CAMPBELLTOWN ANGLICAN SCHOOLS

BROUGHTON ANGLICAN COLLEGE
Life Through Christ

ST PETER'S Heart
Life Through Christ

ST PETER'S ANGLICAN GRAMMAR
Life Through Christ

Anti Bullying Policy

CPo602

Broughton Anglican College
St Peter's Anglican Grammar
St Peter's Heart
Corporate Services

1. **Introduction**

   Campbelltown Anglican Schools' Council develops and reviews policies necessary for the proper functioning, governing and operation of Campbelltown Anglican Schools to manage risk, provide strategic guidance, monitor strategic progress and operational performance and to satisfy its legal obligations (see s*ection* 47, NSW Education Act and the NESA Registration & Accreditation manual).

2. **Policy Statement**

   The aims of this policy are to:

   2.1. Foster a positive, safe environment for students, staff and parents where bullying is not tolerated.

   2.2. Prevent and respond to bullying behaviour through training and timely reporting, in CAS learning and working environments via a shared responsibility of staff, students, parents, carers and members of the wider school community.

3. **Biblical Basis**

   The Bible declares that all humankind is "…made in the image of God", thus bearing His likeness and worthy of honour. The CAS community is representative of the Body of Christ where every person is valued and has a unique part to play, as (In Christ) the whole body, joined and held together by every supporting ligament, grows and builds itself up in love, as each part does its work, (Ephesians 4:16). As a result, each member of the school community shares the responsibility of ensuring the safety and wellbeing of other members of the community. Interactions between members of the School community should be edifying and supportive (Ephesians 4:29). In Romans 12:16-20, Christ's people are called to "Live in harmony with one another." Bullying is totally incompatible with living as the people of God and so should be addressed with care and rigour.

4. **Expanded Policy**

   4.1. Bullying is:

   Bullying is when people repeatedly and intentionally use words or actions against someone or a group of people to cause distress and risk to their wellbeing. These actions are usually done by people who have more influence or power over someone else, or who want to make someone else feel less powerful or helpless.

   4.2. Bullying is not:

   4.2.1.   isolated episodes of social rejection or dislike.

   4.2.2.   isolated acts of nastiness or spite.

   4.2.3.   random acts of aggression or intimidation.

   4.2.4.   mutual arguments, disagreements or fights.

   These actions can cause great distress. However, they're not examples of bullying unless someone is deliberately and repeatedly doing them to promote a distinct power imbalance.

4.3. Bullying is not acceptable and will not be condoned by the Schools. All students, parents/carers and teachers have the right to feel safe travelling to and from school, while at school and its associated activities.

4.4. CAS will seek to provide opportunities for members of the school community (i.e. staff, parents/carers and students) to be informed of varying forms of bullying. This includes physical, verbal and non-verbal harassment, racial discrimination, sexual discrimination, covert bullying and cyberbullying within the school setting. See Appendix A for descriptions of different forms of bullying.

4.5. Teachers will show commitment to enhance their own knowledge and understanding of bullying in the educational context and develop personal skills to combat it. See Appendix B for some typical signs of bullying.

4.6. Teachers will redirect student behaviours to avert the development of bullying. They will actively identify the onset of bullying, both within and outside the classroom environment and respond according to the School's discipline procedures.

4.7. Teachers should ensure that curriculum content and teaching methods are consistent and support the concept of producing a non-threatening learning environment, which encompasses the Biblical principles on which our schools are founded.

4.8. All members of the school community contribute to preventing bullying by modelling and promoting appropriate behaviour and respectful relationships.

4.9. Victims of bullying, and witnesses to bullying, are encouraged to report incidents.

4.10. Instances of bullying occurring external to CAS can become blurred with CAS' duty of care, especially in cases of cyber bullying. In such cases, Executive staff will determine the School's level of responsibility and any actions that flow from that responsibility.

4.11. All reports of bullying will be taken seriously and investigated according to principles of procedural fairness and in line with the CAS Discipline Policy and school procedures.

4.12. School staff will undertake to include sessions promoting positive peer interactions both within and out of the classroom and as part of extra-curricular activities.

4.13. This policy must be read within the context of the National Safe Schools Framework, principles of NESA's Safe and Supportive School environment and the NSW Child Safe Standards.

5. **Stakeholders**

   CAS teachers, students and parents/carers.

6. **Communication Plan and Visibility**

   The policy will be available to staff on CAS Central and to the public on the Schools' websites.

7. **Ownership and approval of policy**

   This policy is owned by CASC and approved by the Executive Head.

8. Evaluation and Review

This policy will be reviewed annually.

Approving authority	Executive Head
Date reviewed	20/02/24
Version number	V1.0
Summary of changes	N/A (New CAS-wide policy)
Next review (Date)	20/02/25
Document Advisor (Name and title)	Peter Lee – Risk, Compliance and quality Assurance Manager

9. Definitions

Source of all definitions to be found in *CPo111 Definitions Policy*.

10. Related documents

10.1.   CPo600 Discipline Policy

10.2.   CPo606 Student Welfare and Pastoral Care Policy

10.3.   Individual School discipline procedures that enable the above policies.

Helpful websites:

10.4.   https://bullyingnoway.gov.au/

10.5.   https://kidshelpline.com.au/

11. Appendices

11.1. **Appendix A** - Types of bullying

Verbal Bullying	Planned and repeated comments of an offensive nature that refers to ability, race, religion, gender or sexuality including name calling, teasing, abuse, putdowns, sarcasm, insults, threats, spreading of rumours, mocking, imitating, using unwelcome nicknames
Physical Bullying	Planned and repeated hitting, punching, kicking, scratching, tripping, spitting, invasion of personal space, destruction of property, throwing objects at someone, pinching, tearing clothes, standing over someone
Social (Exclusion) Bullying	Planned and repeated isolation of an individual from their peer group
Psychological Bullying	Planned and repeated spreading of rumours, "dirty looks", hiding or damaging possessions
E-Bullying	The use of information, communication and imaging technologies such as email, mobile phone, text messages and social networking sites, by an individual or group, to perform deliberate, repeated and hostile behaviour to enforce or maintain an hostile imbalance of power.
Extortion Bullying	The use of force or intimidation to obtain money, food or personal belongings from other students, often engaging others to collect the spoils.

11.2. **Appendix B** - Signs of bullying

At times bullying may be hard to detect as perpetrators rarely "perform" in view or earshot of staff and victims are often unwilling to admit their situation. The people most likely to know what is going on firsthand are other students.

Some general physical and behavioural signs that parents and staff should look for include:

- bruises, scratches or cuts that the student cannot really explain.
- torn or damaged clothing.
- damaged or missing belongings.
- headaches, stomach aches and other pains that the student cannot explain.
- unexplained tears or depression.
- unusual outbursts of temper.
- refusal or reluctance to attend school.
- not seeking to socialise with peers or participate in other activities.
- seeking alternative means or route to or from school.
- quality of academic work decreasing.