



POLICY ON BULLYING PREVENTION - STUDENTS

1. Reflection Material

- 1.1 All Hallows' School Mission Statement
- 1.2 All Hallows' School Strategic Plan

2. Rationale

All Hallows' School (the school) is committed to providing every student with a safe and supportive environment, free from fear, hurt, and harassment. In keeping with our Catholic ethos and our values of respect, integrity, compassion, and justice, any form of bullying is not condoned or tolerated.

Bullying can cause immediate and lasting harm not only to those directly targeted but also to bystanders. The school recognises its duty of care to reduce the risk of reasonably foreseeable harm, including harm caused by bullying, and to enable students to flourish in their emotional, mental, and physical wellbeing.

The school fosters a culture of positive behaviour and respect, where students are supported to learn and achieve without interference, and where each individual is encouraged to be themselves. Bullying prevention is proactive and underpinned by a whole school approach that includes education through the Fit4Life curriculum.

Instances of inappropriate behaviour that do not meet the definition of bullying will be addressed under the Policy on Student Protection and Student Protection Procedures and Guidelines, Student Code of Conduct, the Positive Behaviour Support System, or the School Community Code of Conduct.

All members of the school community share responsibility to:

- Model and promote relationships built on respect for individual differences and diversity.
- Act with integrity and compassion in words and actions.
- Work collaboratively with the school to resolve incidents of bullying when they arise.

Through these commitments, the school seeks to uphold justice and ensure that every student can participate fully in the life of the community.

3. Definitions

Background – A person’s social and [racial origins](#), [financial status](#), education status and/or employment experience.

Bullying – In 2018, the Education Council of the Council of Australian Governments endorsed the following definition of bullying for use by all Australian schools:

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.

Bullying has three main features:

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

Bullying can be:

- *Direct physical bullying – hitting, tripping, and pushing or damaging property*
- *Direct verbal bullying – name calling, insults, homophobic or racist remarks, verbal abuse*
- *Indirect bullying – spreading rumours, playing nasty jokes to embarrass and humiliate, mimicking, encouraging others to socially exclude a person and/or damaging a person’s social reputation or social acceptance.*

Bullying can be unlawful if it involves behaviours that include assault, damaging property and/or stalking. Bullying is not single episodes of nastiness or meanness or random acts of inappropriate behaviour; it is not mutual conflict; it is not dislike or social rejection (unless it involves deliberate and repeated attempts to exclude, cause distress or create dislike in others).

Bullying includes cyberbullying, which is defined as:

- **Cyberbullying** - using digital technologies to bully someone. It can happen on a social media site, game, app, or any other online or electronic service or platform. It can include posts, comments, texts, messages, chats, livestreams, memes, images, videos and emails.
- Examples of cyberbullying include:
 - Sending hurtful messages.
 - Sharing embarrassing photos or videos.

- Spreading nasty online gossip.
- Exclusion online.
- Creating fake accounts in their name.
- Tricking them into believing you are someone else.

Bystander – A person who witnesses, hears about, or is informed of workplace bullying or unlawful discrimination.

Diversity means understanding that each individual is unique and recognising, respecting and accepting individual differences among people who may come from a range of backgrounds, cultures, faiths, gender and sexuality orientations and perspectives.

Employee - An employee is any person who is employed by the school on a temporary, casual, part-time, fixed term or continuing basis pursuant to a contract of employment. In this context, the term 'employees' does not include contractors.

Ethnicity - Is a social construct based on shared cultural characteristics, such as language, ancestry, religion and customs.

FitforLife - Fit4Life is an explicit wellbeing curriculum from Year 5 to Year 12. The curriculum consists of evidence-informed approaches to facilitate positive wellbeing capability in the areas of successful learning, personal achievement, social competence and emotional resilience.

Gender - Characteristics pertaining to femininity and masculinity and differentiating between them.

Intellectual attributes – Characteristics involving a person's ability to think and to understand ideas and information.

Parents/Caregiver - means the legal parent / guardian / caregiver of a student.

Physical attributes - Physical qualities, actions, or things are connected with a person's body rather than with their mind.

Race – A concept used to describe a group of people who share physical characteristics, such as the colour of their skin.

Respect – The demonstration of accepting and caring for the dignity of another person regardless of any differences.

Restorative Practice - Restorative practice seeks to transform the abuse of power and restore social relationships by including all parties in a conflict resolution process. Through strengthening mechanisms of support and accountability, along with processes that promote healthy shame management, restorative practice seeks to empower those affected by bullying to take responsibility and address the harm done. It does this by bringing about a sense

of remorse and restorative action on the part of the person responsible and forgiveness by the person harmed.

Safe environment – is one where the risk of harm is minimised and students feel secure. Harm relates not only to dangers in the built environment, involving such matters as architecture and construction, lighting, space, facilities and safety plans, but also refers to violence, physical threats, verbal abuse, threatening gestures, sexual harassment and racial vilification.

School community – comprises parents, caregivers, past pupils, volunteers, step-parents, relatives, extended family, visitors, friends, supporters, carers and invitees of the school, when in the school environment (both physical and digital) or when attending any school related function or activity at any other location.

Valued – The positive actions of a person towards another to enable them to feel an important part of a community or group.

4. Scope

The application of the policy is relevant to all students of All Hallows' School. All employees and members of the school community have a responsibility to enact this policy.

5. Policy

- 5.1 The school has a zero tolerance to bullying and bullying is not accepted in any form.
- 5.2 Underpinning the school's zero tolerance stance in response to bullying and harassment is a belief that all students, no matter what their background, race, ethnicity, gender, sexuality, physical and intellectual attributes, are to be valued and respected.
- 5.3 Pursuant to this policy, the school will:
 - 5.3.1 provide a safe, inclusive and supportive environment where bullying is not tolerated.
 - 5.3.2 create and foster a culture of diversity and inclusion where students are treated equitably, justly, respectfully and courteously.
 - 5.3.3 actively assess risk and take steps to prevent bullying.
 - 5.3.4 create a safe environment that is student-centred and trauma informed to support students to report bullying.
 - 5.3.5 listen to our students when they report bullying and treat all disclosures/complaints seriously.
 - 5.3.6 ensure that disclosure/complaint processes are accessible, timely, fair, transparent, and documented.

- 5.3.7 offer appropriate support to all involved in disclosure/complaint processes, including the person making the report, any witnesses, and the person alleged to be responsible for the reported conduct.
- 5.3.8 respond to disclosures/complaints of bullying in a prompt, impartial, respectful, sensitive and (where appropriate) confidential way, with care for the health, safety, and wellbeing of all involved.
- 5.3.9 record and measure disclosures/complaints of bullying and comply with relevant reporting obligations.
- 5.3.10 promote that all employees and students, including bystanders, contribute to preventing, challenging, and responding to bullying and unlawful discrimination.
- 5.3.11 be proactive in providing students, employees and parents and caregivers with education, support and training to enable them to prevent, challenge, respond to, record, measure and report bullying.
- 5.3.12 act on substantiated breaches of this policy.
- 5.3.13 will do all that it reasonably can to ensure that all persons involved in complaints of bullying, including the person making the complaint, those supporting someone making a complaint, witnesses and the accused, will not be treated prejudicially.

6. Reporting and Handling of Complaints

Complaints of workplace bullying and unlawful discrimination will be dealt with under the school’s Policy on Complaint and Dispute Resolution and related procedure.

In keeping with the school’s ethos and commitment to restorative practices, a restorative approach may be used to repair harm when deemed appropriate.

7. Related Policies, Guidelines and Procedures

- 7.1 Policy on Student Protection
- 7.2 Policy on Pastoral Care and Wellbeing
- 7.3 Policy on Diversity and Inclusion
- 7.4 Policy on Anti-Racism
- 7.5 Student Code of Conduct
- 7.6 Positive Behaviour Support System
- 7.7 School Community Code of Conduct
- 7.8 Employees Code of Conduct
- 7.9 Bullying Prevention Strategy
- 7.10 Policy on Complaint and Dispute Resolution
- 7.11 Complaint and Dispute Resolution Procedure

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