Catholic College Sale

ANTI-BULLYING AND BULLYING PREVENTION POLICY

1.0   POLICY AUTHORITY

The Board of Catholic College Sale Limited ('the Board') governs the College. Based on the principle of subsidiarity and in keeping with the Board's Delegations Schedule, the Board delegates a broad range of duties, functions, powers and authority to the Principal of Catholic College Sale (CC Sale). This includes the effective implementation of this *Anti-Bullying and Bullying Prevention Policy* and the compliance obligations outlined herein.

2.0   INTRODUCTION

This policy establishes the rights of all students at CC Sale to an environment free from fear, intimidation and harassment. All students have the right to feel safe and comfortable at school and to be treated with understanding and respect by others.

The prevention of and responses to bullying, inappropriate use of technology and disrespectful behaviour are more readily achieved through a whole school approach, focusing on creating and maintaining caring and supportive environments and a culture that promotes positive relationships and reflects Catholic Social Teaching. Bullying, cyber bullying, harassment, aggression and violence can adversely affect the wellbeing of our students and are therefore unacceptable.

In keeping with Victoria's Child Safe Standards under Ministerial Order No. 1359, the prevention of and responses to bullying will pay particular attention to individuals and groups of students with additional and specific needs. This involves tailoring strategies and supports for Aboriginal students, students from culturally and linguistically diverse backgrounds, students with disabilities, students unable to live at home or impacted by family violence, international students and students who identify as LGBTIQ+.

3.0   PURPOSE

This policy:
- Encourages a culture that is firm about the unacceptable nature of bullying;
- Articulates how bullying is defined and addressed, including the means taken to prevent incidents and the response taken when bullying occurs;
- Supports the College's Vision and Values;
- Actively promotes respect and positive relationships to prevent bullying.

4.0   PRINCIPLES

4.1   Every person has the right to be treated respectfully and feel safe from any form of verbal, physical and emotional bullying.

4.2   The Collee is committed to building and nurturing a community that is culturally safe, that celebrates the rich diversity of our students and families, and that does not tolerate discrimination due to their diverse attributes.

4.3   Parents are the prime educators of their children.

4.4   Complainant(s) will be protected from victimisation.

4.5   Communication In addressing bullying will be respectful and human dignity will be valued.

4.6   A whole school approach is adopted to prevent and address bullying.

4.7   Compliance with accompanying school policies and practices pertaining to child safety, and with Victoria's Child Safe Standards under Ministerial Order No. 1359, is essential in upholding a culture of respectful behaviour and safety for students.

5.0   DEFINITIONS

Bullying: repeated unreasonable behaviour directed towards a person, causing fear, distress or harm that involves an imbalance of power. It creates a risk to the mental and physical health and safety of others. It occurs when an individual or a group deliberately upsets or hurts another person, their property, reputation or social acceptance on more than one occasion.

Cyber bullying: the ongoing abuse of power to threaten or harm another person using technology. Cyber bullying can occur in chat rooms, on social networking sites, through emails or on mobile phones and includes abusive texts and emails, hurtful messages, images or videos, imitating others, excluding others, humiliating others, spreading nasty gossip and chat, and creating fake accounts to trick someone or humiliate them.

Direct bullying: behaviour that hurts, harms, or humiliates and is overt, obvious, and apparent to anyone witnessing it. The actions and words are easy to identify, the identity of the person bullying is usually known, and the acts are focused toward the person being bullied – they know about the bullying as it is happening.

Exclusion bullying: deliberately and continuously being left out of activities.

Extortion bullying: physically stronger and more powerful students may bully other students into giving up their possessions, buying food and drink, or taking part in rule breaking activities.

Gesture bullying: non-verbal signals used to silence and intimidate a victim.

Indirect bullying: behaviour that hurts, harms, or humiliates, which is often covert, subtle, and not always immediately acknowledged as bullying. The words and actions can be harder to identify, can be done anonymously and discreetly, and the target might not find out about the bullying until long after it has happened.

Physical bullying: pushing, shoving, fighting, pinching, damaging, stealing or hiding personal belongings and any other unwelcome physical contact used intentionally to intimidate or hurt someone.

Psychological bullying: words or actions are used to cause psychological harm. Examples of psychological bullying include name calling, teasing or making fun of someone because of their actions, appearance, physical characteristics or cultural background.

Sexual harassment: touching, sexually orientated jokes, drawings of, or writing about someone's body, using rude names or commenting about someone's morals, unwanted invitations of a sexual nature, continuously asking questions about someone's private life.

Verbal bullying: put downs, particularly those referring to physical characteristics, can result in loss of self-esteem. Racial discrimination or any kind of discrimination based on age, sex, gender, disability, belief or culture is a form of bullying.

Visual bullying: offensive notes or material, graffiti, or damaging other people's possessions.

What Bullying is Not

Many distressing behaviours are not examples of bullying, even though they are unpleasant and often require teacher intervention and management. There are three socially unpleasant situations that are often confused with bullying:

Mutual conflict: In mutual conflict situations, there is an argument or disagreement between students but not an imbalance of power. Unresolved mutual conflict sometimes develops into a bullying situation, with one person becoming targeted repeatedly for 'retaliation' in a one-sided way.

Social rejection or dislike: Social rejection is bullying when someone feels alone or left out because of the manipulation of their peer relationships and social status. It is not bullying when, say, people make new friends and distance themselves from old friends. That old friend may feel as though they are being "socially excluded" but if there is no aggressive intention to cause harm, they are not being bullied.

Single-episode acts: Single episodes of nastiness or physical aggression are not the same as bullying. If a student is verbally abused or pushed on one occasion, they are not being bullied. Nastiness or physical aggression that is directed towards many different students is not the same as bullying.

6.0   PROCEDURES

All members of our College community must be aware of the possibility of bullying and take action to prevent bullying if it is reasonably foreseeable.

6.1 College Responsibilities

The College will:

• Be guided by the *Whole School Approach to Positive Behaviour Support – Universals* to create a positive culture where bullying is not tolerated;

• Continuously reinforce and act on our school wide expectations and consistently apply consequences;

• Document the response to any instance of bullying;

• Expect and encourage students, staff, parents (and carers) to report bullying and cyber bullying to the class teacher, a member of the Leadership Team or directly to the Principal;

• Notify parents and carers when their child has been involved in bullying;

- Report to police when a serious criminal offence has been identified. This is the Principal's responsibility, however, where mandated to do so, teachers will notify the Principal and Leadership Team and report to DFFH or the Police as appropriate.

Staff are to contact the Principal immediately when conduct such as stalking, destruction of property, threats to inflict serious injury and /or kill, physical and sexual assault, offensive behaviour, discrimination, cyber stalking, defamation, breach of privacy, hacking, sexting and creating or possessing and /or disseminating of child pornography are brought to their attention.

At CC Sale, the Deputy Principal Learning and Wellbeing coordinates strategies for managing bullying behaviour, including:

- investigating and recording complaints of bullying in a manner that respects the dignity and privacy of all involved;
- reviewing records at regular intervals to ensure any emerging patterns of behaviour are managed;
- utilising evidence-based responses and actions that focus on restoring and rebuilding positive relationships in instances where bullying has occurred;
- ensuring a copy of this policy is published on the College website.

Bullying prevention strategies are implemented within the College on a continuous basis, with a focus on teaching age-appropriate content, skills and strategies to empower staff, students and parents/carers to recognise issues and respond appropriately.

Information is regularly provided to parents/carers to raise awareness of bullying as a community issue.

6.2 Staff Responsibilities

Staff will:

- Continue to work through and enact the *Whole School Approach to Positive Behaviour Support – Universals*, focusing on building safe, relationship-based environments catering to individual needs;

- Build respectful working relationships that respond effectively and sensitively to the needs of each student.;

- Treat all members of the College community with dignity and respect;

- Model appropriate behaviour at all times;

- Deal with all reported and observed incidents of bullying in accordance with this policy;

- Ensure that any incident of bullying that they observe is reported, recorded and managed appropriately;

- Actively supervise all students and in particular monitor those students who have been identified as either persistent bullies or victims;

- Acknowledge the right of parents/carers to speak with College Leadership if they believe their child is being bullied;

- Implement anti-bullying procedures by responding promptly and appropriately to reported incidents of bullying,

- Immediately notify a member of the Leadership Team and, in cases of serious bullying, notify the Principal when unacceptable behaviour is perceived to adversely impact on the wellbeing of a student;

- Have in place measures to explicitly teach the Victorian Curriculum Capabilities;
- Inform parents/carers of the College's procedures in relation to bullying and who to contact if they know of any bullying incident.

Staff are aware that their duty of care with bullying and related matters may in certain circumstances extend past College hours of instruction. In such instances, staff have an obligation to immediately notify a member of the Leadership Team.

6.3 Student Responsibilities

Students will be encouraged and supported to:

- immediately seek help from a trusted adult if they are aware of or involved in a bullying or cyber-bullying incident;
- seek support if bullied and refrain from retaliating in any bullying incident;
- in age-appropriate circumstances, keep evidence of alleged bullying and produce it on request (for example phone text messages);
- in age-appropriate circumstances, be directly involved in mediation and restorative approaches to mitigate and resolve the bullying behaviour/incidents.

6.4 Reporting Bullying Incidents

At CC Sale we:

- provide the opportunities for students to report bullying via the electronic learning management system (SIMON) and for members of the Wellbeing Development Team to provide the necessary support to ensure the student feels safe;
- ensure that the College's Child Safeguarding Officers are clearly identifiable by students through providing information within the student diary, displayed on the College E-noticeboards, and via the electronic learning management system (SIMON);
- encourage students to talk to a member of the Student Leadership Team via a Student Voice Cabinet member from their pastoral class, to speak up and act on concerns relating to themselves or their peers.

7.0 EXPECTED OUTCOMES

7.1 All instances of bullying are responded to and managed in an appropriate and timely manner.

7.2 All parties involved in bullying are supported and assisted to learn from the experience.

7.3 The College and parents/carers work in partnership in responding to incidents of bullying.

7.4 All community members have an understanding of bullying and its prevention.

7.5 Students, teachers and families are aware of appropriate and respectful strategies to take to effectively manage bullying in the College.

7.6 The response to complaints or reports of bullying is sensitive, fair and prompt.

7.7 The College promptly resolves complaints of perceived or actual incidents of bullying.

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7.14   The College promptly resolves complaints of perceived or actual incidents of bullying.

8.0   REFERENCES

Diocese of Sale Catholic Education Limited (2020). *Whole School Approach to Positive Behaviour Support: Universals*. Warragul: Diocese of Sale Catholic Education Limited.

State of Victoria, *Child Safe Standards - Managing the Risk of Child Abuse in Schools and School Boarding Premises,* Ministerial Order No. 1359.

9.0   RELATED COLLEGE POLICIES

- Acceptable Use of Digital Technologies Policy
- Child Safety and Wellbeing Policy
- Child Safety Policy – Student Input Version
- Complaints Management Policy
- Cyber Safety Policy
- Duty of Care Policy
- Digital Technologies User Agreement
- Responding to and Reporting Child Safety Incidents and Concerns Policy (and accompanying Procedural Guidelines)
- Student Behaviour Management Policy
- Student Behaviour Monitoring and Support Policy

10.0 MONITORING AND REPORTING

The Board is responsible for monitoring the implementation of this policy and for providing reports as required to the members of the company, i.e., the Bishop of Sale and the Provincial of the Marist Brothers Australia Limited (MSA Ltd).

The Principal is responsible for:
- Ensuring compliance with the obligations outlined in this policy;
- Assigning authority, responsibility and accountability at appropriate levels within the College for policy implementation and compliance;
- Providing delegated staff with the direction, support and resources necessary to fulfil policy requirements;
- Ensuring cyclic reviews of the policy and recommending to the Board any revisions that may be required to accommodate changes in legislation and diocesan directives;

- Reporting and escalating concerns, issues and policy breaches to the Board and working collaboratively with the Board to resolve them.

11.0 APPROVAL

Approved by	CC Sale Ltd Board
Person(s) Responsible	Principal
Date(s) Reviewed or Updated	June 2022
Next Review Date	June 2024