
  - o   Phone calls
  - o   Social media

10.3 Primary Prevention

10.3.1 Positive 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.

Expectations about student behaviour will be discussed and information presented to promote a positive school culture in which bullying is not accepted.

Our school engages in the following practices to promote a positive school culture:

- Ongoing focus on school values in every classroom, in the playground and through whole-school assemblies
- Values-base lessons created by the Wellbeing Team
- Parent information
- Year assemblies – PHHS Code of Conduct (included in student Diaries),reporting bullying, wellbeing supports, school values
- Police Youth Liaison Officer talks/presentations – cyber safety, anti-bullying
- Peer Support program
- Anti-bullying programs/lessons
- SRC initiatives and school-wide days of celebration

10.3.2 Staff communication and professional learning

Staff are supported to engage with our anti-bullying plan and strategies on employment at PHHS. Staff are further supported with professional learning opportunities that provide evidence-informed ways to encourage and teach positive social and emotional wellbeing and discourage, prevent, identify, and respond effectively to student bullying behaviour. These include:

- Whole staff professional learning on identifying and reporting bullying behaviours, teaching about positive behaviours and encouraging a culture of positive relationships, including briefing of new staff
- Targeted staff training for the Wellbeing Team such as:
  - o Rock and Water program training
  - o Peer Support coordinator training
  - o Accidental Counsellor training
  - o Use of the DoE Student Wellbeing Hub
  - o Be You resources – mental health initiative

10.3.3 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 in Personal Development, Health and Physical Education (PDHPE).

Student wellbeing and positive behaviour approaches, practices and strategies include the following:

1) Wellbeing programs at Port Hacking High School have a sound background based on data emphasising the social and emotional benefit for our students. They reinforce self-awareness and self-esteem.

2) Strategies such as Police Youth Liaison Officer visits, Cyber Safety and Anti Bullying presentations enable all our students to deal with bullying not only in the school community but later in life.

3) The *Peer Support* program and elements of the PDHPE curriculum provide explicit teaching for our students, embedding knowledge and positive experiences that reinforce the importance of positive decision making in life.

10.3.4 Partnerships with families and community

PHHS proactively builds collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety and wellbeing.

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 or as the person being bullied or as the person witnessing the bullying behaviour).

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. Parents are engaged through P&C meetings, parent information sessions, email communications, Sentral and the school website.

10.3.5 Reporting Incidents of Bullying

All members of the school community have an obligation to report bullying when it occurs (students, parents/caregivers or teachers) – those involved and/or witnesses. Students are encouraged to report bullying directly to their classroom teacher, Year Adviser or the Head Teacher (Wellbeing). Alternatively, students can drop a note into the *'Are you OK?' box* which is situated in the front foyer.
Parents/Caregivers should make contact with the school via Year Adviser/Head Teacher Wellbeing or Deputy Principal if they become aware of instances of bullying.

10.3.6 Response to bullying

Teachers:

First offence or low level bullying:

- Label the behaviour: "Please don't call people names in my class." Give an example of positive behaviour eg "At this school we speak politely to each other."

- If behaviour continues, follow the **Student Reflection Level System**

- Repeated or more serious bullying: Record on Sentral and notify Head Teacher Wellbeing, the Year Adviser, the Counsellor and the Deputy Principal.

Head Teacher Wellbeing:

- Head Teacher supports the victim and mentors the bully to modify behaviour

- Where a student is involved in further cases of bullying, the Head Teacher Wellbeing will liaise with the Deputy Principal regarding management and consequences.

- Head Teacher will communicate any bullying concerns to staff, including during Tuesday morning wellbeing meetings, SENTRAL and/or DoE electronic communication

Deputy Principal:

- Contact parents/caregivers of victim and bully of serious or ongoing bullying incidents.

- Place the bully on school detention or reflection levels system and refer bully and victim for counselling/mediation

- Refer to the Principal for possible suspension and continued referral to the Counsellor for all serious or repeat offences.

The Wellbeing Team:

- Monitor individual cases

- Allocation of a CHIP mentor

- Monitor records of incidences of bullying and evaluate the success of procedures and strategies used

- Promote an anti-bullying culture within the school

- Remind staff and students of procedures each year

- Develop learning experiences relevant to year groups to prevent or address bullying behaviours
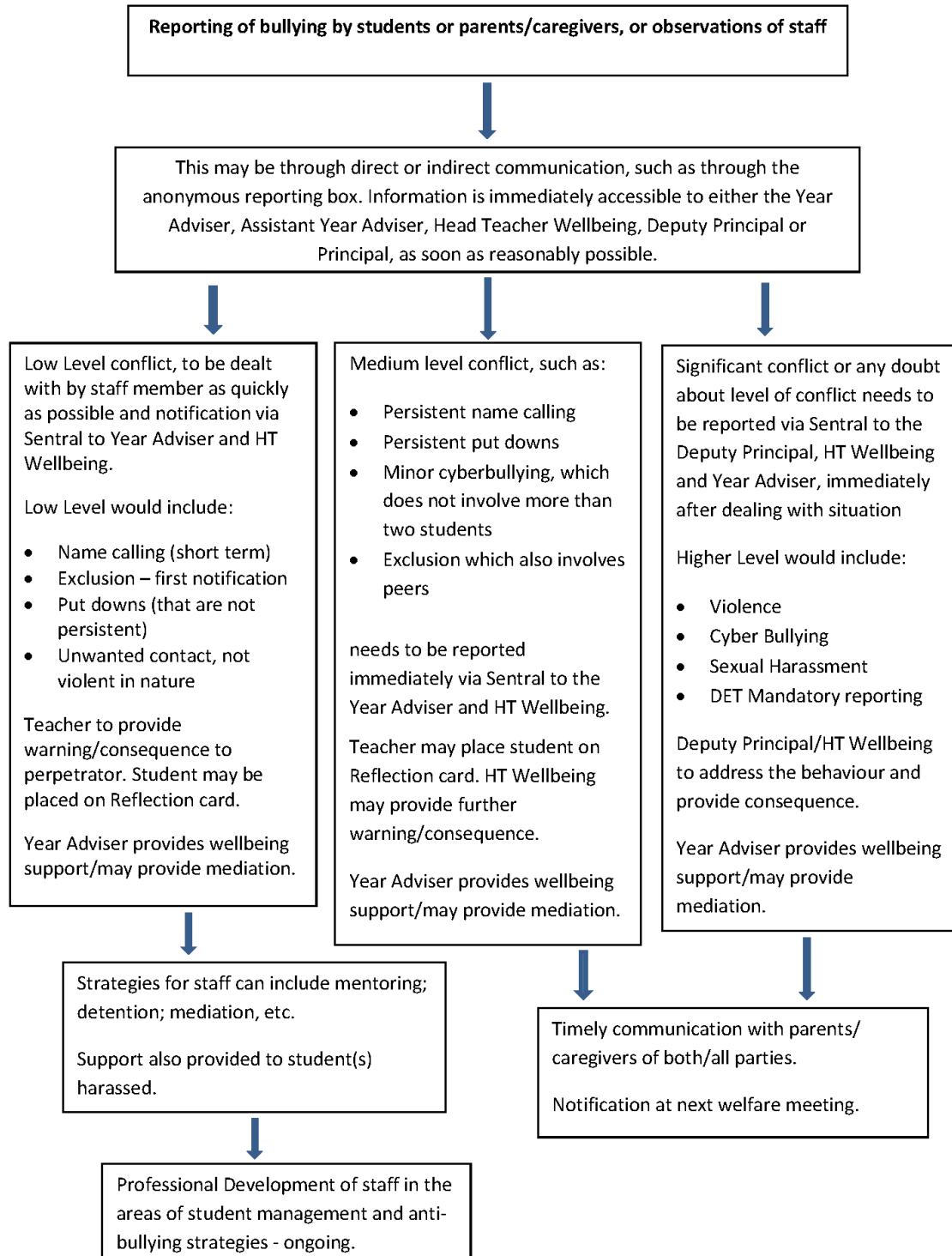
Other Useful Resources

- **NSW Anti-bullying website:** https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/anti-bullying.html

10.4 Anti-Bullying Flowchart (following page)

Anti-Bullying Flowchart:

Reporting of bullying by students or parents/caregivers, or observations of staff

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This may be through direct or indirect communication, such as through the anonymous reporting box. Information is immediately accessible to either the Year Adviser, Assistant Year Adviser, Head Teacher Wellbeing, Deputy Principal or Principal, as soon as reasonably possible.

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Low Level conflict, to be dealt with by staff member as quickly as possible and notification via Sentral to Year Adviser and HT Wellbeing.

Low Level would include:

- Name calling (short term)
- Exclusion – first notification
- Put downs (that are not persistent)
- Unwanted contact, not violent in nature

Teacher to provide warning/consequence to perpetrator. Student may be placed on Reflection card.

Year Adviser provides wellbeing support/may provide mediation.

Medium level conflict, such as:

- Persistent name calling
- Persistent put downs
- Minor cyberbullying, which does not involve more than two students
- Exclusion which also involves peers

needs to be reported immediately via Sentral to the Year Adviser and HT Wellbeing.

Teacher may place student on Reflection card. HT Wellbeing may provide further warning/consequence.

Year Adviser provides wellbeing support/may provide mediation.

Significant conflict or any doubt about level of conflict needs to be reported via Sentral to the Deputy Principal, HT Wellbeing and Year Adviser, immediately after dealing with situation

Higher Level would include:

- Violence
- Cyber Bullying
- Sexual Harassment
- DET Mandatory reporting

Deputy Principal/HT Wellbeing to address the behaviour and provide consequence.

Year Adviser provides wellbeing support/may provide mediation.

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Strategies for staff can include mentoring; detention; mediation, etc.

Support also provided to student(s) harassed.

Timely communication with parents/ caregivers of both/all parties.

Notification at next welfare meeting.

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Professional Development of staff in the areas of student management and anti-bullying strategies - ongoing.

11. Appendices: Flowcharts and Supporting Documents

a) PHHS Reflection Level Flowchart

b) PHHS Reflection contracts

c) PHHS Reflection monitoring cards

d) PHHS Merit Level Flowchart

e) PHHS Merit certificates

f) PHHS School Report Personal Profile

g) Link to *DoE Student Behavior Strategy*:

https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/behaviour-strategy/the-student-behaviour-strategy#Download0

h) Link to the *DoE Student Behaviour Procedures Kindergarten to Year 12*

https://education.nsw.gov.au/content/dam/main-education/policy-library/associated-documents/pd-2006-0316-06.pdf

i) Link to *DoE Wellbeing Framework for Schools* AND *DoE Wellbeing for School Excellence_V2*

https://education.nsw.gov.au/student-wellbeing/whole-school-approach/wellbeing-framework-for-schools

j) Link to *Australian Professional Standards for Teachers*

https://www.aitsl.edu.au/docs/default-source/national-policy-framework/australian-professional-standards-for-teachers.pdf