



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

All Trinity College Colac Policies will be read and developed with reference to the Core Values, Vision and Mission of the College as well as any other relevant College policies.

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 worker or group of workers 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 (from supervisors/managers to workers), sideways (between workers) or upwards (workers to supervisors/managers).

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.'

(Taken 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.

Reasonable management action

It is important to differentiate between bullying and an employer's legitimate authority to direct and control the way work is done. It is reasonable for employers to allocate work, and for managers and supervisors to give fair and reasonable feedback on a worker's performance.

This can include setting performance goals and deadlines, allocating work, rostering work hours, deciding not to select a worker for a promotion or informing a worker about unsatisfactory work performance or inappropriate behaviour.

Conflict at work

People are bound to have occasional differences of opinion and these are a normal part of working 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.

Single Acts

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-work related social event and personal disputes outside of work.'

(Taken 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/>)

Harassment

'Unwanted and offensive conduct or behaviour by a person or persons directed towards another person based on an attribute such as a person's age, gender, race, religion or a disability. Harassment can be physical or psychological.'

(Taken from

<https://www.fwc.gov.au/disputes-at-work/anti-bullying/glossary>)

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
<p>Trinity College Colac will</p> <ul style="list-style-type: none"> • 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. 	<p>To ensure implementation of the <i>Safe School Policy</i>, Trinity College Colac will</p> <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> ○ 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

<ul style="list-style-type: none"> • 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. • 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. 	<p>being, focusing on behaviour management, conflict management.</p> <ul style="list-style-type: none"> • Implementation of programs to develop within students <ul style="list-style-type: none"> ○ 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. • Evaluate and monitor policies, programs and curriculum according to the School Improvement Plan and Annual Action Plan. • Staff will be trained in and implement the <ul style="list-style-type: none"> ○ <i>Safe from Harm</i> – Mandatory Reporting protocol ○ Restorative Practices • Teachers will implement <i>Victorian Curriculum F-10</i> in <ul style="list-style-type: none"> ○ <i>Personal and Social Capability</i> ○ <i>Intercultural Capability</i> ○ <i>Critical and Creative Thinking Capability</i> ○ <i>Ethical Capability</i>
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REFLECTIVE MATERIAL

Pastoral Care of Students in Catholic Schools. (2008) Melbourne CECV
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

Ratified	8 th August 2017
Board Chairman	Anne Ditty
Date of next review	June 2020