SAFE SCHOOL POLICY
(Anti-Bullying & Anti-Harassment)

RATIONALE:

At Trinity College Colac, the community is committed to ensuring a caring environment which promotes personal growth and positive self worth for all. It will not condone any form of bullying or harassment behaviour. The *Safe School Policy* is to ensure the safety of all members of the school community, as outlined in our *Pastoral Care Policy*.

SCRIPTURAL CONTEXT:

'All members may be concerned for one another. If one member suffers,
all members suffer: if one member is honoured, all members share this joy.
You then are the body of Christ.'
(I Corinthians 12:25-27)

DEFINITIONS:

*'**What is bullying?***
Bullying is repeated unreasonable behaviour directed towards a student, staff member or visitor to the College that creates a risk to health and safety. In most cases, this behaviour is persistent and happens over a period of time.
Bullying can take many forms, such as publicly humiliating someone, verbal abuse of spreading malicious rumours or gossip. Bullying can be verbal or in writing, including online. It can be carried out by more than one person and be experienced by individuals as well as groups of people.
Bullying can be directed downwards, sideways or upwards.
In assessing whether behaviour is unreasonable, you should consider if an impartial person observing the situation would think it's acceptable to behave that way.'
(Adapted from
http://www.worksafe.vic.gov.au/wps/wcm/connect/wsinternet/WorkSafe/Home/Safety+and+Prevention/Health+And+Safety+Topics/Bullying/What+is+not+bullying/)

*'**What is not bullying?***
Sometimes distressing behaviours are not examples of bullying, even though they are unpleasant and often require action by an employer or manager. There are some common situations that can be confused with bullying.

<u>Conflict at School</u>
People are bound to have occasional differences of opinion and these are a normal part of student life and school life. Disagreements can leave people feeling upset but they should not be confused with bullying behaviour. However, if it's left unresolved, conflict may develop into a bullying situation.

<u>Single Acts</u>
If a person is subject to a single incident of unreasonable behaviour, it's unlikely to be bullying. However, the incident shouldn't be ignored as it may have the potential to escalate into bullying. Addressing the behaviour before it is repeated is the best way to manage the situation.

Other situations
Just as there are a broad range of behaviours that can be bullying, there are many that won't be. For example, being abrupt with someone because you're busy, not inviting someone to a non-school related social event and personal disputes outside of school.'
(Adapted from
http://www.worksafe.vic.gov.au/wps/wcm/connect/wsinternet/WorkSafe/Home/Safety+and+Prevention/Health+And+Safety+Topics/Bullying/What+is+not+bullying/
"Bullying is repeated oppression, psychological or physical, of a less powerful person by a more powerful person or group of persons" (1996, Ken Rigby).

POLICY STATEMENT:

Trinity College Colac will not tolerate any action that undermines a person's right to feel safe.
At the school every person has this right and any person who bullies or harasses another is denying them the right to feel safe. The staff and school community will implement appropriate strategies and processes to build and maintain a safe school environment.

POLICY GUIDELINES: **GUIDELINE INDICATORS:**

Trinity College Colac will:	To ensure implementation of the *Safe School Policy*, Trinity College Colac will:

▪ Promote the right of **all** school community members to feel safe at school.
▪ Promote care, respect and co-operation, and value diversity.
 	
▪ Provide opportunities for students to learn through the formal curriculum the knowledge, skills and dispositions needed for positive relationships.
 	
▪ Through a whole school process, develop and implement pro-active policies, processes and programs that nurture a safe and supportive school environment and which recognise and state explicitly the roles and responsibilities of all members of the school community.
	▪ Raise community awareness to the fact that bullying and harassment occurs and is not acceptable.
	▪ Offer parent education sessions.
	▪ Create media to display/inform issues about bullying.
	
	▪ Teaching and Learning practices will:
	  • Develop and build friendly environments within classrooms and school.
	  • Develop an understanding of diversity.
	  • Introduce and develop inclusive practices .
	  • Develop and encourage respect of self and others.
	  • Support students in repairing any harm that has occurred.
	  • Introduce and develop co-operative learning strategies.
	  • Encourage students to reflect upon and take responsibility for their actions.
	  • Model respect, positive relationships and positive conflict resolution strategies.
	  • Develop a whole school approach to discipline and well being, focusing on behaviour management, conflict management.
	
	▪ Implementation of programs to develop within students:
	  • assertiveness,
	  • bystander response,
	  • positive leadership styles
	
	▪ Ensure all staff attend professional development as part of an ongoing understanding of current research and practices in managing incidents of bullying and violence.

▪ Recognise that quality leadership is an essential element that underpins the creation of a safe and supportive school environment and recognise the critical importance of pre-service and ongoing professional development in creating a safe and supportive school environment.
 	
▪ Regularly monitor and evaluate policies and programs so that evidence based practice supports decisions and improvements.
 	
▪ Take action to protect children from and manage, incidents of bullying, violence, abuse and neglect.
	▪ Evaluate and monitor policies, programs and curriculum according to the School Improvement Plan and Annual Action Plan.
	
	▪ Teachers will be trained in and implement the
	    • *Safe from Harm* – Mandatory Reporting protocol
	    • Restorative Practices
	
	▪ Teachers will implement *AusVELS* in the domains of Interpersonal Development, Personal Learning and Health and Physical Education as required.

REFLECTIVE MATERIAL:

- Pastoral Care of Students in Catholic Schools. (2008) Melbourne CECV
- Bullying in schools and what to do about it. Rigby, K. (1996)
- The Hidden Hurt: How to beat bullying in schools. Murphy, E. & Lewers, R. (2000)
- Facing Facts: An approach to dealing with bullying through the health plan
- Victorian Essential Learning Standards (2005)
- National Safe School's Framework
- Real Justice Australia
- Serious Offences Policy
- Safe from Harm

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Board Chairman: Stephan Ryan
Date of next Review: June, 2017