

## Case studies of good practice

### Erina High School

<p><b>Case study title</b></p> <ul style="list-style-type: none"> <li>Title of your case study.</li> </ul>	<p><i>Erina High School</i></p>
<p><b>Background information</b></p> <ul style="list-style-type: none"> <li>Describe your school context. For example 'We are a small primary school of 90 students in a coastal farming community'.</li> </ul>	<p>Erina High is a comprehensive school of 1050 students. It is situated in the Hunter/Central Coast Region with students from diverse socio-economic backgrounds.</p>
<p><b>Aims and rationale</b></p> <ul style="list-style-type: none"> <li>Details of the issue to be addressed.</li> </ul> <p>For example, what was happening? ie increasing tension as some groups felt their beliefs weren't being respected.</p>	<p>Harassment and bullying within the school community are typical of young people attempting to deal with the complexities of establishing and maintaining relationships, both within the school and across the broader community.</p> <p>Some students struggle to gain the skills necessary to deal with and resolve conflict appropriately.</p>
<p><b>Getting started...</b></p> <ul style="list-style-type: none"> <li>How did you decide to address the issue? For example, through improving relationships between cultural groups, developing a more inclusive curriculum.</li> <li>What research basis/other programs did you use as a basis for your initiative?</li> </ul>	<p>The thrust of Erina High School's policy against bullying has been to create a climate where bullying behaviours are not tolerated. Bullying behaviours are immediately recognised and problems clearly communicated and quickly resolved.</p>
<p><b>How we went about it...</b></p> <ul style="list-style-type: none"> <li>Who has been involved? For example, in planning strategies and applying them.</li> <li>What actions have been taken to address the issue?</li> <li>How long has it taken? For example, timelines.</li> </ul>	<p>Year Advisors, Head Teacher Welfare, Counsellor, and Deputy Principals have worked with other staff through welfare and curriculum support teams to analyse needs and develop processes to counter bullying.</p> <p>This has included:</p> <ul style="list-style-type: none"> <li>working with student and parent groups</li> <li>encouraging immediate communication about bullying and personal conflicts via a bully box</li> <li>peer mediation processes, which are well supported by the student body.</li> </ul>
<p><b>What we are learning...</b></p>	<p>There has been strong support from students for the bully box procedures. They make various choices on</p>

<ul style="list-style-type: none"> <li>• What has changed? For example, outcomes for students, staff and community members.</li> <li>• Comment on any related issues.</li> <li>• Refer to evidence where possible.</li> </ul>	<p>the staff or student personnel available to help resolve issues as they arise.</p> <p>There are some difficulties in ensuring the quickest possible response time. Students are encouraged to make direct contact with trusted staff members.</p>
<p><b>Where to from here...</b></p> <ul style="list-style-type: none"> <li>• How does your school community plan to maintain/improve the present situation?</li> <li>• Are you going to use the solution in any other area?</li> <li>• Would you do anything differently next time?</li> <li>• Any suggestions for other communities?</li> </ul>	<p>Procedures are clearly presented to incoming students through year advisors.</p> <p>Peer mediators have become more involved through proactive work with students in the playground and through self promotion.</p> <p>Since 2006 mediators have volunteered for rostered duty in our administration area for two lunch breaks per week to provide immediate access and support for any students experiencing difficulties in relationships with peers.</p> <p>We are investigating ways to provide more opportunities to employ the special skills and enthusiasm of these students. For example two of these students have now undertaken mentor roles.</p> <p>Our peer mediators attend both Year 7 and year 8 camps each year. This practice is very positively commented on by parents, students and teachers as it develops critical links and friendships between our youngest and most senior students. It is also an invaluable leadership activity.</p> <p>School and year assemblies are held on a regular basis. The importance of collective responsibility for maintaining a positive, caring environment is explicitly addressed.</p> <p>There is a continual need to have the whole community model supportive behaviours. Within the school this is often discussed with parents at meetings and through our schools' newsletter.</p>