



CATHERINE MCAULEY CATHOLIC COLLEGE ANTI-BULLYING POLICY

RELATED DOCUMENTS	CSO Anti Bullying Policy for Students Complaints Resolution Policy 2018 CMCC Pastoral Care and Wellbeing Policy School Community Code of Conduct CMCC Serious Incident Management Policy CMCC Anti-bullying procedure
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Purpose

The role of the Catholic school, in partnership with parents and caregivers, is to nurture young people by providing optimum levels of support in learning, positive interpersonal relationship experiences and social support networks.

This policy sets out the College's position on student bullying and the requirements for preventing and responding to student bullying, including online bullying. It forms part of the suite of policies to provide a safe, inclusive and supportive environment for students. Guidelines for developing and communicating anti-bullying procedures, strategies and practices relevant to the school's context is set out in the Anti-Bullying Handbook for Schools.

Catherine McAuley Catholic College seeks to foster and develop a safe, positive physical and emotional school environment that creates a climate of trust. Students, staff, parents and the school community share the responsibility for making the College a respectful and inclusive environment.



Policy Statement

Catherine McAuley Catholic College is committed to maintaining a safe, supportive and positive environment, free from bullying behaviours. Bullying in any form is unacceptable behaviour.

Definitions

Bullying - The national definition of bullying for Australian schools states:

Bullying is 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. It 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.

Bullying can happen in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records)

Bullying of any form or for any reason can have immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

Source: (www.bullyingnoway.gov.au)

1. Types of Bullying -

There are three types of bullying behaviours, all of which may cause distress:

- I. **Verbal bullying** which includes name calling or insulting someone about physical characteristics such as their weight or height, or other attributes including race, sexuality, culture, or religion
- II. **Physical bullying** which includes hitting or otherwise hurting someone, shoving or intimidating another person, or damaging or stealing their belongings
- III. **Social bullying** which includes consistently excluding another person or sharing information or images that will have a harmful effect on the other person.

Behaviours that do not constitute bullying include:

- a. mutual arguments and disagreements (where there is no power imbalance);
- b. not liking someone or a single act of social rejection;
- c. one-off acts of meanness or spite; or



d. isolated incidents of aggression or intimidation.

However, these conflicts still need to be addressed and resolved.

Source: Student Wellbeing Hub (Australian Government Department of Education and Training, 2017a)

2. Cyberbullying –

Cyberbullying is a term used to describe bullying that is carried out through internet or mobile phone technologies. It is often combined with offline bullying. It may include a combination of behaviours such as pranking (i.e. hang-up calls), sending insulting text messages, publishing someone's private information, creating hate sites, or implementing social exclusion campaigns in social networking sites. It is also cyberbullying when a student uses technology to run a multi-step campaign to bully another student (e.g. setting another student up to be assaulted, video recording their humiliation, or posting the video-recording online and then sending the website address to others).

Source: Student Wellbeing Hub (Australian Government Department of Education and Training, 2017a)

3. Sexting -

'Sexting' is an occurrence that may be considered bullying. Sexting is sending sexually explicit messages, photographs or videos to others via a carriage service, such as a phone, computer or digital device.

Under present legislation perpetrators place themselves in the serious position of making, viewing and or sending inappropriate and unlawful material. Sending explicit images of anyone, including yourself, is a crime if you are under the age of 18 years. If the person in the photograph is under 16 years, it could result in charges of distributing or possessing child pornography.

Bystander - means someone who sees or knows about bullying that is happening to someone else.

Harassment – means 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 and that offends, humiliates, intimidates or creates a hostile environment. Harassment may be an ongoing pattern of behaviour, or it may be a single act. It may be directed randomly or towards the same person/s. It may be intentional or unintentional (i.e. words or actions that offend and distress one person may be genuinely regarded by the person doing them as minor or harmless). Harassment is unacceptable and needs to be addressed as part of creating a safe school but



it would not be considered bullying if any one or more of the following three features were present.

- It occurred only once and was not part of a repeated pattern.
- It (genuinely) was not intended to offend, demean, annoy, alarm or abuse.
- It was not directed towards the same person/s each time.

Supportive Bystander Behaviour - means the actions of a supportive bystander that stop or diminish a specific bullying incident or help another student to recover from it. A bystander is someone who sees or knows about bullying that is happening to someone else. Supportive bystander behaviours are actions and/or words that are intended to support someone who is being attacked, abused or bullied.

Violence - means 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. Violence may involve provoked or unprovoked acts and can be a single incident, a random act or can occur over time.

Terminology

The MN-CSO promotes the use of positive language that supports the values of the National Safe Schools' Framework 2011. The terms 'bullies' and 'victims' are not recommended as appropriate terminology to use when identifying, reporting, recording and responding to incidents of bullying.

More appropriate terms to use may include 'bullied students', 'students who are bullied', 'students who bully' and 'students who engage in bullying behaviour'. This will ensure that the 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.

Scope

This policy applies to all students, staff, volunteers and visitors to the College. It covers all types of student bullying behaviour, including online (cyber) bullying, and applies outside of school hours and off school premises where students have been involved and there is a clear and close connection to the school.

Guiding Principles

This policy is based on the following principles, which are informed by the Diocesan Wellbeing and Pastoral Care Policy and National Safe Schools Framework (2011). Diocesan schools:



1. have a duty to take reasonable care for the safety and wellbeing of students while students are at school or are involved in a school activity.
2. maintain policies, plans and structures that encourage positive student behaviour, recognise and reinforce student achievement and wellbeing, and manage disruptive student behaviour.
3. are committed to a holistic, whole-school and whole-community approach to anti-bullying, which includes promoting awareness of anti-bullying interventions.
4. will have clear and widely communicated anti-bullying procedures/guidelines, strategies and practices for successfully preventing and responding to bullying.
5. promote a culture of reporting bullying and maintain procedures that enable staff, parents, carers and students to report confidentially any incidents or situations of bullying.
6. include educational content in the classroom that allows students to develop social and emotional competencies, and to learn appropriate ways to respond to bullying – both as a student who experiences bullying and as a bystander.
7. provide support and professional development for school staff on how best to enhance understanding, skills and self-efficacy to address and prevent bullying behaviours.
8. expect students and parents / carers to read and abide by, agreements for responsible use of technology and the Community Code of Conduct.
9. have effective strategies for record keeping and communication between appropriate staff about safety and wellbeing issues.
10. undertake systematic evaluation of anti-bullying interventions.
11. have protocols for the induction of casual staff, new staff and new students and families into the school's wellbeing and pastoral care policies and procedures and community Code of Conduct.
12. If a student or parent/carer believes a matter is not being dealt with effectively, they can refer the matter to the school's principal (or delegate) for resolution in accordance with the Complaints Resolution Policy.



Responsibilities

The following information sets out levels of responsibility for all involved in creating the conditions for learning within a safe, respectful and positive environment.

MAITLAND-NEWCASTLE CATHOLIC SCHOOLS OFFICE (MN-CSO)

The Maitland-Newcastle Catholic Schools Office (MN-CSO) has the responsibility to:

- Support and resource schools to implement the Anti-Bullying Policy and school procedures, guidelines and approaches.
- Provide anti-bullying and cyber safety information for students, staff and parent/carers.
- Provide opportunities for training staff in appropriate anti-bullying responses.
- Provide support to Principals in the management of bullying incidents.

PRINCIPAL

The College Principal will ensure that:

- The College has procedures and guidelines in place to respond effectively to bullying incidents.
- The College has appropriate guidelines, training and procedures in place to regulate a safe and supportive school environment and that these policies and procedures are regularly monitored.
- Regular opportunities are provided for all college staff to be trained to recognise and respond effectively to bullying.
- Anti-bullying training and familiarisation with the College's policy and procedures are addressed in new staff and student induction processes.
- College staff regularly review their processes for identifying and responding to bullying.
- Records of incidents of bullying are kept systematically by the school and analysed to identify patterns and proactively support student wellbeing.
- Students receive regular explicit instruction on the College's policy and procedures dealing with incidents of bullying.
- Students are educated on respectful relationships and social and emotional skills that enhance students' understanding of pro-social behaviour, bullying and its impact on self and others. The College Positive Education program will play a key role in this.



- Parents/carers receive regular advice on the existence of related system policies and school guidelines/procedures for understanding bullying, dealing with incidents, and how they can access assistance.
- This Anti-Bullying Policy and guidelines/procedures are available on the College website.
- Complaints about bullying are managed in accordance with the Complaints Resolution Policy.

STAFF

College staff have a responsibility to:

- Understand the College and system policies relating to bullying, behaviour, responsible use of technology and pastoral care and wellbeing.
- Support the College in maintaining a safe, inclusive and supportive learning environment.
- Model and promote appropriate relationships and behaviours.
- Promote a college culture where bullying is not acceptable.
- Teach students to identify, report and respond to bullying at school and online.
- Access professional learning to support appropriate anti-bullying responses.
- Manage reports of bullying and escalate matters to the principal (or delegate) when necessary.

STUDENTS

Students have a responsibility to:

- Act appropriately, respecting individual differences and diversity.
- Follow the College anti-bullying guidelines.
- Participate in learning experiences that address understandings, values and skills relating to anti-bullying and responsible use of technology.
- Agree that any social networking site that identifies the College by name or image or implication is part of the College environment and may be dealt with according to the College's policies and anti-bullying procedures.
- Report incidents of bullying.
- Seek support if bullied and refrain from retaliating in any bullying incident.

PARENTS / CARERS

Parent/carers have a responsibility to:



- Read, sign and abide by the Conditions of Enrolment and School Community Code of Conduct.
- Work collaboratively with the College in providing opportunities for education on issues related to student safety and wellbeing.
- Treat all members of the College community with dignity and respect.
- Be aware of the College anti-bullying procedures and guidelines.
- Support their children to understand bullying behaviour, to become responsible citizens and to develop responsible online behaviour.
- Discuss appropriate responses to bullying and cyber-bullying including encouraging children to disclose to a trusted adult if this occurs.
- Report incidents of bullying according to the school anti-bullying procedures / guidelines.
- Work collaboratively and calmly with the College to resolve incidents of bullying when they occur.

Budget

An allocation to cover the costs associated with the implementation of this policy is made annually by the College. This may include the provision of appropriate staff professional development (in addition to that provided by the Maitland-Newcastle Catholic Schools Office), anti-bullying resources and external supports and resources that will assist in creating and maintaining a safe and supportive environment.

Review

This policy is managed by the College Principal and will be reviewed 12 months from implementation and then every three years following to maintain currency and effectiveness. If there are any within the College community who would like to recommend improvements to the anti-bullying policy, please e-mail your suggestions to the College Principal.

Legislative/Professional Guidelines

Children and young Persons Act (1998) (Care and Protection)

Education Act (1990)

National Safe Schools Framework (2011)

NSW Education Standards Authority Registration Systems and Member Non-Government Schools (NSW) Manual December 2017