Anti-Bullying Policy and Procedures

Document Reference: Policy Number 0006

Authorising Authority: Principal Dianne Klumpp

Framework Alignment: NSW Anti-Bullying Framework (2023) & NESA Regulatory Standards

1. Policy Statement and Foundational Principles

Holy Saviour School is dedicated to nurturing a safe, inclusive, and respectful educational community where every student is recognised as being created in the image of God and treated with fundamental human dignity. Grounded in Catholic identity, Gospel values, and the school's ROSE framework - Respect for Self, Respect for Others, and Respect for Environment - this policy establishes an uncompromising, whole-school approach to preventing, identifying, and responding to all forms of bullying and cyberbullying.

Bullying directly contradicts our Gospel mission, undermines student wellbeing, and impairs learning. Holy Saviour School enforces a zero-tolerance standard for bullying behaviour while maintaining an unwavering commitment to restorative justice, reconciliation, procedural fairness, and multi-tiered support.

This policy and its supporting operational procedures strictly comply with the **NSW Anti-Bullying Framework (2023)** and **NESA (NSW Education Standards Authority) regulatory registration requirements**.

2. Definition and Classification of Bullying

In accordance with the NSW Anti-Bullying Framework, Holy Saviour School defines bullying as an ongoing and deliberate misuse of power in relationships through repeated verbal, physical, social, psychological, or online behaviours that cause physical, social, or psychological harm.

2.1 Core Characteristics of Bullying Behaviour

- **Ongoing and Deliberate:** Repeated over time with explicit or implicit intent to cause harm or distress.
- **Misuse of Power**: Characterised by an actual or perceived imbalance of physical, social, psychological, or digital power.
- **Multi-Modal Manifestation:** Occurs covertly or overtly across physical, verbal, social, or digital channels.
- **Target Inability to Stop:** Leaves the targeted student feeling powerless to stop the behaviour without intervention.

2.2 Type of Bullying

- **Physical Bullying**: Hitting, kicking, pushing, tripping, spitting, intimidating, or damaging personal property.
- **Verbal Bullying:** Name-calling, insults, racist remarks, teasing, or verbal threats.
- **Social / Relational Bullying:** Covert or overt social exclusion, spreading malicious rumours, public humiliation, or sabotaging friendships.

- **Psychological Bullying:** Intimidation, manipulation, stalking, non-verbal threatening gestures, or extortion.
- **Cyberbullying:** The use of technology - messaging platforms, social media, online gaming, email, or digital forums - to harass, exclude, impersonate, or humiliate an individual.

2.3 Distinction Between Bullying and Peer Conflict

Holy Saviour School distinguishes between bullying and single -episode peer conflicts. While single incidents of nastiness, mutual arguments, or social rejection cause distress and are addressed under the school Behaviour Management Policy, they are not classified as bullying unless they exhibit repetition and an imbalance of power.

Behaviour Type	Repetition	Power Imbalance	Intent	Policy Classification
Bullying	Repeated over time	Clear imbalance	Intentional harm	Anti-Bullying Policy (Policy 0006)
Peer Conflict	Single or isolated	Equal peer status	Spontaneous dispute	Behaviour Management Policy
Single Act of Spite	One-off incident	Variable	Unkindness	Behaviour Management Policy
Cyberbullying	Repeated / Permanent digital footprint	Digital leverage / Anonymity	Harm or humiliation	Anti-Bullying Policy & Computer Contract

3. Four Core NESA Components: Prevention, Response, Partnering & Implementation

To satisfy NESA inspection criteria, Holy Saviour School structures its anti-bullying strategy across four integrated components:

HOLY SAVIOUR SCHOOL ANTI-BULLYING FRAMEWORK			
1. PREVENTING – **ROSE Framework** – **Explicit Social-Emotional Learning (SEL)** – **Digital Citizenship**	**2. RESPONDING** – 24hr SENTRAL Log – 2-Day Triage – 5-Stage Workflow	**3. PARTNERING** – Student Voice – Family Contact – Police Liaison	**4. IMPLEMENTING** – Multi-Tiered Support System (MTSS) – Staff Professional Learning – Annual Audit

3.1 Component 1: Preventing (Whole-School Culture & Proactive Education)

- **ROSE Values Integration:** Daily reinforcement of Respect for Self, Respect for Others, and Respect for Environment.
- **Explicit Social-Emotional Learning (SEL):** Teaching emotional regulation, conflict resolution, empathy, and help-seeking skills.
- **Digital Citizenship Education:** Mandatory instruction on safe online conduct, digital footprint awareness, and compliance with the Student Computer and Internet Contract.

- **Upstander Culture:** Equipping students with strategies to safely intervene, offer peer support, and report incidents early.

3.2 Component 2: Responding (Prompt, Fair, and Structured Action)

- **24-Hour Logging Mandate:** Mandatory recording of all reported or observed incidents on **SENTRAL** within 24 hours.
- **Two-Day Triage Guarantee:** Structured assessment and initial safety planning executed within two school days.
- **Procedural Fairness:** Ensuring all parties are heard privately, respectfully, and without pre-judgment.
- **Trauma-Informed Support:** Providing immediate safety plans, counselling access, and ongoing monitoring for targeted students.

3.3 Component 3: Partnering (Family, Student, and Community Engagement)

- **Student Voice:** Active student wellbeing committees informing playground supervision and anti-bullying initiatives.
- **Family Collaboration:** Early notification and collaborative planning with parents/carers of both targeted students and students engaging in bullying.
- **External Agency Partnerships:** Formal liaison with AIS, CSNSW, health professionals, and Bankstown Police Liaison Officer Senior Constable Angwin (9783 2199) for severe or unlawful incidents.

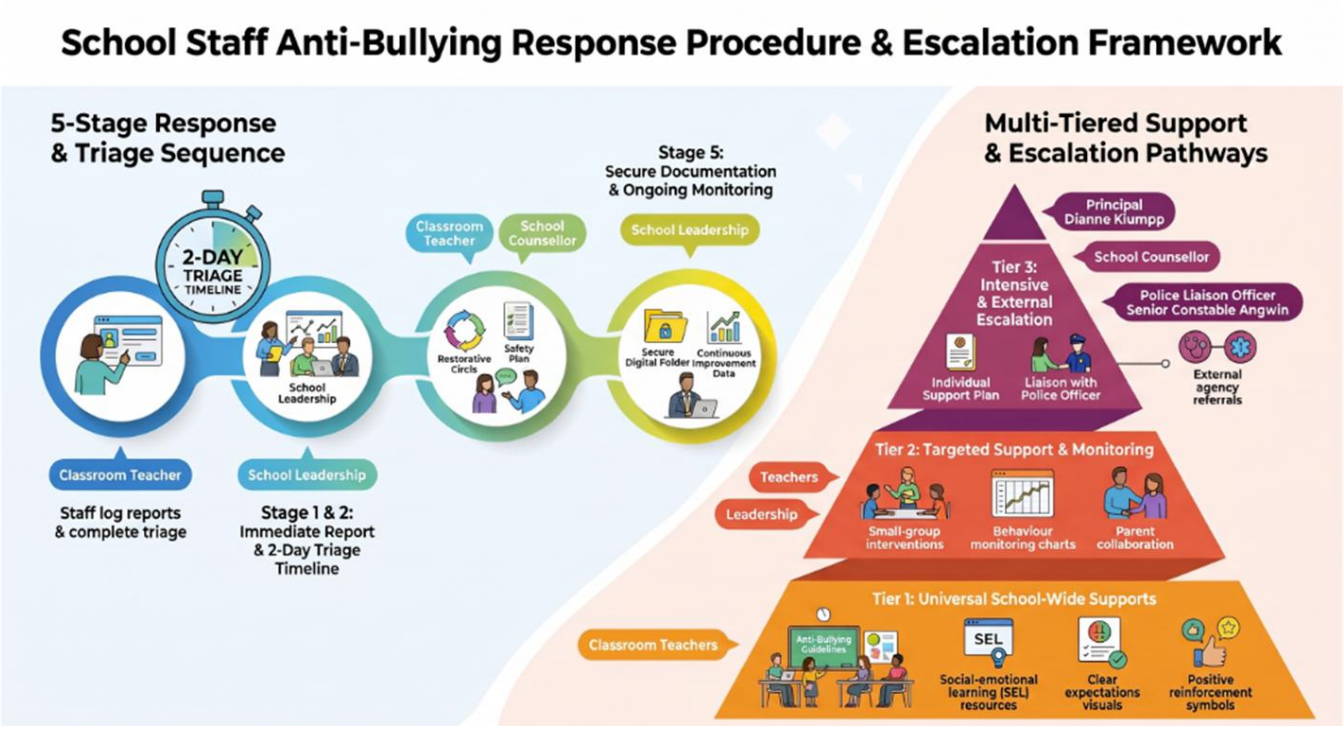
4. Multi-Tiered System of Support (MTSS) Framework

Holy Saviour School implements its prevention and response strategies through three clearly defined tiers of support:

Tier Level	Focus & Target Audience	Operational Strategies	Responsible Lead
Tier 1: Universal	100% of Students (Whole School)	Whole-school SEL curriculum (Anxiety Project & Consent and Respectful Relationships content), ROSE values, digital citizenship, positive behaviour reinforcement, active playground supervision.	All Staff, Classroom Teachers, Duty Teachers
Tier 2: Targeted	10–15% of Students (Emerging/Repeated Issues)	Structured 2-day triage, targeted Safety Plans, restorative mediation, small-group social skills instruction, SENTRAL logging, parent meetings.	Classroom Teachers, Learning Support Staff, Team Mentors, School Executives, Psychologist
Tier 3: Intensive	1–5% of Students (Severe / Complex / Persistent)	Individualised Behaviour Support Plans, formal suspensions, Independent Schools, NSW specialist involvement, mandatory reporting, Police Liaison referral.	Assistant Principal, Principal Dianne Klumpp

5. Visual Response Flowchart and Procedural Overview

To ensure all staff members, parents, and NESA inspectors can easily understand the school's response model, the 5-stage response workflow is summarised visually below:



STAGE 1: IMMEDIATE RESPONSE & SENTRAL LOGGING

Immediate physical/emotional care, de-escalation, & mandatory SENTRAL entry within 24 hours.

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STAGE 2: INITIAL TRIAGE & SAFETY PLANNING (WITHIN 2 SCHOOL DAYS)

Team Leader executes structured triage, activates student Safety Plan, & notifies parents.

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STAGE 3: INFORMATION GATHERING & PROCEDURAL FAIRNESS

Private student interviews, evidence review (screenshots/SENTRAL), fair hearing for all parties.

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STAGE 4: TIERED INTERVENTION & ACTION DETERMINATION

Tier 1: Teacher-led restorative conversation & classroom support.

Tier 2: Team Leader / AP formal behaviour plan & School Psychologist referral.

Tier 3: Principal escalation, mandatory child protection, Police Liaison (9783 2199).

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STAGE 5: FOLLOW-UP, MONITORING & SENTRAL CLOSURE

Scheduled check-ins at Week 1, Week 2, and Week 4. Data filed in SENTRAL wellbeing repository.

6. Cyberbullying Protocols and Digital Governance

Cyberbullying represents a severe breach of student safety. All digital interactions impacting the school learning environment - whether occurring on or off-campus - fall under the jurisdiction of Policy 0006 and the Student Computer and Internet Contract.

6.1 Digital Evidence Handling Protocol

- **Preservation of Digital Footprint:** Staff must instruct students/parents not to delete offensive messages. Screenshots showing sender handle, timestamp, and content must be saved directly into SENTRAL.
- **eSafety Commissioner Reporting:** In cases of severe image-based abuse or persistent cyberbullying, the school assists families in lodging formal reports with the eSafety Commissioner (esafety.gov.au).
- **Network & Device Restrictions:** Breaches result in temporary or permanent restriction of school network privileges and device access under the Behaviour Management Policy.

7. Mandatory Reporting, Child Protection, and Law Enforcement

Where bullying or cyberbullying involves potential criminal conduct, physical assault, extortion, or child protection concerns, statutory obligations override standard internal procedures:

- **Mandatory Child Protection Reporting:** If an incident indicates a child is at risk of significant harm, staff immediately report concerns to Principal Dianne Klumpp and fulfil statutory reporting obligations to Catholic Schools authorities and state protection bodies.
- **Law Enforcement Contact:** In cases involving physical violence, severe harassment, or unlawful online conduct, Principal Dianne Klumpp liaises directly with **Bankstown Police Liaison Officer Senior Constable Angwin (9783 2199)**.

8. External Support Services and Helplines

- **Kids Helpline:** 1800 551 800 (24/7 confidential counselling for children)
- **Lifeline:** 13 11 14 (24/7 crisis support)
- **eSafety Commissioner:** esafety.gov.au (Online harm reporting platform)
- **Bankstown Police Liaison Officer:** Senior Constable Angwin — 9783 2199
- **10. Policy Authorisation and Metadata**

9. Related Documents

- Staff Anti-Bullying Response Procedures and Leadership Operational Protocols
- Staff Anti-Bullying Compliance Requirements and Declaration
- Behaviour Management Policy

Policy Title	Anti-Bullying Policy and Procedures
Policy Number	**0006**
Authorising Officer	**Principal Dianne Klumpp**

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