

SAINT PAUL'S INTERNATIONAL COLLEGE



STUDENT ANTI-BULLYING POLICY AND PLANS

Updated November 2025

ANTI-BULLYING, HARASSMENT GUIDELINES AND PLAN

At St Paul's International College, Bullying or Harassment is not acceptable in any form. Students and staff have the right to expect that they will be free from the fear of bullying, harassment and intimidation during the College day.

1. It is the right of all individuals in the college community to feel safe, secure and free from harassment. The St Paul's International College, as a consequence of its core values as a Catholic Independent college, rejects all forms of bullying. No student, parent, caregiver, community member or staff member should experience bullying within the learning or working environment of the College.
2. This policy applies to all student bullying behaviour, including cyberbullying that occurs in the St Paul's International College and off college premises and outside of college hours, where there is a clear and close relationship between the college and the conduct of the student.
3. It is the responsibility of all members of the SPIC college community to ensure that their behaviour supports the College's mission and core values. All members of the college community contribute to the prevention of bullying and harassment by modelling and promoting appropriate behaviour and respect in all their exchanges and relationships.
4. The views of all stakeholders of the college were considered during the collaborative phase of developing this policy. Amendments and review will include all members of the college community.

Key Legislation

There are two key pieces of Legislation in New South Wales:

1. *Criminal Code Act 1995* (Cth)
2. *Anti-discrimination Act 1977* (NSW)

Other Policies

There are a number of other college policies that relate to The Anti-Bullying Policy.

1. Whole College Discipline Policy & Procedures
2. Student Code of Conduct Behaviour Management Policy and Procedures
3. Child Safe Policy and Procedures
5. Hand Held Devices policy
6. ICT Acceptable Use Policy

We understand that Bullying

- devalues, isolates and frightens
- affects an individual's ability to achieve
- has long-term effects on those engaging in bullying behaviour, those who are the subjects of bullying behaviour and the onlookers or bystanders.

Bullying is:

Repeated intimidation, over time, of a physical, verbal or psychological nature of a less powerful person by a more powerful person or group of persons.

It is intentional and causes distress, hurt or undue pressure.

Bullying involves the abuse of power in relationships. Bullying can involve all forms of harassment (including sex, race, disability, homosexuality or transgender), humiliation, domination and intimidation of others.

Types of Bullying and Harassment behaviour:

- **verbal – spoken or written abuse** eg name calling, teasing, abuse, putdowns, sarcasm, insults, threats of unfair criticism, suggestive comments, rumour spreading.
- **physical** e.g. hitting, pushing, rubbing, grabbing, punching, kicking, scratching, tripping, spitting, taking/damaging property, using a weapon
- **social** e.g. ignoring, excluding, ostracising, alienating including forming groups to leave out, ignoring and disrespect, making inappropriate gestures, looks, stares, facial expressions
- **sexual** e.g. any unwelcome written, verbal or physical contact of a sexual nature.
- **psychological** e.g. spreading rumours, dirty looks, hiding or damaging possessions, malicious SMS and email messages, voice and text messages, inappropriate use of camera phones, photographic and video images.
- **discrimination**- unwelcome or unreciprocated conduct or harassment, which could reasonably be expected to cause offence, humiliation or intimidation. The specific areas of discrimination covered in the NSW Anti-Discrimination Act 1977 are: age, race, gender, sexuality, marital status and disability.
- **cyberbullying** – any form of bullying or harassment either online or via mobile devices. Cyberbullying can be conducted in many ways, using different media including, but not limited to:
 - the sending of abusive texts or emails.
 - taking and sharing unflattering or private images.
 - posting unkind messages or inappropriate images on social networking sites.

- assuming the identity of another person online and representing them in a negative manner or manner that may damage their relationship with others.
 - .excluding other persons online.
- ☐ **victimisation** - A person is victimised if threatened, harassed, harmed or subjected to any form of detriment as a result of a complaint about bullying. In relation to bullying it is unacceptable to victimise a person who has made a complaint, intends to make a complaint, acts as a witness, intends to act as a witness, supports a victim or intends to support a victim.

Anti-Bullying Plan: Preventing and Responding to Student Bullying:

Context

This plan outlines the programmes and processes for preventing and responding to bullying or harassment at The St Paul's International College. It reflects the College's mission and values and in particular, the core values associated with being Catholic and Caring. The plan is based on the premise that students learn best at college when they feel safe, loved, cared for and valued. The College sees individual differences as a strength from which a strong College community is forged. It provides guidance for students in making wise choices through programmes that are age appropriate, promote responsible decision-making and reflect the values of a Catholic world-view as outlined in the core values. Finally, all relationships within the College should be characterised by courtesy, grace and understanding.

Responding to Bullying and Harassment

There are consequences for bullying and harassment.

Students, teachers, parents/guardians, caregivers, and guardians can expect:

- ☐ that students will be safe at College, free from fear of bullying, harassment and intimidation
- ☐ to know what is expected of them and others in relation to the Anti-bullying Plan
- ☐ that all students will be provided with appropriate support when bullying occurs.

Students, teachers, parents/guardians, caregivers have a responsibility to-

- ☐ promote positive relationships that respect and accept individual differences and diversity within the whole College community
- ☐ actively work together to resolve incidents of bullying behaviour when they occur.

Students can expect to:

- ☐ know that their concerns will be responded to by College staff
- ☐ be provided with appropriate support (for both the subjects of and those responsible for the behaviour)
- ☐ take part in learning experiences that address key understandings and skills relating to positive relationships, safety, gender equity, discrimination, bullying and harassment. These experiences will be guided by the Personal Development, Health and Physical Education syllabuses Religious Education and other Key Learning Areas.

Parents/guardians and caregivers have a responsibility to:

- ☐ support their children in all aspects of their learning
- ☐ be aware of the College Anti-bullying Plan and assist their children in understanding bullying behaviour
- ☐ support their children in developing positive responses to incidents of bullying consistent with the College Anti-bullying Plan
- ☐ support all students of the College to deal effectively with bullying through the strategies of the Anti-bullying Plan.

The College has a responsibility to

- ☐ develop an Anti-bullying Plan and Guidelines which clearly identifies both the behaviours that are unacceptable and the strategies for dealing with bullying in the classroom and college grounds
- ☐ inform students, Parents/guardians, caregivers about the College Code of Conduct, Rules, Values and Anti-bullying Plan
- ☐ provide students with strategies to respond positively to incidents of bullying behaviour, including responsibilities as bystanders or observers.
- ☐ provide Parents/guardians, caregivers and students with clear information on strategies that promote appropriate behaviour, and the consequences for inappropriate behaviour
- ☐ communicate to Parents/guardians and caregivers that they have an important role to play in resolving incidents of bullying behaviour involving their children
- ☐ follow up complaints of bullying, harassment and intimidation

Teachers have a responsibility to:

- ☐ respect and support students in all aspects of their learning
- ☐ model appropriate behaviour
- ☐ respond in an appropriate and timely manner to incidents of bullying according to the College

Anti-bullying Plan.

Students, their Parents/guardians and caregivers must be encouraged to be proactive in dealing with bullying, so that appropriate support can be provided to those students involved in any incident.

St Paul's International College's Anti-bullying Plan recognises that there are consequences for bullying or harassment. This plan is based upon the College's values and includes specific strategies.

- ☐ reporting (by students, Parents/guardians, caregivers and teachers)
- ☐ responding by intervening (by students, Parents/guardians, caregivers, teachers and other College staff)
- ☐ accessing help and support (by students, Parents/guardians and caregivers)

- ☐ professional learning (for teachers and other College staff).
- ☐ awareness raising for students through educational programs.

PROFESSIONAL LEARNING FOR STAFF

Annual review of College Anti-bullying/Harassment plan and updates from PD courses attended by staff.

Staff provided with opportunities to attend Social Skills PD courses.

AWARENESS TRAINING FOR STUDENTS – SENIOR COLLEGE

Anti-bullying/harassment program to be implemented twice a year in RE lessons and reinforced in assemblies on a regular basis.

Discussion groups to address anti-bullying principles, resilience and positive social skills when incidents arise.

Invitation to local Police School Liaison officer from Hume Command Southern Highlands police stations to address students when needed.

As part of the college **Network Agreement**, students must agree to:

- ☐ I will not use the Internet to access unacceptable material. This includes publications dealing with, but not limited to, pornography, violence or racial vilification. Information published on the Internet may be inaccurate or may misrepresent a person or situation, thus I will take care in my use of this material.
- ☐ I will not break copyright law by copying and/or redistributing another's work, and I will not use another person's work without correctly acknowledging them.
- ☐ I acknowledge that the following legislation exists and that Section 85ZE of the Commonwealth Crimes Act, states that a person shall not knowingly or recklessly:
 - a) Use a telecommunications service supplied by a carrier to menace or harass another person; or
 - b) Use a telecommunications service supplied by a carrier in such a way as would be regarded by reasonable persons as being in all circumstances, offensive.
- ☐ I recognise that vandalism is prohibited. This includes any attempt to harm or destroy the data of another user, the network/Internet or sites connected to the Internet or attempts to breach security codes or passwords.
- ☐ I will not publish or propagate information that may defame or bring St Paul's International College, its community or others' reputation into disrepute and will not publish any information or pictures involving the St Paul's International College community, in a public forum, without permission.

CORE AWARENESS TRAINING FOR STUDENTS – JUNIOR COLLEGE

Our Personal Development program (**CORE**) is a classroom resiliency program. The program enables students to react in an appropriate manner after encountering problems. The program includes units on:

Core Values...the belief about how we should behave.

Relationships...where students are equipped to forge strong and positive relationships with their peers.

Resilience....Students not only understand the benefits and importance of developing resilience after encountering difficulties but develop skills to cope with challenges.

Bullying...Our students need to feel safe and protected at College. They are equipped to recognise all forms of bullying and employ effective strategies if bullied. Lessons also include activities that teach bystanders the skills needed to support those who are being mistreated.

Anti-Bullying/Harassment is revisited annually in the Personal Development program.

A PDHPE and RE programs introduces a topic each week across the Junior College as a focus for discussion in class and may be included as a reminder in weekly assemblies.

In Junior College:

Reporting Responding Accessing help and support

Student should report bullying or harassment to his/her class teacher, the teacher on college grounds duty immediately.

Teacher to:

- interview all students involved: bully, person bullied, onlookers.
- record information
- refer incident to Junior School Year Coordinator or teacher with leadership responsibility.

Student to:

1. Be assertive and tell the person to STOP and how you feel about what they are doing, saying.
2. Tell the bully that if they do not STOP you will REPORT.
3. Ask your friends to support you.

Onlookers: have a responsibility to report bullying to a teacher, support the victim with kind, friendly comments.

Teacher to inform Junior School Year Coordinator or teacher with leadership responsibility.

Discuss ways student can respond to bullying.

Teacher refer incident to HOW or teacher with leadership responsibility

HOW or teacher with leadership responsibility to:

- interview all parties and record information in year appropriate diary
- decide appropriate consequence and seek restitution;
- engage all parties in counselling to enable an understanding of actions/consequences

The student who is bullying will spend a minimum of two lunchtime sessions with Junior School Year Coordinator or teacher with leadership responsibility; student will receive a formal warning that repeated behaviour could result in family consultation and suspension.

- inform Parents/guardians by phone or letter outlining inappropriate behaviour and consequences and seeking their support.

Refer to Junior School Year Coordinator

Discuss strategies and responses with class teacher and student. Fill in Student Behaviour management information and give it to a year coordinator

In Senior College:

Teachers or students who become aware of bullying should inform Senior School Year Coordinator.

The Senior School Year Coordinator is the person who manages and coordinates the Senior College response.

STAFF ACTION;

1) Senior School Year Coordinator conducts a recorded interview with all Parties. Obtain signed Awareness Statement from the bully. Institute appropriate consequences.

2) Senior School Year Coordinator conducts a recorded interview with all Parties. and Inform Parents/guardians.

Fill in a **Individual Behaviour risk management plan** for the bully (copies to Principal)

Institute regular counselling for the bully.

Institute appropriate consequences.

Conduct a recorded interview with all Parties.

3) Parents/guardians informed.

Bully receives a **formal written warning** that his/her place may be declared vacant if bullying continues.

Institute appropriate consequences.

4) Senior School Year Coordinator and Principal

Conduct a recorded interview with all Parties/Guardians. Parents/guardians/Guardians required to attend a meeting with the Principal who may decide to declare the student's place vacant.

The victim is similarly referred to the Senior School Year Coordinator in the first instance for interview, but she/he may subsequently be referred to the Executive Team or another person for further ongoing support.

The role of observers is important in that they must be encouraged to identify bullying and report it, and to show support and friendship to the victim, where possible discouraging the bully.

Review of Programmes

As in all policies at SPIC the Anti Bullying Policy will be formally reviewed within three years as determined by the Management of Policies Cycle.

Ongoing amendments will be added as necessary through collaboration with the college community and all changes will be communicated to all students, Parents/guardians and teachers and support staff.

Conversations, surveys and safety audits with members of the college community will be used to help to gather information and evaluate the effectiveness of this policy, its procedures and programmes.

□ The College Pastoral Care Team consists of:

Executive Team, Junior and Senior School Year Coordinators, Boarding Coordinator for St Mary's house, St Paul's and St Joseph's house, Youth worker and other staff as appropriate

□ Schools Liaison Officer, Southern Highlands Police,

67 Elizabeth Street

Moss Vale, NSW 2577

Phone: 02 4869 7899

Acknowledgement of Understanding of the

Anti-bullying Policy and Plan

This page is to be completed, removed from the Policy document and returned to the office of the Year coordinator. If you have any concerns or questions regarding the Policy please seek advice from the Year Coordinator.

Name:

Department:

I acknowledge that I have read this policy and understand the processes involved in the management of the anti-bullying policy and plans and my role in any procedures. I acknowledge that I have a duty of care to all people present at such times, particularly the students, and will follow all directions to help ensure the welfare of all.

Signed:

Date: