Catholic Schools - Anti-Bullying Procedure

Section 1 - Purpose

(1) The purpose of this procedure is to provide support for the implementation of the Catholic Schools Pastoral Care, Wellbeing and Anti-Bullying Policy with specific anti-bullying practices for schools in the Diocese of Maitland-Newcastle (the Diocese). It directly references and is structured to align with the NSW Anti-Bullying Framework (2025).

(2) It is one of a suite of procedures that will guide, promote, manage and support all integrated aspects that contribute to student pastoral care.

(3) It is critical that this procedure is also implemented in conjunction with the Safe Behaviours and Support Planning Procedure, which ensures clear safety planning as a priority, after which this procedure may be enacted.

(4) This procedure includes system-wide, consistent processes for all schools to implement directly when proactively dealing with issues around student bullying. No school-specific statement of practice is required.

Section 2 - Scope

(5) This procedure applies to all students, parents and workers in Catholic Schools of the Diocese.

(6) The scope of this procedure applies during and outside of school hours, on and off school premises where students have been involved and there is a clear and close connection to the school, and it consequently impacts the safety, welfare and wellbeing of students within the school.

Section 3 - Definitions

(7) The terms ‘bullies’, ‘victims’ and ‘perpetrators’ are not recommended as appropriate terminology to use when identifying, reporting, recording and responding to incidents of bullying.

(8) Schools are to use consistent respectful language when discussing incidents focusing on student behaviours and needs rather than labels. The recommended formal terms, aligned with COMPASS chronicles and MN Response, include students who were impacted, instigated, involved in, or witnessed the bullying behaviour.

(9) Other terminology that is appropriate to be used may include “student who is bullied” and “students who bully”, focusing on the behaviour and not the student.

(10) Clear and consistent definitions of the other roles individuals may have in a bullying incident support a shared understanding and consistent application of this procedure.

a. Bystander – A person who witnesses or becomes aware of bullying or harmful behaviour but does not participate or take action.
b. Upstander – A person who chooses to act positively and safely to support someone experiencing bullying or other harmful behaviours. This may include safely supporting the student affected or seeking help from a trusted adult.

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c. Involved person (harmful behaviours and bullying) – A person who contributes to, supports, reinforces, participates in, or amplifies bullying behaviour, whether or not they initiated the incident. Can sometimes be referred to as a follower.

(11) For further definitions please refer to the Schools Pastoral Care, Wellbeing and Anti-Bullying Policy that informs this procedure.

Section 4 - Responsibilities

ROLE	RESPONSIBILITIES
Catholic Schools in the Diocese	Support and resource schools to implement this system-wide, consistent Anti-Bullying Procedure in schools that align with the Schools Pastoral Care, Wellbeing and Anti-Bullying Policy. (12) Ensure this procedure is implemented in conjunction with the Safe Behaviours and Support Planning Procedure so that unsafe behaviours and risks are responded to first, after which these processes can be enacted. (13) Provide anti-bullying and cyber safety information for students, staff and parents/carers. (14) Provide opportunities for professional learning in appropriate anti-bullying procedures in schools. (15) Provide support to principals in the implementation of the anti-bullying procedures. (16) Regularly communicate relevant information for understanding bullying, responding to incidents, and how parents/carers can access assistance via the CSMN website and Family Matters website.
Principals Executive Team members as delegated by the Principal	Lead the implementation of the Safe Behaviours and Support Planning Procedure and this Anti-Bullying Procedure to regulate a safe and supportive inclusive learning environment for the promotion of student wellbeing. (17) Provide regular opportunities for all school staff to be trained to recognise and respond effectively to bullying, including embedding this into Annual Staff Induction and staff documentation. (18) Ensure students participate in explicit education programs on school specific Positive Behaviour for Learning framework, respectful relationships and social and emotional skills that enhance students' understanding of pro-social behaviour, as well as bullying behaviours and their impact on self and others. (19) Ensure consistent reporting, recording, and responding procedures, as outlined in this document are delivered with urgency and care. (20) Regularly communicate relevant information for understanding bullying, responding to incidents, and how parents can access assistance (including school website, newsletters, and promotional materials via COMPASS and or social media). (21) Lead the regular review and monitoring of these procedures including the analysis of data patterns to proactively promote student wellbeing and prevent risk. (22) Ensure that further complaints about the school's response to bullying allegations are managed in accordance with the Complaints Resolution Policy.
Workers	Understand their role in the implementation of the Anti-Bullying Procedure to create a safe, supportive and inclusive learning environment for the promotion of student wellbeing. (23) Model positive relationships and promote a positive school culture where bullying is not acceptable. (24) Explicitly teach students how to identify, report and respond to bullying at school, off-site and online. (25) Implement the Anti-Bullying Procedure when an allegation of bullying is received, or when patterns of behaviour indicate that bullying has taken place. (26) Escalate a matter to the principal (or delegate) once the Bullying Discernment Tool (COMPASS chronicle) has been completed, whether it confirms bullying or identifies a risk of bullying, to obtain guidance and plan the school's next steps in responding and supporting.
Students	(27) Behave in a safe, respectful and responsible manner, respecting individual differences and diversity as outlined in the School Community Code of Conduct and school expectations. (28) Report, to an adult at school, any incidents of bullying that they have experienced, witnessed, or otherwise become aware of, including those communicated to them by others. (29) If targeted by bullying behaviours, tell a trusted adult or report through school established reporting pathways so that the school can implement school response and supports.

ROLE	RESPONSIBILITIES
Parents/Carers	Read, sign and abide by the Conditions of Enrolment including the School Community Code of Conduct. Treat all members of the school community with dignity and respect as outlined the School Community Code of Conduct. (30) Report incidents of bullying as soon as practicable according to school established reporting pathways to raise a concern.

Section 5 - Implementation guidelines

(31) This procedure is grounded in the Catholic belief that every person is created in the image and likeness of God and possesses inherent dignity, value and worth. Guided by the example of Jesus Christ, Catholic schools strive to build communities of belonging, inclusion, positive relationships and reconciliation.

(32) Accordingly, all efforts to prevent, respond to and address bullying must prioritise the pastoral wellbeing, faith, safety and flourishing of every member of the school community and uphold the dignity of each person.

(33) This procedure reflects the Catholic schools of the Catholic Diocese of Maitland-Newcastle's commitment to the NSW Anti-Bullying Framework that strengthens the prevention, identification of and responses to bullying in schools. This procedure outlines specific implementation across the four evidence-based components of the NSW Anti-Bullying Framework that underpin a successful whole school approach to addressing bullying.

Partnering	Active partnerships to build a strong network of support around the student.
Preventing	Explicit Bullying Prevention Strategies, Positive Behaviours for Learning (PB4L) and Social Emotional Learning (SEL)
Responding	Reporting, recording and responding to bullying behaviours
Implementing	Implementing an evidence-backed, data-driven whole-school approach

Partnering to build a strong network of student support

Community, Parent/Carers and Student partnerships to collectively build a positive school culture of support.

(34) Partnering with school – community partnerships: Schools implement a whole-school multi-tiered system of support approach embedded in the Schools Pastoral Care, Wellbeing and Anti-Bullying Policy that:

a. Embeds Positive Behaviour for Learning (PB4L) Procedure and the PB4L School Specific Statement of Practice.
b. Engages with Catholic Schools, Diocesan and community agencies to provide early intervention, specialised services, expertise and resources that protect and support all students.
c. Promotes a culturally safe, responsive and inclusive learning environment that builds respect, belonging, consideration and care for others, which will be upheld by all.
d. Openly discusses tensions that could motivate bullying, such as children with different family situations, religion, ethnicity, disability, gender, sexuality or appearance-related differences.
e. Challenges practice, behaviours and language that do not uphold the school values of tolerance, non-discrimination and respect towards others.
f. Encourages positive and responsible use of technology software, especially mobile phones, wearable technologies, applications and social media.
g. Actively creates "safe spaces" for vulnerable children and young people.
h. Celebrates success and achievements to promote and build a positive school ethos.

(35) Partnering with Students: Student voice is a valuable component of all Schools Pastoral Care, Wellbeing and Anti-Bullying Policy documents as it promotes students' sense of belonging and inclusion.

(36) While explicitly addressed in the Student Voice and Leadership Procedure, student voice is demonstrated in this procedure through schools engaging in ongoing and regular collaboration with students to inform the partnering, preventing, responding and implementing actions outlined in this Procedure.

(37) Student voice should be actively incorporated into the design, delivery and evaluation of:

a. age-appropriate anti-bullying strategies and practices;
b. wellbeing and safety planning; and
c. the pathways in which to report bullying concerns and seek support.

(38) Partnering with Parents/Carers: Schools are to build strong partnerships with parents/carers by providing varied and accessible ways to engage with the school. These opportunities should be designed to include the perspectives of diverse family groups and include:

a. Consultation forums on school policies where relevant,
b. Collaboration in wellbeing initiatives and ongoing bullying prevention strategies.

(39) Partnering with Parents/Carers: Schools are to commit to ongoing communication that raises awareness of bullying as a school community issue, to equip all members to recognise signs of bullying, as well as to provide the community with clear pathways for raising any concerns they may have related to bullying.

(40) Schools will ensure that key information about bullying including this Anti-bullying Procedure is available and regularly articulated to parents/carers via a number of platforms, including the school newsletter and website. This information should include:

a. Information for parents/carers on who to contact if they are worried about bullying.
b. A summary of the steps that will be undertaken by the school when concerns are raised.
c. Information for parents/carers about our Complaints Resolution Policy and Procedures and how to raise concerns in an appropriate manner, should they not be happy with the school's response.

(41) Partnering with Catholic Schools: Schools will actively and consistently respond to all student behaviour errors using three clear Catholic Schools procedures that explicitly address a specific type of behaviour error that has occurred.

a. Positive Behaviour for Learning Procedure and School Specific Statement of Practice - for off-task, disruptive and general behaviour errors not presenting a risk to self and others.
b. Safe Behaviours and Support Planning Procedure - an extension of the PB4L procedure specifically for behaviour errors that present an unsafe situation or risk to self or others.
c. Anti-Bullying Procedure - an extension of the Safe Behaviours and Support Planning Procedure that deals specifically with emerging patterns of unsafe behaviours alleged to be bullying or at risk of bullying.

Preventing –Explicit Bullying Prevention Strategies

Aligning PB4L, Social and Emotional Learning, Wellbeing Framework with Explicit Bullying Prevention Initiatives

(42) Schools will explicitly embed this Anti-Bullying Procedure and Wellbeing Together Framework alongside the Positive Behaviour for Learning Procedure and Social and Emotional Learning (SEL) programs as part of an overall strategy for the Student Wellbeing, Behaviour and Anti-Bullying Policy.

(43) Schools will ensure anti-bullying strategies and discussions have a high profile throughout the year including regular articulation that bullying is not accepted, in both online and offline environments. This includes embedding content across curriculum and classroom contexts, specific wellbeing programs being utilised by the school and a school's PB4L Framework.

(44) Anti-bullying initiatives and programs include the use of promotional materials to ensure the expectations, reporting pathways and the school's response to concerns are transparent and regularly accessed.

(45) Schools must explicitly teach an understanding of:

a. Cultural Safety and an Inclusive learning environment that builds respect, belonging, consideration and care for others.
b. Behaviour expectations and positive relationships embedded in a school's Positive Behaviour for Learning framework.
c. Social and emotional skills that equip students with understanding of empathy, inclusion, emotional regulation and conflict resolution that will support students when interacting and responding to unsafe, unkind or bullying behaviours.
d. Unsafe and unkind behaviour compared to bullying. It is critical to develop an understanding of how and when unsafe or unkind behaviours might be perceived or considered at risk of bullying or confirmed as bullying. This includes the explicit teaching of the definition of bullying, types of bullying behaviours and modes of bullying.
e. The different roles of bystanders during unsafe situations including an Involved person (harmful behaviours and bullying), witness or choose to safely support the student impacted, also known as an upstander.
f. How students, staff and parents/carers can seek help and support for those impacted, and report incidents of unsafe, unkind or bullying behaviours, through the establishment and communication of multiple reporting channels accessible to all.

(46) Schools will ensure a safe and supportive environment that collectively responds to all unsafe, unkind and at-risk behaviours by:

a. Building positive relationships and creating a connected school community.
b. Maintaining vigilant supervision in classroom, playground, during transition and extending to excursions and extra-curricular activities.
c. Maintaining clear safe behaviour and planning records for all behaviours, particularly those that present a risk to self or others.
d. Maintaining records of alleged bullying incidents and analysing trends to enable targeted prevention strategies where appropriate.

Responding – Consistent, Urgent and Pastoral

Reporting, Handling and Recording Reported Bullying Behaviours.

(47) Schools are to establish and actively promote a culture of reporting for all unsafe, unkind and bullying behaviours, including those that are perceived to be bullying, and to respond with urgency and care.

(48) Schools are to provide known, safe channels for reporting bullying incidents, including the option for anonymous reporting, that are accessible to all staff, students and parents/carers.

(49) Schools are to respond to incidents in a reasonable, proportionate and consistent manner.

(50) Schools are to use a transparent, coordinated and prompt response through a structured triage system with ongoing support for all students involved.

(51) Upon receiving any communication that alleges bullying behaviours and/or in becoming aware of a pattern that suggests possible bullying behaviours, schools will enact the following steps. Schools will:

a. Address the unsafe or at-risk situation, regardless of the nature of the behaviour being one of individual error, mutual conflict or potential bullying. The immediate response is outlined in the Safe Behaviours and Planning Procedure and embedded into PB4L Minor and Major Behaviour Chronicles.
b. Respond to the impacted student updating them on the safety planning in place as soon as is practicable and at least within 2 school days of becoming aware of the bullying concern.
c. Assess any emerging patterns of behaviours that may indicate that a singular incident is at risk of a bullying behaviour. Schools are guided to consider emerging patterns via an explicit COMPASS field placed in any PB4L Minor or Major Behaviour chronicles as well as relevant Parent Communication and/or Wellbeing Chronicles.
d. Communicate a clear response to the concern of bullying to the parents/carers of the student who raised the concern within 2 school days of becoming aware of it. Communication, via phone, face to face or written correspondence, should include:
    i. an acknowledgment of the receipt,
    ii. initial actions grounded in safe behaviour planning,
    iii. the next steps to discern if the behaviours are at risk of or meet the diocesan definition of bullying.
e. Determine the staff member to conduct the discernment in response to reported bullying behaviours, usually one who is best placed to deal with all students involved at this level.

(52) If an incident has reasonable evidence that bullying behaviour has occurred or is at risk of occurring, schools are to utilise the Bullying Discernment Tool (COMPASS Chronicle) to assess and triage the severity and urgency of the behaviour or patterns of behaviour that may meet a threshold for bullying. The Bullying Discernment Tool requires:

a. All data is gathered and discerned in line with the definition of bullying.
b. Consultation with all staff, students and parents/carers involved or aware of the incident to gain clarity that will assist discernment.
c. All students involved in the reported bullying incident are identified including their role (impacted, instigator, involved or witness).
d. Consideration and determination on whether it meets the threshold for bullying or an incident of unkind, harmful or unsafe behaviour.
e. The staff member discerning to inform an executive member, as determined by the school, of the outcome and discussion of the school's next response.
f. The discernment tool remains on the chronicles of all students involved for future reference, regardless of the decision.

(53) When behaviours do not meet the threshold for bullying, schools are required to continue to implement and monitor the initial safety planning and ongoing supports and:

a. Attach the Bullying Discernment Tool Chronicle to each student's chronicle as evidence of potential patterns when tracking separate incidents.
b. A Chronicle, Bullying Not Confirmed, is to be appended to the Bullying Discernment Tool Chronicle of the student impacted by the behaviour.
c. A determination that behaviour does not meet the definition of bullying does not remove the school's responsibility to address harm, implement safety planning and provide ongoing support.
d. Provide follow up communication to the parents/carers of the student impacted in regards to the outcome. Mode of communication is at the school's discretion, however the details of that communication are inherent within the chronicle above. The chronicle generates a letter that can be utilised at the school's discretion when

communicating with parents/carers. The letter meets the communication inclusions listed below.

e. Communication with parents/carers to include;
    i. the safety planning in place and ongoing supports that have been put in place.
    ii. the outcome of the bullying discernment process with reference to why it does not meet the threshold of bullying at this time.
    iii. assurances that consequences for any behaviour error confirmed during the discernment process will be conducted under the PB4L framework.
    iv. a commitment to recording, tracking and monitoring this incident for any emerging patterns.
    v. encouragement to continue to report if further incidents occur so that the matter is escalated.

(54) When behaviours meet the threshold for bullying, schools must continue to implement and monitor the initial safety planning and ongoing supports and:

a. Attach the Bullying Discernment Tool Chronicle to each student's chronicle which includes the confirmation that the behaviours meet the threshold of bullying and a referral to the delegated executive staff member.
b. Any confirmed bullying behaviour assessed by the school as having a risk rating of medium or higher requires an mnResponse to be raised. See the linked Risk Matrix.
c. A completed mnResponse PDF can be appended to the relevant COMPASS chronicle to support further documentation and record-keeping.
d. Provide follow up written communication in regards to the outcome to the parents/carers of all students who were involved in bullying or who were bullied.
e. Any formal written communication should be preceded by a phone call or a face-to-face meeting, as much as is reasonable. In the case of Stage 6, this verbal communication can include the student.
f. A set of COMPASS chronicles is to be appended to the Bullying Discernment Tool of all the students directly involved depending on their role. Each Chronicle generates correspondence that can be utilised at the school's discretion when communicating with parents.
    i. Bullying Behaviours Confirmed Chronicle – Student who was Bullied (Impacted): Information in this chronicle generates a letter that includes the allegation made, process undertaken, outcome of the process and the actions and support in response to the confirmed the bullying behaviour, including safety planning underway or to be implemented.
    ii. Bullying Behaviours Confirmed - Student who Bullied (Instigator): Information in this chronicle generates a letter that includes the allegation made, process undertaken, outcome of the process and the consequences and support to be implemented in response to the confirmed bullying behaviour.
    iii. If the Suspension, Expulsion and Exclusion Procedure is initiated following discernment, the relevant documentation from that process will be utilised and appended in place of the chronicle; Bullying Behaviours Confirmed - Student who Bullied (Instigator).

Responding – Consequences to Bullying Behaviours and support for all students involved

(55) Once the communication of confirmed bullying has been completed (including the mnResponse), the school will enact relevant consequences and support in response to the bullying behaviours themselves. Consequences are to be drawn from the Schools Safe Behaviours and Planning Procedure or Suspension, Expulsion and Exclusion Procedure.

(56) Schools are to respond to students who bully with a tailored mix of appropriate consequences, learning opportunities and support. Practice examples from the NSW Anti-Bullying Framework include:

a. an offer to engage with the school counsellor
b. restorative practices and guided conversations
c. individual support plan,

d. regular check-in,
e. teaching social and emotional skills,
f. targeted monitoring of student behaviour
g. other appropriate responses to the circumstances.

(57) This support is to ensure that relationships are restored and behaviours are modified. It should guide the student to understand their bullying behaviours, unpack the impact on others and develop strategies to avoid the behaviour being demonstrated in the future. Any support or consequence provided by the school must be explicit about potential consequences if the behaviour continues.

(58) Schools are to respond to students who have experienced bullying behaviour with tailored, coordinated and timely support and follow-up. This may also include the student/s who have witnessed and/or reported the bullying behaviour. Practice examples from the NSW Anti-Bullying Framework include:

a. an offer to engage with the school counsellor
b. input from students and parents/carers (where appropriate)
c. safety planning,
d. relationship support,
e. teaching social and emotional skills,
f. ongoing monitoring for safety and recovery,
g. supervision changes/safe places,
h. trusted staff and adults contacts (for during and after school hours)
i. scheduled check-ins,
j. other appropriate supports to the circumstances including preferences considered in collaboration with parents/carers or the student.

(59) These supports assist students to recover from the impact of bullying behaviours, provide reassurance that safety planning is in place and reduce the risk of further harm.

(60) All students are further supported through the Positive Behaviour for Learning (PB4L) Procedure and the PB4L School Specific Statement of Practice that are embedded in the Schools Pastoral Care, Wellbeing and Anti-Bullying Policy.

Implementing: Evidence-backed, data-driven whole-school approach

(61) When supported by aligned policies, ongoing teacher professional learning, and regular monitoring, this Anti-Bullying Procedure contributes to safer environments where student wellbeing is actively protected, and harm is significantly reduced.

(62) The Anti-Bullying Procedure in schools is implemented with reference to the Multi-Tiered System of Support (MTSS) that consists of targeted increased interventions and support at each tier. CSMN MTSS Diagram. The tiers of support are:

a. Tier 1 Interventions are universal school-wide and classroom systems that apply to all students, all staff, all settings, preventative and proactive.
b. Tier 2 Interventions are targeted supports that complement or supplement Tier 1 for students who have been identified as requiring further supports; and
c. Tier 3 Interventions are intensive and individualised interventions for students with high-risk behaviour and/or learning needs, assessment-based and often involve a “wrap-around” approach.

(63) Schools are to monitor and evaluate the anti-bullying procedures to ensure:

a. Alignment with Anti-Bullying Procedure as part of the Schools Pastoral Care, Wellbeing and Anti-Bullying Policy and Procedure suite.
b. Whole school ownership and accountability of school's partnership, prevention, and response strategies.
c. Consistency, transparency and coherence in practice.
d. Regular and clear communication of the Anti-Bullying Procedure with all partners and stakeholders. This includes current policies on the school website and key newsletter updates at least once a year and as needed thereafter.

(64) Schools are to utilise the NSW Anti-Bullying Framework and its resources, specifically the Implementation Tracker and Practice Examples to guide implementation actions and ongoing improvement.

(65) Schools can utilise the CSMN Professional Learning Modules and annual Catalogue of Professional Learning that support staff in their capacity to prevent, identify, respond to and monitor all unkind, unsafe or bullying behaviours.

(66) Schools are to continually review and analyse data across all anti-bullying processes in the school. Data sources include;

a. student wellbeing and explicit bullying data as embedded in Pivot.
b. Positive Behaviour for Learning chronicles from COMPASS that track unsafe incidents including emerging patterns that present a bullying concern.
c. use of Power BI to collate bullying chronicles and fields from COMPASS that track emerging patterns and reported concerns.
d. follow up mnResponse documentation.

(67) Review of data should:

a. Evaluate the effectiveness of prevention strategies and their impact on the cohort.
b. Ensure that responses to bullying are being implemented as intended and are making a meaningful difference for students.
c. Identify bullying patterns and trends.
d. Empower school staff to proactively address emerging issues and target interventions where they are most needed.

Section 6 - Document Review

(68) This procedure will be reviewed when there is a legislative change, organisational change, delegation change, technology change or at least every 3 years to ensure it continues to be current and effective.

Status and Details

Status	Current
Effective Date	12th November 2026
Review Date	12th November 2029
Approval Authority	Director Catholic Schools
Approval Date	12th November 2026
Expiry Date	To Be Advised
Unit Head	Jacqueline Wilkinson Director Catholic Schools
Enquiries Contact	Catholic Schools

Glossary Terms and Definitions

"Bullying" - Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. Bullying of any form, or for any reason, can have long-term effects on those involved, including bystanders. Bullying behaviour has three key features. It: is deliberate – there is an intention to cause physical and/or psychological pain or discomfort to another person. involves the intentional misuse of power in a relationship – there is an actual or perceived unequal relationship that may be based on physical size, age, gender, social status or digital capability and access. is ongoing and repeated – bullying behaviour is usually not a one-off. It is repeated over time, with the threat of further incidents leading to fear and anxiety.

"Bystander" - A person who witnesses or becomes aware of bullying or harmful behaviour but does not participate or take action.

"Conflict" - Conflict can be single, unplanned episodes between two equals of hurtful words or actions, or random acts of aggression or intimidation. They can be a situation of mutual and equal conflict or as simple as children not getting along well. Individual Conflicts or fights between equally contested participants are not always defined as bullying.

"Types of Bullying Behaviours" - Bullying behaviour is complex and can take many forms, but all can cause damage and harm. These: • include physical, verbal, and social (or relational) bullying, including exclusion. • can take place in the physical environment and/or in the digital environment (cyberbullying). Bullying behaviour can be overt (direct and easily observed) or covert (indirect and hidden or less easily observed). Critical to any consideration of bullying is the perception of bullying that is reported as a result of an unsafe situation that has arisen, which needs immediate response regardless of its eventual definition of bullying or not.

"Upstander" - A person who chooses to act positively and safely to support someone experiencing bullying or other harmful behaviours. This may include safely supporting the student affected or seeking help from a trusted adult.

"Involved person (harmful behaviours and bullying)" - (sometimes referred to as follower) – A person who contributes to, supports, reinforces, participates in, or amplifies bullying behaviour, whether or not they initiated the incident.

"Cultural Safety" - exists when a person's cultural identity is recognised, respected and nurtured, and when the environment, practices and processes in place do not result in challenge, denial, marginalisation or diminishment of who they are.

"Inclusive learning environment" - enables every student to access, participate in and contribute to learning and school life, with the support and adjustments needed to ensure equitable opportunities for success.