



STUDENT ANTI-BULLYING

Scope: This policy applies to all in Catholic schools and colleges conducted by Catholic Education - Diocese of Rockhampton (referred to as CEDR in the document).

1. POLICY STATEMENT

All members of the school community accept the responsibility to promote good mental health and wellbeing for all, including the development and maintenance of safe learning environments that are free from bullying, abuse, harassment, racism, unlawful discrimination and violence.

2. DESCRIPTION

Students have a fundamental right to learn in a safe, supportive and relational environment and to be treated with respect. CEDR Schools, Colleges and Kindergartens strive to foster learning communities that promote student wellbeing, safety and positive relationships so that students can reach their full potential.

CEDR acknowledges that young people who are involved in bullying behaviour, either as a bully or a target, are at higher risk of behavioural, emotional and academic problems. Ongoing bullying can be traumatic and seriously harm health and wellbeing, with the negative effects ongoing. It is important that school communities have a shared understanding of what bullying is, how it impacts on people and how bullying is responded to in a trauma informed way in our learning environments. Research suggests that a whole school approach to address bullying is essential.

3. IMPLEMENTATION ISSUES

1. Each school community will use trauma-informed strategies to create a safe, caring, respectful, inclusive and supportive environment where all students feel and are safe.
2. Each school will promote and communicate a whole school understanding of what constitutes bullying and other forms of unacceptable behaviour.
3. Each school will ensure that students know how to report bullying and other forms of unacceptable forms of behaviour. Encouraging students to report helps schools gain a more accurate picture of bullying in their community and provide help where it is needed.
4. School staff will consult students regularly to monitor and determine the types of bullying behaviour and in what school and social contexts bullying occurs.



5. The school Leadership Team, in consultation with the school community and with reference to CEDR policies and procedures, will collaboratively develop and communicate procedures to respond to and record allegations of bullying.
6. The school Leadership Team will provide professional learning opportunities to assist school staff to implement teaching and learning programs that promote wellbeing and personal development. The CEDR *Student Well-Being Framework* will ensure there is appropriate student access to counselling services.
7. The school Leadership Team, in consultation and collaboration with the school community, will create staff supervision practices and physical environments in the school that limit the potential for incidences of bullying.

4. DEFINITIONS

Knowing what bullying is and understanding why it happens are critical to finding positive and evidence-informed solutions for everyone involved.

Bullying

The national definition of bullying for Australian schools states: *Bullying is an ongoing misuse of power in relationships through repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm. It can involve an individual or a group misusing their power over one or more persons. Bullying can happen in person or online, and it can be obvious (overt) or hidden (covert). Bullying of any form or for any reason can have 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.*

(<https://bullyingnoway.gov.au/understanding/Documents/research-snapshot-what-is-bullying.pdf>)

Abuse

Abuse is any form of mistreatment or lack of care, both physical and mental, that causes damage to a person's physical or mental health and endangers the person in any way. This includes physical abuse, neglect, emotional abuse and sexual abuse.

Harassment

Harassment can be against the law when a person is treated less favourably on the basis of certain personal characteristics such as race, sex, pregnancy, marital status, breastfeeding, age, disability, sexual orientation, gender identity or intersex status.

Sexual harassment is an unwelcome sexual advance, unwelcome request for sexual favours or other unwelcome conduct of a sexual nature which makes a person feel offended, humiliated or intimidated, where a reasonable person would anticipate that reaction in the circumstances.



Racism

Racism is any attitude or behaviour that assumes someone is inferior because of their skin colour, ethnicity or national origin. It can be direct or indirect, individual or systemic and take many forms such as comments that cause offence or hurt, intended or unintended; name-calling or verbal abuse; harassment or intimidation, or commentary online that inflames hostility that targets certain groups.

Unlawful Discrimination

Discrimination occurs when a person, or group of people, is treated less favourably than another person or group because of their background or certain personal characteristics.

Federal and State discrimination laws protect people from discrimination of the bases of their:

- Race, including colour, national or ethnic origin or immigrant status
- Age
- Disability
- Sexual orientation, gender identity and intersex status.

Violence

The intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community, that either results in or has a high likelihood of resulting in injury, death, psychological harm, maldevelopment or deprivation. (*ref World Health Organisation*)

5. REFLECTION MATERIAL

CATHOLIC EDUCATION POLICIES AND DOCUMENTS

- [Staff Code of Conduct](#) v6 2024
- [ICT Code of Practice - Child Student Early Learning and Care to Year 2](#) v8 2024
- [ICT Code of Practice - Student Primary Years 3-6](#) v8 2024
- [ICT Code of Practice - Student Secondary Years 7-12](#) v8 2024
- [ICT Code of Practice - Staff](#) Version v8 2024
- [Student Mental Health and Wellbeing Framework](#) v2.1 December 2020
- [Information, Communication and Technologies \(ICT\)](#) 2024/08
- [Mental Health and Wellbeing](#) 2024/11
- [Pastoral Care](#) 2020/05
- [Prevention and Elimination of Abuse, Racism, Bullying and Harassment](#) 2021/08
- [Grievance and Resolution \(Parent and Student\)](#) 2025/03
- [Student Counselling in Catholic Schools and Colleges](#) 2022/02
- [Student Protection](#) 2025/04
- [Student Protection Processes and Student Protection Guidelines](#) v12 2024
- [Student Protection](#) 2019 (Brochure)
- [Integrity in Relationships](#) 2019 (Brochure)
- Circular 2018/114 Safety in Schools



WEBSITES

- [Bullying No Way](#)
- [National Centre Against Bullying](#)
- [Office of the eSafety Commissioner](#)
- [Queensland Anti-cyberbullying Taskforce](#)
- [Department of Education Bullying resource](#)
- [National Safe Schools Framework](#)
- [Restorative Schools Australia](#)
- [Berry Street Education Model](#)
- [SAMHSA's Concept of Trauma and Guidance for a Trauma-Informed Approach](#)

LEGISLATIVE OBLIGATIONS

Various legislative requirements, including those relating to operating workplaces, necessitate a proactive approach to the prevention and elimination of abuse, racism, bullying and harassment within CEDR.

- *Disability Discrimination Act 1992*
- *Human Rights and Equal Opportunity Commission (HREOC) Act 1986*
- *Racial Discrimination Act 1975*
- *Racial Hatred Act 1995*
- *Sex Discrimination Act 1984.*