POSITIVE RELATIONSHIPS STRATEGY

HARRISDALE
Senior High School

Excellence Everywhere

Kaya Wanju Wardan Kaadak Baalap

At Harrisdale Senior High School, we acknowledge with deep respect the traditional custodians of the land upon which we learn, work and reside - the Noongar people of the Whadjuk region. We recognise their enduring and invaluable connection to the land, water, and community. We pay tribute to Elders past, present, and emerging, as the voices of First Nations Australians.

Jasmyn Ihanimo
(2023 Alumni)
- Yamatji/Noongar
Contemporary Artist

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Introduction

At Harrisdale Senior High School, our collective ethos is encapsulated in ***The Harrisdale Way***, a cornerstone that articulates our shared values and behaviours. These guiding pillars unite our school community in the relentless pursuit of our overarching vision and values. These pillars not only shape the conduct within our school but also extend their influence beyond its boundaries.

The school community of parents/carers, students and staff contributed to this *Positive Relationships Strategy* as a proactive whole-school approach to promote a positive school climate, encourage positive peer relations and address bullying.

The results of a school community survey and targeted consultations provided useful directions for this strategy.

We urge you to consider how the school can be one where everyone feels respected, connected and free from bullying.

The school is committed to an ongoing process of sharing ideas on how we can together, make our school one in which we can all be proud and feel safe.

Terminology

Harrisdale Senior High School uses affirmative language that supports the values of the Western Australian Curriculum.

The school does not view the terms ‘bullies’ and ‘victims’ as appropriate when identifying, reporting, recording and responding to bullying incidents.

It is more appropriate to identify and label the unacceptable behaviour such as ‘students who are bullied’, ‘students who bully others’ and ‘students who engage in bullying behaviour’.

Our school will ensure that unacceptable behaviours are addressed in a manner that supports the individuals involved to learn and demonstrate more acceptable social behaviours without the impact of enduring labels.

“Friendships play a pivotal role in students' social and emotional lives, particularly during secondary school. Healthy friendships can therefore have a major impact on their mental health and wellbeing, helping to protect them against stress and strengthening their resilience. By providing students with a sense of belonging and connectedness, friendships develop their self-esteem, and their problem-solving and social skills.” ***Reach Out Australia***

Positive Relationships

The **Harrisdale Senior High School** community contributed to this Positive Relationships Strategy to provide a whole-school approach to promote a positive school climate where relationships are valued and bullying is addressed. As part of the school's commitment to dealing with this issue, programs are run to promote positive relationships and awareness of how to identify and deal with bullying issues.

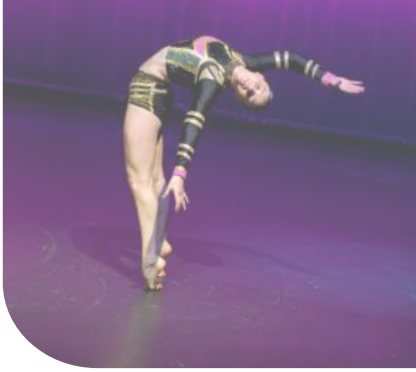
At Harrisdale Senior High School, we value positive relationships and this is evident throughout ***The Harrisdale Way*** through:

- **Excellence** - influences our journey, propelling us to strive for and achieve our personal best
- **Responsibility** - a dedication to fairness, self-guidance, and the embracing of service to others and civic responsibilities;
- **Respect** - we celebrate diversity and individual differences, honouring and acknowledging the contributions of others; and
- **Care** – valuing oneself, each other, and our environment, we actively nurture healthy relationships and wellbeing.

Everyone plays a part in making the school a place where everyone feels **respected and connected** – students, staff, parents/carers and the broader community.

We want this school to make a difference for each young person. Together we can deliver the message that bullying is never okay.

WELLBEING FOR IMPACT



The World Health Organisation's definition of wellbeing, student wellbeing is described as a state in which individuals realise their own abilities, can cope with the normal stresses of life, work productively and fruitfully, and are able to make a contribution to their community.

"Wellbeing for Impact" is a guiding principle central to ***The Harrisdale Way***, that is based on the belief: "every student matters every day". It is about creating an environment where every student feels valued, supported, and empowered to succeed academically and personally. It's a commitment to nurturing the holistic development of our students and fostering a sense of belonging and inclusion within our school community.

The school encourages our students to engage in a variety of activities that enhance their learning and critical thinking skills. We highlight the importance of maintaining a healthy balance between academic pursuits and overall wellbeing.

The school's dedicated Student Services team, Home Room teachers, and Year Level Coordinators serve as the first line of assistance for our students. The Student Services team includes Student Services Managers, Year and House Coordinators, Student Support Coordinators and Officers, Chaplains, School Nurses, First Aid Officers and School Psychologists. We want to create a sense of belonging and culture of support for all our students.

The school wholeheartedly celebrates the rich tapestry of cultures and backgrounds that make up our vibrant community. Our commitment to fostering a sense of belonging and equity is evident in the various activities and cultural celebrations we embrace. These events, such as **Harmony Day**, **Diwali**, **NAIDOC Week, Anzac Day** and more, not only celebrate diversity but also promote understanding, inclusion, and unity among our students and staff.

Respectful Relationships

A whole-school approach to respectful relationships addresses the needs of students, staff and members of the school community through a shared, collective approach to improving student wellbeing.

Every member of the school community plays an important role in strengthening children and young people's understanding of respectful relationships.

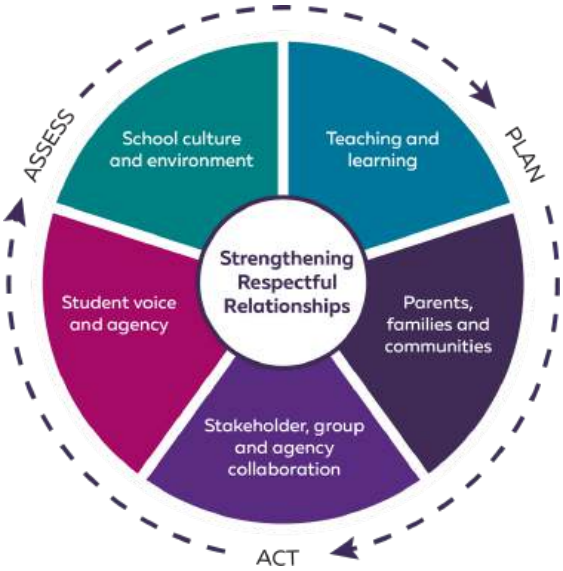
Developing partnerships and engaging with key stakeholders, including parents and carers, reinforces shared beliefs and understandings and provides students with multiple exposures to key messages about respectful relationships and consent.

By providing safe and supportive learning environments effective teachers build trusting, respectful and culturally responsive relationships with students, staff, families and communities to meet diverse student needs and maximise learning outcomes.

Respectful Relationships continued...

The Western Australian Statement of Intent outlines the Department of Education's commitment to build on the current work of schools to strengthen a whole school approach to respectful relationships through these actions:

- School **culture and environment** exemplifying collective efficacy to create safe, supportive, inclusive and culturally responsive learning environments.
- Quality curriculum that equips students with the **life skills to develop healthy**, safe relationships, through evidence informed effective teaching practice.
- **Engagement with parents and carers** to enhance collective understandings and responsibilities in developing student knowledge, skills and understandings.
- Student voice and agency empowering students to **actively participate in decision making**, advocating for their own wellbeing and that of others at school and in the community.
- **Collaborate** with key stakeholders, representative groups and agencies to benefit all students and enhance learning programs.



Student Voice

Student voice provides an opportunity for students to **be heard and respected**. When students and staff work together to communicate ideas and opinions, they can generate cultural change and students can meaningfully influence what happens to them at school.

As child safe organisations, schools are proactive in providing age-appropriate ways to regularly seek the views of children and young people and encourage their participation in decision-making.
Advice from the *Western Australian Student Advisory Council* has informed the respectful relationships education support for school staff state-wide.

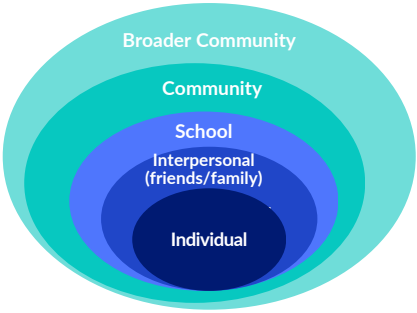
Effective teachers establish classroom environments in which students feel safe to contribute their ideas and communicate their opinions. Authentic student voice is evident when students collaborate and make decisions with their teacher to co-design classroom norms and activities which encourage inclusive and respectful behaviours.

The health education curriculum offers students opportunities to play an active role in lesson activities that reflect real life contexts. As agents of their own learning, students can lead and contribute to active discussions about respectful relationships and apply these in a range of situations.

Whole-School Tiered Approach

Harrisdale Senior High School provides a comprehensive approach to promoting positive peer relations and the prevention and management of bullying. Based on research, the school understands the importance of the broader context. Factors that influence students include their individual characteristics, the nature of their relationships with peers, family and the immediate and broader community and society. Effective approaches to enhancing peer relations and responding effectively to school bullying use a tiered approach.

The School uses a multi-tiered system of support that are responsive to student needs. This involves holistically considering student needs using tiered and interconnected interventions, so students receive the appropriate level of support.



PREVENTION STRATEGIES

TIER 1: PREVENTION

Prevention covers whole school programs, the school organisation, ethos and culture. This includes catering for the diversity within our community and fostering a culture of inclusiveness and care for all school community members. These strategies and programs apply to all school community members, such as the pastoral care structures, behaviour management plan, duty staff plans, school-wide reward systems, parent engagement, processes for student participation, school traditions and rituals.

Whole school prevention strategies include:

- an expectation that all staff, parents and students are respectful to each other as embedded in ***The Harrisdale Way***;
- school campaigns and activities to promote positive action and effective bystander behaviour (e.g; Bullying No Way - National Week of Action, Surf Online Safe, Do it for Dolly Day);
- teaching students what to do when they see or experience bullying and developing students' communication, social, assertiveness and coping skills (e.g., through the Health curriculum, Legal Aid);
- cross-curriculum awareness raising and social skills-based learning (e.g., through Health, English, Art and Home Room)

Whole-School Tiered Approach continued...

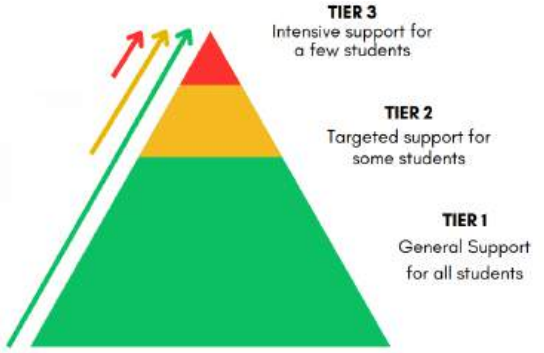
- break time strategies (e.g. improved school environment, access to safe places, increased engagement activities and increased teacher supervision);
- pastoral care structures including a comprehensive Student Services team;
- a Student Services team that has received professional learning and support to enhance positive peer relations and respond effectively to bullying;
- catering for the diverse needs of students at the school including catering for students with disabilities, LGBTQIA+, Culturally and Linguistically Diverse, and Aboriginal and Torres Strait Islander Education students; and
- processes in place for positive and timely responses to bullying when it is reported.

TIER 2: EARLY INTERVENTION

Early intervention involves targeted support to address risk situations or groups who are at risk. Targeted interventions include specific strategies to enhance student transition from primary to secondary school and support for groups of students with social-emotional, mental health, behavioural and learning needs. The school provides small group targeted wellbeing programs such as; **Seasons for Growth**, **We are Womnx**, **Goals Ahead** and **Drumbeat**.

TIER 3: INTERVENTION

Harrisdale Senior High School supports students with complex needs with learner profiles and student support plans. The school is committed to responding effectively, and in a timely manner to students who have been bullied and students who persist in bullying others. Processes in place when bullying is reported, include restorative practices and case management for monitoring the situation are put in place for students with on-going high support needs.



Pastoral Care

Harrisdale Senior High School is committed to providing programs and support services to enhance students' physical, social and emotional well-being.

Students will be taught:

- that their actions affect themselves and others, to care about other people's feelings and to try and see things from others' point of view;
- to be aware of different types of relationships and to develop the skills to be effective in relationships along the continuum;
- to realise the nature and consequences of teasing, bullying, harassment and aggressive behaviour, and how to respond to them and ask for help;
- to recognise and challenge stereotypes (e.g., racism, sexism, gender, culture, disability);
- that differences and similarities between people arise from a number of factors, including cultural and religious diversity, gender diversity and disability; and
- that individuals, families and groups can get help and support with relationship issues involving mental health, domestic violence and addiction.

As part of the school's commitment to dealing with the issue of bullying, we also take part in **Do it for Dolly Day** and the **National Day of Action Against Bullying and Violence**, held annually.

BULLYING. NO WAY!
Dolly's Dream

Rights and responsibilities

All members of the **Harrisdale Senior High School** community (students, staff & parents) have the right to expect that our school is safe and provides a supportive learning environment. This expectation comes with a shared responsibility by the whole-school community to prevent and effectively respond to behaviours that have the potential to affect school safety and student wellbeing, including bullying.

All members of the Harrisdale Senior High School community have the *RIGHT* to:

- be treated with courtesy and respect;
- work in and enjoy a safe, secure and clean environment;
- teach and learn without disruption;
- achieve their educational potential;
- have their property respected; and
- be proud of their achievements.

All members of the Harrisdale Senior High School community have the *RESPONSIBILITY* to:

- show respect and courtesy to others;
- keep our environment safe, secure and clean;
- ensure that there is no disruption to another person's teaching/learning environment;
- develop to their potential and to assist others in doing the same;
- respect student, staff, parents, community members and school property; and
- ensure that their actions enhance the achievements of school community members.

Parents / Carers Role in Supporting Friendships

IMPORTANCE OF FRIENDS

It's important for teenagers to feel a sense of belonging and acceptance from their peers. Friendships can be a network of great support and can offer protection against negative peer relationships. Learning positive friendship skills can help them socially so they feel happier and more confident.

It's also important for parents to understand and respect that, during their teenage years, their child is figuring out who they are beyond the family. These connections can help students learn about trust, respect, acceptance and intimacy, which will be important concepts for them to understand as they enter adulthood.

WHAT CAN PARENTS DO?

The most important thing parents can do for their child is to be a positive role model for your child, including demonstrating how to build and nurture strong friendships. This could include:

- being proactive in connecting with friends;
- being warm and friendly towards others;
- listening actively and being interested in other people; and
- supporting friends through tough times.

OTHER WAYS THAT PARENTS CAN BE ROLE MODELS INCLUDE:

- Respectfulness in communications with others and when talking about others in front of their children;
- dealing with conflicts/relationship issues using problem solving approaches;
- having values that refrain from being judgemental of others, gossiping or feuding;
- being aware of online safety risks and practices for themselves and their children.

Parents/Carers Role in Supporting Friendships continued...

TEACHING AND MODELLING

Teach and model how to have good conversations, such as topics like; music, films or sport, and meeting a range of people outside of school. This includes learning how to 'break the ice' with new people.

Parents can also encourage their teenager to socialise and do activities that they enjoy. Parents may help their teenager to accept the ups and downs of friendships, and ways to deal with misunderstandings and ways to resolve conflict.

ACCEPTING DIFFERENCES

Accepting and respecting differences is an important part of positive peer relationships. Prejudice against groups of people includes race, gender, disability, culture and/or religion and is very damaging to student and community wellbeing. Racism can be particularly hurtful as it involves a person's identity, their family and/or cultural group. Prejudice and put downs may include how a person looks, what they wear, the opinions they hold or their gender identity (LGBTQIA+). Sometimes it involves preferences such as their choice of music, sports team, hobbies or activities.

Some banter between students can be fun and healthy but needs to be limited to topics that don't put others down or hurt another person's sense of identity or wellbeing.
By recognising the value of each person's uniqueness, positive peer relationships can be nurtured, an inclusive and safe environment can be fostered for all students to thrive.

IDEAS FOR STUDENTS ON MAKING FRIENDS AT SCHOOL

- show an interest in other students' ideas and activities;
- find somebody who takes a similar route to school and travel together;
- find common interests - e.g. join a sport or club; and/or
- invite a classmate over after school.

Definitions

We need to differentiate between the behaviours of bullying, conflict and violence, as these behaviours need different types of responses. Schools need to know how to identify these behaviours and respond effectively when they occur. It's important to distinguish between ongoing disagreements and conflict between students and bullying, as conflict in relationships can usually be solved by using social problem solving steps and involving students in the solution.

What we know is that **bullying is a relationship issue** and needs relationship-based solutions.

For example, responses to:

Bullying – is a non-punitive/ restorative approach in the first instance.

Conflict – is through mediation, conflict resolution and problem solving.

Violence – will involve consequences as set out in the school's Behaviour and Risk Management Plans.

DEFINITIONS

Close Friends are those identified as friends that students feel comfortable with, trust and share ideas and experiences with. People usually have 2 or 3 close friends.

Friends are people that students like and choose to spend time with, who are not a member of the family.

Friendly is a way of interacting with others that is kind, generous and positive.

Respect and **tolerance** involve accepting difference in others and acting in ways which make others feel accepted and safe.

Diversity involves recognising the benefits of the differences and strengths children and young people bring to their environment, their characteristics, backgrounds and perspectives to better understand and meet their needs.

Cultural responsiveness is the ability to understand, interact and communicate effectively and sensitively with people from a cultural background that is different from our own. In the Western Australian context, the Department's Aboriginal Cultural Standards Framework guides approaches to support and/or repair damaged relationships with Aboriginal students and/or their families.

Conflict involves a disagreement where one or both party's needs are not being met. It does not involve an abuse of power, even if parties do not have perceived equal power. It is important for young people to be able to manage the ups and downs of friendships and have the skills to solve problems within friendships. If handled well conflict is seen as an opportunity for personal growth.

Bullying is an ongoing misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

Harassment is behaviour that targets an individual or group due to their: identity, race, culture or ethnic origin; religion; physical characteristics; gender; sexual orientation; marital, parenting or economic status; age; ability or disability. It offends, humiliates, intimidates or creates a hostile environment. It may be: an ongoing pattern of behaviour or a single act; directed randomly or towards the same person(s); intentional or unintentional.

Discrimination involves people being treated less favourably than others because of these differences.

Violence is the intentional use of physical force or power, threatened or actual, against another person(s) that results in psychological harm, injury or in some cases death. It may involve provoked or unprovoked acts and can be a single incident, a random act or can occur over time.

Bullying & Bystanders

Harrisdale Senior High School defines bullying as an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. Bullying can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.

Most bullying starts with the use of 'put downs'. Bullying can have short and longer term impact on a student's wellbeing, sense of identity and belonging to the school community.

FORMS OF BULLYING

Verbal bullying: The repeated use of words to hurt or humiliate another individual or group. Verbal bullying includes using put-downs, name-calling, insulting someone about the way they look or behave, spreading rumours, as well as homophobic, gender-based, disability-based, racist or sexist comments.

Social/relational bullying: Involves repeatedly ostracising others by ignoring someone or keeping them out of conversations, convincing others to dislike or exclude an individual or group, spreading rumours, and sharing information or images that will have a harmful effect on the other person.

Physical bullying: Includes violent actions towards another person which involves hitting, pinching, biting, pushing, pulling, shoving, damaging or stealing someone's belongings, and unwanted touching.

Online Bullying: Involves the use of technology to bully a person or group with the intent to hurt them socially, psychologically or even physically. Online/Cyberbullying includes abusive texts and emails, hurtful messages, images or videos, imitating, excluding or humiliating others online, nasty online gossip and chat. Serious cyberbullying will be reported by the school to the eSafety Commissioner for direct action.

BYSTANDERS

Bystanders are those who are aware of, or witness bullying.
Students, staff and parents can all be supportive bystanders.

Being a Supportive Bystander

A supportive bystander will use words and/or actions to support someone who is being bullied by intervening, providing personal support or getting help from staff.

All members of the **Harrisdale Senior High School** community (students, staff and parents/carers) need to know how to support those who are being bullied and how to discourage bullying behaviours.

Harrisdale Senior High School actively encourages supportive student bystanders by:

- providing guidelines for **safe responses**;
- encouraging students to **seek help from staff**;
- encouraging students to **show empathy**;
- encouraging peer **disapproval of mean actions**; and
- recognising students for their **positive actions**.

Staff are expected to model effective bystander behaviour and actively follow up when students are being bullied. Parents also play an important role in reporting bullying when they become aware of it and encouraging their children to treat all students with respect.

Early Intervention

The **Harrisdale Senior High School** approach to bullying prevention identifies and responds to bullying behaviours early, which reduces the associated risks and potential long-term harms of bullying.

Targeted early intervention strategies include:

- small group targeted pastoral care programs such as **Drumbeat**, **Peer Skills**, **Rock and Water**, **It Only Takes One** and **Goals Ahead**;
- **The Harrisdale Way**, a virtues and points-based whole school reward system. The Harrisdale Way comprises four 'Ways' with students accumulating points for demonstrating the attitudes, behaviours and virtues associated with; Excellence, Responsibility, Respect and Care.
- the Good Standing Policy assists all students to take responsibility for their actions and to encourage them to improve their general performance. This policy assists each student in maintaining a focus on their education by consistently demonstrating the virtues and values depicted in The Harrisdale Way. This is counter-balanced with an emphasis on recognising student efforts through the school's proactive reward points system as well as individualised and inclusive approaches for students complex needs.
- a wide range of literature from multiple sources is available for students and parents/carers in the "Parent Hub" on the Harrisdale Senior High School school website;
- development of Learner Profiles and Student Support Plans, as needed, to offer a wrap around model of support for students; and
- the School provides social and emotional support through a dedicated Student Services team.

Restorative Approaches

Harrisdale Senior High School uses restorative approaches to problem solve relationship issues between students before a conflict escalates or behaviour becomes entrenched.

Restorative approaches are a way of thinking and interacting that puts relationships at the centre of all actions and decisions. Restorative approaches are empathic, responsive to need, view conflict as opportunities to learn and grow, and build accountability for actions and processes to repair harm.

The restorative approach involves a short discussion involving reflective listening, open ended questions and an opportunity for students to share their views, gain insights into their own and other people's feelings, ideas and behaviour and to come up with solutions to issues that have arisen.

Staff aim to help students work through a process that:

- clarifies the behaviour;
- understands the implications of that behaviour; and
- problem solves towards a solution.

The rationale behind this approach is that when a student who has demonstrated bullying behaviour reflects upon their harm to students who have been bullied:

- they become remorseful and act restoratively; and
- practitioners can focus on the unacceptable behaviour of offenders rather than their moral character.

This can lead to healthier interpersonal relations among members of the school community and more effective learning. The approach encourages students to take responsibility for their behaviour and being involved in solutions that are more likely to result in positive outcomes for all.

Responding to Bullying

THE SHARED CONCERN METHOD

The shared concern method facilitates the emergence of a solution to a bullying problem through the use of a series of interviews and discussions with the parties involved. The rationale behind using the *Method of Shared Concern* is that bullying behaviour usually takes place in a peer group context. The aim of the approach is to disrupt the power dynamics that are reinforcing the bullying behaviours and activate their empathy to respond. It is undertaken by student services staff who have had training in the method.

The five steps in the *Method of Shared Concern* are;

1. One-on-one conversations with students involved in the bullying situation to come up with an individual commitment to improve the situation
2. A meeting with the student impacted to support them in planning for solutions.
3. Follow-up check-in conversations to see how each party has progressed. In some, but not all cases the next two steps are taken if progress has been made and the impacted student agrees to meet with the students involved.
4. A group meeting of those involved to check on actions taken to improve the situation and come up with an ongoing plan.
5. A summit meeting which includes the student impacted, where an agreement of future actions is made and what to do if the problem re-emerges.

PERSISTENT BULLYING

If bullying persists after restorative processes have been put into place, then other behavioural measures will apply according to the severity of the behaviour:

- referral to the Student Services Manager and/or Associate Principal;
- consultation with parents;
- restorative practice strategies and supervised formal resolution between parties to the victim and parents as part of the restorative process;
- withdrawal from class and school events;
- detentions;
- supported suspension from school, with further opportunities provided to restore and repair relationships on return to school; and/or
- police charges may also be made in the event of illegal behaviour such as violence.

Even if these consequences are applied, efforts will be made to restore relationships.
A student involved in persistently bullying others, may do so for any number of reasons which may include having a troubled or difficult family life or having been bullied themselves. Every effort will be made to work with these students and support them in making better choices and improving their capacity to relate to others.

Frequently asked Questions

IS EVERY CONFLICT BETWEEN STUDENTS BULLYING?

Not all aggressive or harmful behaviour between people is bullying. While conflicts and aggressive behaviour need to be addressed, it is important to be clear when these behaviours are not actually bullying.

HOW COMMON IS BULLYING AMONGST STUDENTS IN SCHOOLS?

Australian research suggests that up to one in four students has experienced some level of bullying face-to-face and one in five has experienced bullying online.

IS BULLYING INCREASING?

The fact that we are hearing a lot about bullying these days may well be a positive sign that we are taking it seriously and exploring ways to reduce it. Australian researchers have suggested we are more aware of the potential impact of ignoring bullying, and willing to take the necessary positive action, rather than bullying actually increasing.

WHY DO PEOPLE BULLY OTHERS?

People who bully others are often motivated by the status and social power they can achieve through bullying. Some may bully others to compensate for what is happening to them and their own feelings of powerlessness. Bullying behaviours can also be copied by others. Investigating how students view the situation and why they think the bullying is happening is central to our response as a school.

ARE SOME PEOPLE MORE LIKELY TO BE BULLIED MORE THAN OTHERS?

Research indicates that any characteristic that makes a child stand out or sets a child apart from the peer group places them at greater risk of being bullied. Vulnerable students are more likely to be bullied. However any student can end up being bullied. For example, they may happen to be in the wrong place at the wrong time or a popular student may be subjected bullying as a result of jealousy or a sense of competition.

FAQs continued...

WHY IS IT SOMETIMES HARD TO IDENTIFY BULLYING?

Bullying can be hard to identify because it involves the types of actions and behaviours that also happen outside of a bullying situation, it can be hidden (or covert) as well as obvious (overt), and can occur in both individual and group situations. Some bullying can be quite subtle or involve words known only by the students, making it difficult for adults to recognise. Students may also be reluctant to tell someone else.

These complexities can make it difficult to identify if a person or group is being bullied. This means that families and schools need to be alert to possibly subtle signs of bullying and to check in regularly with students. Ignoring bullying, thinking that it is just something that children and young people do, or considering that bullying will be 'character building' can give silent approval for bullying to continue and further traumatise those who are bullied.

WHAT ARE POSSIBLE SIGNS THAT A CHILD IS BEING BULLIED?

You might notice your child:

- does not want to go to school or participate in school activities;
- changes their method or route to school or is frightened of walking to school;
- does not do as well in assignments or tests;
- changes their sleeping or eating patterns;
- has frequent tears, anger and/or mood swings;
- takes money from home; and/or
- has unexplained bruises, cuts and/or scratches, damaged belongings.

If your child is being bullied online, they may also exhibit other signs. These may include:

- being hesitant about going online or suddenly avoiding their phone;
- seeming nervous when an instant message, text message or email appears;
- being visibly upset after using the computer or mobile phone;
- closing the screen, or hiding the mobile phone when others enter the room;
- spending unusually long hours online; and/or
- receiving suspicious phone calls, emails or packages.

FAQs continued...

WHAT ARE THE IMPACTS OF BULLYING ON THOSE STUDENTS WHO ARE BULLIED?

Being bullied can result in a person feeling miserable and powerless, so the response of those around that person is important in making a change. Research shows that bullying can have a negative impact on students' academic performance, self-esteem, and coping skills, and can increase anxiety and unhappiness. It is important that students, staff and parents get involved to make a positive change. Bullying can negatively affect how children and young people see themselves and how they feel about themselves.

WHAT ARE THE IMPACTS ON THOSE WHO BULLY OTHERS?

Children and young people who bully others may come to see bullying as a normal and acceptable way to behave. Those who bully others need support to learn more appropriate ways to behave and resolve conflict to prepare them for adulthood and to reduce the likelihood of developing even more serious anti-social behaviours.

WHAT CAN PARENTS DO IF THEIR CHILD TELLS THEM THEY ARE BEING BULLIED?

There are some key steps for parents if their child tells them they have been bullied:

- listen calmly to what your child wants to say and make sure you get the full story;
- reassure your child that they are not being blamed;
- ask open and empathetic questions to find out more details;
- ask your child what they want to do;
- discuss with your child some sensible strategies to handle the bullying – starting a fight is not sensible;
- focus on solutions, stay positive and maybe practise some ideas may be useful;
- ask who they would feel comfortable telling (e.g. Year Coordinator / Student Services team member);
- consider the option of completing a Student Services Referral Form online;
- explain that you will report the bullying if it does not stop after attempts to deal with it;
- contact the school immediately if you feel your child is not safe at school; and
- check in regularly with your child.

FAQs continued...

WHAT STRATEGIES CAN PARENTS SUGGEST TO THEIR CHILD WHO IS BEING PHYSICALLY BULLIED?

The Bullying. No Way! website provides information about various strategies. These can be tried to avoid physical bullying situations:

- avoid areas which allow the bullying students to avoid detection by teachers;
- stay with other students;
- talk to an adult at school or home who can help stop the bullying; and
- keep asking for support until the bullying stops.

WHAT STRATEGIES CAN PARENTS SUGGEST TO THEIR CHILD WHO IS BEING BULLIED ONLINE?

The Office of the E-Safety Commissioner suggests the following:

- collect evidence, take screenshots of the material and copy URLs; and
- report it to the social media service where it's posted. For more info on how to do this, go to: **esafety.gov.au/safetycentres**

If the content is not removed within 48 hours:

- report it online at: **esafety.gov.au/reportcyberbullying** and,
- get your child to block the person and talk to someone they trust.

WHAT SHOULD PARENTS AVOID TELLING THEIR CHILDREN TO DO?

Strategies not recommended for dealing with bullying include:

- fighting back;
- bullying the person who has bullied them; and/or
- remaining silent about the problem.

FAQs continued...

WHAT CAN PARENTS DO IF THEY ARE TOLD OR SUSPECT THAT THEIR CHILD IS BULLYING OTHERS?

- The Bullying. No Way! website provides information about things to do. If a parent has been told or suspects their child has been bullying others, it is important to stay calm and help them think, and consider their behaviour an impact on others by:
- giving them a chance to give their point of view about concerns raised;
- explaining the reasons for behaving this way;
- thinking about the impact of their behaviour on others;
- considering how it would feel if the someone said or did the same to them;
- reflecting on the need to repair the harm they have caused to others; and
- acknowledging the need to restore relationships.

Parents could also talk to a trusted adult at their child's school to better understand the factors
and peer dynamics that led to the behaviour and develop a plan to help their child learn more positive and effective relationship skills and values.

WHAT ELSE CAN PARENTS DO?

Parents who are child-centred (focused on the child's experience), warm and authoritative (firm and reasonable about their authority over the child) have an overall positive influence in reducing both the likelihood of bullying happening and impact if it does happen.

Cooperation between home and school to prevent bullying is essential. Efforts to address bullying by schools are unlikely to succeed if the school and home are treated as separate settings.

FAQs continued...

WORKING WITH THE SCHOOL

Bullying is considered a serious matter in schools. Every school has a plan and steps in place to deal with all forms of bullying. Speaking with your child's teacher or another trusted member of staff is a positive step towards stopping any bullying that your child may experience. You can discuss your child's situation and develop a plan to stop the behaviour and support your child. Strategies for use at home may also be included in the plan.

WHAT DOESN'T WORK WHEN DEALING WITH BULLYING?

Short-term 'solutions' alone, like punishing the student doing the bullying, do not improve the relationships and social factors which allow the bullying to happen. Although the bullying may stop in the short term, unless these factors are addressed, it is very likely to reoccur or be hidden (covert).

Punishment as the only intervention is not effective in preventing bullying. Interventions need to be matched to the particular circumstance of the bullying.
No single approach to bullying is appropriate or effective in all circumstances or for all people.

WHY DON'T 'GET TOUGH' SOLUTIONS WORK TO REDUCE BULLYING IN THE LONG TERM?

Bullying is a relationship issue and needs relationship solutions where students are actively involved in providing solutions.

Approaches to bullying need to include relationship and social solutions at the whole-school, class and student level, and on occasion, at the family and community level.

Although bullying may stop in the short-term after a 'get tough on bullying' approach unless the relationship and social factors are addressed, it is very likely to reoccur, take another form, or just become hidden (covert).

FAQs continued...

WHAT HELP IS AVAILABLE?

- The school provides access to specialist student services staff who can help support your child if they are affected by bullying. Please initially speak to your **Year Coordinator**. An option is to ask that a friend or adviser be present to support your child during this discussion.
- If English is your second language, you can ask for an interpreter to be present at any meeting.
- If you feel you need more support, you can contact the year group's **Student Services Manager**, or **Associate Principal**. If you still feel you are not getting the help you need, you can contact the **South Metropolitan Regional Office** on **9336 9563**

OTHER SUPPORTS:

- **Kids Helpline** - your child can call **1800 551 800** or access their website: **kidshelpline.com.au**, anytime to speak with an experienced counsellor about how they are feeling.

- **Triple-P parenting:** Parents can access free Triple P Parenting seminars for ideas and strategies, see: **education.wa.edu.au/triple-p**

- **Reach Out** is a website that offers online resources for parents on relationships: **schools.au.reachout.com/bullying**

- **Family Relationship Advice Line** for parents to seek advice on **1800 050 321** (Monday-Friday, 8am-8pm; Saturday, 10am-4pm) or **Lifeline** anytime at **131 114**.

Acknowledgements, Resources & Support Agencies

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Safety Bay Senior High School
Contribution and collaboration in completion of the Positive Relationships Strategy as per the SBSHS Positive Peer Relationships Strategy
safetybay.wa.edu.au

Coosje Griffiths
Senior School Psychologist
Research and resources on bullying

RESOURCES

Bullying No Way-
Australian Government Initiative
Organisers of the National Day of Action against Bullying & Violence
bullyingnoway.gov.au

Reach Out
reachout.com/bullying

Telethon Kids institute (TKI)
telethonkids.org.au

Be You
beyou.edu.au

Acknowledgement, Resources & Support Agencies

The Department of Education Australia
The Australian Student Wellbeing Framework
education.gov.au

The Department of Education WA
Student Health and Wellbeing:
education.wa.edu.au/student-health-and wellbeing
Bullying: **education.wa.edu.au/bullying**
Student Behaviour in Public Schools Policy:
education.wa.edu.au/web/policies/-/student-behaviour-in-public-schools-policy

National Principles of Child Safe Organisations
childsafe.humanrights.gov.au/national-principles

Legal Aid Western Australia
R U Legal? Free community legal education sessions and resources for students 10 -18 years old.
legalaid.wa.gov.au/resources/r-u-legal

Commissioner for Children and Young People WA
ccyp.wa.gov.au

Support Agencies

Office of the E-Safety Commissioner
1800 880 176
esafety.gov.au

Kids Helpline
1800 55 1800
kidshelpline.com.au/teens/issues/bullying

Beyond Blue
1300 22 4636
beyondblue.org.au

Youth Focus
6266 4333
youthfocus.com.au

Headspace (Armadale)
9393 0300
headspace.org.au/headspace-centres/armadale

Support Agencies

INDIGENOUS SUPPORT AGENCIES

Aboriginal Legal Service of WA (ALS) -
1800 019 900 / (08) 9265 6666
Legal aid services to Aboriginal and Torres Strait Islander peoples
www.als.org.au/

13YARN -
13 92 76 (13YARN)
National crisis support line for mob who are feeling overwhelmed or having difficulty coping.
Confidential one-on-one yarning 24 hours a day, 7 days a week
https://www.13yarn.org.au/

OTHER AGENCIES

Health Direct, Health Advice
1800 022 222
24 hours 7 days
https://www.healthdirect.gov.au/

QLife
1800 184 527
Peer support and referral services for LGBTIQ+ people and their loved ones, 3pm until midnight.
https://qlife.org.au/

Armadale Gosnells & Districts Youth Resources Inc.
(08) 9497 1722
122 Forrest Rd, ARMADALE

Harrisdale SHS Support

INDIVIDUAL SUPPORT

Students may make appointments with Student Services staff for confidential assistance with issues such as academic stress, anxiety, bullying, depression, family violence, friendships, grief & loss, mental health, relationships, self-harm, self-care, self-image, sexuality & gender, sexual assault, sleep and suicidal thinking.

STUDENT SERVICES REFERRAL PROCESS

Teachers, parents/carers and students can complete a referral to Student Services to address concerns of a student's behaviour, learning, mental health & wellbeing, attendance and engagement and/or other.

Students Services referral form: forms.office.com/r/w3RQ9Tsna9

TEAM

Our Student Services team comprises;

- Associate Principals
- Student Services Managers
- Chaplain
- School Psychologists
- Year Coordinators
- Student Support Coordinators
- Nurse
- Triage Officers
- First Aid Officers

Link to website here:
harrisdaleshs.wa.edu.au/student-wellbeing/student-wellbeing-team-support

harrisdaleshs.wa.edu.au

e harrisdale.shs@education.wa.edu.au • t 08 9397 8000

1 Laverton Crescent, Harrisdale Western Australia 6112

Administration Hours:
8.15am - 3.45pm
Monday - Friday (during school term)