



## St Augustine's Primary School Bullying Prevention (including Cyber-bullying) [Student] Procedures

### Definitions specific to these procedures

TERM	DEFINITION
<b>Bullying</b>	<p>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. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.</p> <p>Bullying can happen in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records).</p> <p>Bullying of any form or for any reason can have immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.<sup>1</sup></p>
<b>Verbal bullying</b>	<p>includes name calling, teasing, abuse, putdowns (particularly those which refer to personal characteristics and impact on self-esteem), sarcasm, insults, threats of unfair criticism, suggestive comments, rumour spreading.</p>
<b>Non-verbal bullying</b>	<p>includes writing offensive notes, graffiti about others, rude gestures, damaging other people's possessions.</p>
<b>Physical bullying</b>	<p>includes physical actions such as hitting, pushing, obstructing, rubbing, grabbing, punching, kicking, scratching, tripping, spitting, taking/damaging property, using a weapon and any other unwelcome physical contact used to intimidate or hurt someone.</p>
<b>Cyber-bullying</b>	<p>Cyber-bullying is direct verbal or indirect bullying behaviours using digital technologies. This includes harassment via a mobile phone, setting up a defamatory personal website or deliberately excluding someone from social networking.</p> <p>Includes the ongoing abuse of power to threaten or harm another person using technology, this can occur in chat rooms, on social networking sites, through emails, text messaging, the internet or other online forums.</p> <p>Further detail on cyberbullying is set out later in this policy.</p>
<b>Social bullying</b>	<p>includes ignoring, excluding, ostracising, alienating including forming groups to leave out, ignoring and disrespect, making inappropriate gestures, looks, stares, facial expressions.</p>
<b>Racial bullying</b>	<p>includes treating someone inappropriately because of their race, including by using racial slurs, making inappropriate comments in respect of a person's race, or excluding a person because of their race.</p>
<b>Ableism</b>	<p>includes treating someone differently or unfairly because of a disability or additional needs, including by using inappropriate slurs, seeking to trigger a</p>

<sup>1</sup> The national definition of bullying for Australian schools <https://bullyingnoway.gov.au/understanding-bullying>

	person in respect of their disability, or excluding a person because of their disability.
<b>Sexual bullying</b>	includes any unwelcome written, verbal or physical contact of a sexual nature (including those actions which are perceived to be sexual in nature), sexually orientated jokes, drawings of or writing about another person's body, unwanted invitations of a sexual nature, showing explicit images without permission and asking questions about another person's sexual activity or orientation.
<b>Psychological bullying</b>	includes when words or actions are used to cause psychological harm. Examples of psychological bullying include name calling, teasing, hiding or damaging possessions or making fun of someone because of their actions, appearance, physical characteristics or cultural background. Malicious SMS and email messages, voice and text messages, and inappropriate use of camera phones, photographic and video images is also a form of psychological bullying.
<b>Indirect bullying</b>	includes when deliberate acts of exclusion or spreading of untrue stories are used to hurt or intimidate someone. Indirect bullying also includes influencing or organising someone else to bully or harass another person to hurt or intimidate someone.
<b>Harassment</b>	includes unwelcome or unreciprocated behaviour that makes a person feel offended, humiliated, belittled, degraded, devalued, or intimidated. Harassment may be a single incident or a series of incidents and may also include behaviour which is discriminatory on the basis of a personal characteristic such as race, age, gender, disability, religion, or sexuality.
<b>Communication systems</b>	Email, video conferencing, instant messaging (public or private), electronic bulletins/noticeboards, electronic discussion/news groups, weblogs (blogs), social and professional networking (e.g., use of Facebook, TikTok, Snapchat, LinkedIn, Twitter, in accordance with age restrictions) and any other material (video / image, etc) sent electronically.
<b>Method of Shared Concern</b>	A non-punitive, multi-stage strategy for addressing group bullying that brings together students to collaboratively find solutions. It involves individual conversations to build empathy and a shared understanding of the problem, followed by a group meeting where the students agree on a plan to resolve the bullying, focusing on creating positive behaviours and mutual responsibility. This approach aims to shift power dynamics by having the students who are part of the problem become part of the solution.
<b>Record</b>	A record is information in any format created, received and maintained as evidence of business activities and decisions. A record may be digital (such as an email, Word, Excel, PowerPoint or finalised and/or scanned PDF documents) or hardcopy (paper) format.
<b>School environment</b>	Means any of the following physical, online or virtual places used during or outside school hours: <ul style="list-style-type: none"> <li>• a campus of the school</li> <li>• online or virtual school environments made available or authorised by DOBCEL or a DOBCEL school for use by a child or student (including email, intranet systems, software, applications, collaboration tools and online services)</li> <li>• other locations provided by the School or through a third-party provider for a child or student to use including, but not limited to, locations used for camps, approved homestay accommodation, delivery of education and training, sporting events, excursions, competitions and other events) (Ministerial Order No. 1359).</li> </ul>

## Actions

St Augustine's Primary School will respond to all reported incidents of bullying, perceived or actual, sensitively, fairly and promptly by:

- using an Anti-Bullying Response Pathway when we become aware of incidents. The Pathway assists with a regulated and thorough response
- implementing an Anti-Bullying Action Plan as part of the Response Pathway.
- keeping a written record of any bullying investigation
- encouraging students, staff and parent and carers to report bullying and cyber-bullying to the class teacher or directly to the principal
- investigating complaints of bullying and cyber-bullying in a manner that respects the dignity and privacy of those involved
- ensuring that complaints of bullying and cyber-bullying are handled in a way that is sensitive to students' cultural and linguistic backgrounds, and that recognises the diverse circumstances of students
- nominating a person or staff to co-ordinate strategies for the resolution of specific bullying incidents reported in this school
- notifying parents/guardians/carers of bullying incidents involving their children and allowing them to have input into decisions that affect their children, where this is appropriate
- notifying the relevant Education Consultant of any serious incident
- contacting the Police/Police Youth Liaison Officer if the bullying situation has involved violence, threat of harm or alleged criminal conduct
- maintaining records of bullying incidents and related interventions in accordance with relevant recordkeeping requirements (such as the Public Record Office Victoria Recordkeeping Standards)
- conducting Student Safety Audits at least once a year to promote safe, inclusive and respectful learning environments
- promoting student voice and empowerment in classrooms and through the use of Student Representative Council (SRC) to discuss matters associated with bullying, cyber bullying, safety and wellbeing
- reviewing and evaluating the School's anti-bullying policy and the responsible use of technology procedures to ensure they are working effectively
- engaging with parents/guardians/carers to review and evaluate the School's bullying prevention policy and the responsible use of technology procedures to ensure they are working effectively.

## Signs of bullying

Major behavioural changes in a student may be indicative of bullying.

Such behaviour changes may include:

- becoming aggressive and unreasonable;
- startling physical or verbal altercations;
- refusing to talk about what is wrong;
- crying and night and having nightmares;
- feeling ill in the mornings;
- unwillingness or refusal to go to school;
- unexplained bruises, cuts or scratches;
- a drop in academic performance;
- becoming withdrawn and lacking confidence;
- beginning to bully sibling and others.

Less obvious signs could include a student that:

- is often alone or excluded from friendship groups at school;

- is a frequent target for teasing, mimicking or ridicule at school;
- changes their willingness to speak up in class;
- withdraws from friends and activities they previously enjoyed; or
- appears insecure or frightened in the classroom.

Parents/carers are encouraged to recognise signs of bullying and notify the School through the classroom teacher immediately, if they suspect their child is a victim of bullying.

## Bullying Prevention

The School recognises that the implementation of school-wide prevention strategies is the most effective way of eliminating, or at least minimising incidents of bullying within our community.

The School has a number of initiatives which form part of our overall bullying prevention strategy and our strategy to create a 'no bullying' culture within the School, including:

- we have a positive school environment that provides safety and support for students and promotes positive relationships and wellbeing
- we ensure bullying behaviour is identified, confronted and not tolerated, and any instances of bullying are addressed with appropriate consequences
- we strive to build strong partnerships between the School, families and the broader community that means all members work together to ensure the safety of students
- teachers are encouraged to incorporate classroom management strategies that discourage bullying and promote positive behaviour
- we promote upstander behaviour as a way of empowering our students to speak up about harm to others and themselves
- a range of year level incursions and programs are planned for each year to raise awareness about bullying and its impacts
- we participate in the Respectful Relationships program, which aims to embed a culture of respect and equality across our school
- a structured curriculum and peer group support system, which provides students age-appropriate information and skills over the course of the academic year relating to
  - what constitutes bullying (including cyber-bullying)
  - bullying prevention, to bullying
  - how to respond to bullying behaviour assertively
  - conflict resolution and problem solving
  - building positive peer to peer relationships
- we celebrate the diverse backgrounds of our school community and teach multicultural education, including Aboriginal and Torres Strait Islander history, to promote mutual respect and social cohesion
- the Peer Support Program and the Peer Mediation program encourage positive relationships between students in different year levels. We seek to empower students to be confident communicators and to resolve conflict in a non-aggressive and constructive way.
- students are encouraged to look out for each other and to talk to teachers and older peers about any bullying they have experienced or witnessed
- education, training, and professional development of staff in bullying prevention and response strategies
- regular provision of information to parents/guardians, to raise awareness of bullying as a school community issue to equip them to recognise signs of bullying, as well as to provide them with clear paths for raising any concerns they may have related to bullying directly with the School, particularly during parent information sessions, which include information on discipline and wellbeing, including how bullying is managed
- reporting of incidents of alleged bullying by students, bystanders, parents/guardians, and staff are encouraged, and made easy through the establishment of multiple reporting channels

- regular risk assessments of bullying within the School are undertaken by surveying students to identify bullying issues that may ordinarily go unnoticed by staff
- records of reported bullying incidents are maintained and analysed, in order to identify persistent bullies and/or victims and to implement targeted prevention strategies where appropriate
- statements supporting bullying prevention are included in students' School diaries
- anti-bullying posters are displayed strategically within the School
- promotion of student awareness and a 'no-bullying' environment by participating in events such as the National Day of Action Against Bullying and Violence we participate in the National Day of Action against Bullying and Violence.

For further information about our engagement and wellbeing initiatives, please see our *Child Safety and Student Wellbeing Policy* and our *Diversity and Equity Policy*.

All members of our school community must be aware of the possibility of bullying and take action to prevent bullying if it is reasonably foreseeable.

## Incident Response

### Reporting concerns

Bullying complaints will be taken seriously and responded to sensitively at our school.

Students who may be experiencing bullying behaviour, or students who have witnessed bullying behaviour, are encouraged to report their concerns to school staff or another trusted adult as soon as possible.

Our ability to effectively reduce and eliminate bullying behaviour is greatly affected by students and/or parents and carers reporting concerning behaviour as soon as possible, so that the responses implemented by the School are timely and appropriate in the circumstances.

We encourage students to speak to your teacher. However, students are welcome to discuss their concerns with any trusted member of staff including the principal, teachers, wellbeing staff or school social worker.

Parents or carers who develop concerns that their child is involved in, or has witnessed, bullying behaviour at the School should contact:

Role	<i>Deputy Principal</i>
Name	Jessica Reynolds
Phone	5345 2106
Email	<a href="mailto:jreynolds@sacreswick.catholic.edu.au">jreynolds@sacreswick.catholic.edu.au</a>

Staff, students and parents are encouraged to report bullying so that it can be dealt with appropriately. Most often, it can be dealt with internally at the School, however, in some instances, it may be appropriate to report bullying to other authorities, in the case of behaviours which may constitute a crime, or serious online bullying.

If suspected bullying is reported to the School, students and parents can expect that a member of staff will:

- reassure the student that they will be supported and assisted by the School
- reassure the student that bullying is not tolerated by the School
- avoid minimising the issue, or saying dismissive things that imply the issue is not important
- find a suitable place to talk, or make a time to discuss the problem privately
- ensure that their voice is calm and body language is open as they listen to the concerns being raised
- listen without interrupting, using only encouraging questions or sounds to show they are listening
- ask the student questions to help distinguish between single incidents of conflict and an ongoing pattern of bullying
- ask the student to write down any information they have about their concerns

- reassure the student it is never okay to be bullied
- reassure the student it is not their fault that the other person is behaving in such a way that makes the student feel the way they are feeling
- praise the student for speaking out, and acknowledge that talking about it takes lots of courage
- ask the student what they want the School to do in response (for example, a stop bullying conversation or a formal investigation). The School will consider a range of possible outcomes, including (but not limited to) the implementation of a class seating plan, assigning a mentor to the accused victim or bully or both, and referrals to wellbeing and support services.
- reassure the student that the School takes their concerns seriously and that the School will follow up as quickly as possible
- ask the student if they feel safe in the short term, and consider whether interim preventative safety measures may need to be implemented.

Only after the student has shared their version of events, staff may ask specific questions to clarify or seek more details.

If the student has not already advised, ask the student: “*who, what, when, why, how and where*” questions, including:

- what words have been said or written?
- has anyone been physically hurt and how?
- who is usually around?
- who else has the student told about this?
- is any evidence of what has happened?

This typically relates to screenshots etc. in instances of cyberbullying.

The School will further ensure that any students accused of bullying are afforded with procedural fairness, including by being the opportunity to respond.

## Investigations

Bullying behaviours vary enormously in their extent and intent. As a consequence, each incident needs to be dealt with on its facts. St Augustine’s treats all bullying concerns seriously and takes time to properly investigate the concerns.

When notified of alleged bullying behaviour, school staff are required to:

1. record the details of the allegations in the relevant locations i.e., incident register, HINT and the students Social Behaviour Platform file using the **Bullying Incident Recordkeeping and Investigation Tool**.
2. inform the School Wellbeing Leader, Deputy Principal and Principal
3. respond to the initial complaint or incident within 2 school days

The Deputy Principal is responsible for investigating allegations of bullying in a timely and sensitive manner. To appropriately investigate an allegation of bullying, the Deputy Principal will consult with the Principal in all matters and subsequently may:

- speak to the those involved in the allegations, including the target/s, the students allegedly engaging in bullying behaviour/s and any witnesses to the incidents
- speak to the parent/carer(s) of the students involved
- speak to the teachers of the students directly involved
- take detailed notes of all discussions for future reference
- obtain written statements from any of the above.

All communications with the Deputy Principal in the course of investigating an allegation of bullying will be managed sensitively. Investigations will be completed as quickly as possible to allow for the behaviours to be addressed in a timely manner.

The objective of completing a thorough investigation into the circumstances of alleged bullying behaviour is to determine the nature of the conduct and the students involved. A thorough understanding of the alleged bullying will inform staff about how to most effectively implement an appropriate response to that behaviour.

Serious bullying, including serious cyberbullying, is a criminal offence and may be referred to Victoria Police. For more information, see: [Brodie's Law](#).

All documentations relating to the bullying incident to be retained in accordance with the DOBCEL Recordkeeping Policy.

## Responses to bullying behaviours

When the Deputy Principal has sufficient information to understand the circumstances of the alleged bullying and the students involved, a number of strategies may be implemented to address the behaviour and support affected students in consultation with the Student Wellbeing Team, relevant teachers, the Principal, DOBCEL Education Consultants and DOBCEL Student Services Staff.

There are a number of factors that will be considered when determining the most appropriate response to the behaviour. When making a decision about how to respond to bullying behaviour, the School will consider:

- the age, maturity, and the individual circumstances of the students involved
- the severity and frequency of the bullying, and the impact it has had on the target student
- whether the student/s engaging in bullying behaviour have displayed similar behaviour before
- whether the bullying took place in a group or one-to-one context
- whether the students engaging in bullying behaviour demonstrates insight or remorse for their behaviour
- the alleged motive of the behaviour.

The Principal and Deputy Principal are responsible for maintaining up to date records of the investigation of and responses to bullying behaviour, using the **Bullying Incident Recordkeeping and Investigation Tool** and **Bullying Incident Response Action Plan**.

After consultation, the Principal or delegated leader may implement all, or some of the following responses to bullying behaviours:

- offer wellbeing support to the target student or students, including referral to the School Counsellor, the Student Wellbeing Team or an external provider.
- offer wellbeing support to the students engaging in bullying behaviour, including referral to the school Counsellor, the Student Wellbeing Team or an external provider.
- offer wellbeing support to affected students, including witnesses and/or friends of the target student, including referral to the Student Wellbeing Team, or an external provider
- facilitate a restorative practice meeting with all or some of the students involved. The objective of restorative practice is to repair relationships that have been damaged by bringing about a sense of remorse and restorative action on the part of the person who has bullied someone and forgiveness by the person who has been bullied
- facilitate a mediation between some or all of the students involved to help to encourage students to take responsibility for their behaviour and explore underlying reasons for conflict or grievance. Mediation is only suitable if all students are involved voluntarily and demonstrate a willingness to engage in the mediation process

- facilitate a process using the [WATL method](#), involving the target student(s), the students engaging in bullying behaviour and a group of students who are likely to be supportive of the target(s)
- implement a Method of Shared Concern process with all students involved in the bullying.
- facilitate a Student Support Group meeting and/or Behaviour Support Plan for affected students
- prepare a [Safety Plan or Individual Management Plan] restricting contact between target and students engaging in bullying behaviour
- provide discussion and/or mentoring for different social and emotional learning competencies of the students involved, including connecting affected students with an older Student Mentor and/or resilience programs.
- monitor the behaviour of the students involved for an appropriate time and take follow up action if necessary
- implement cohort, year group or whole school targeted strategies to reinforce positive behaviours. for example
- implement disciplinary consequences for the students engaging in bullying behaviour, which may include removal of privileges, detention, suspension and/or expulsion consistent with our Behaviour Management policy, the Ministerial Order on Suspensions and Expulsions and any other relevant policy.

The School understands the importance of monitoring and following up on the progress of students who have been involved in or affected by bullying behaviour. Where appropriate, school staff will also endeavour to provide parents and carers with updates on the management of bullying incidents.

In responding to bullying concerns, it is important that the School affords procedural fairness to all affected students.

## Communication

The Bullying Prevention (including Cyber-bullying) Policy will be communicated to our school community in the following ways:

- available publicly on our school’s website
- included in staff induction processes
- included in our staff handbook/manual
- discussed at staff briefings/meetings as required
- discussed at parent information nights/sessions:
- included in transition and enrolment packs
- made available in hard copy from school administration upon request.

## Roles and Responsibilities

Roles	Responsibility
Principal	<ul style="list-style-type: none"> <li>• ensure a safe, secure and harmonious work environment for students and staff</li> <li>• develop, implement and monitor this policy and ensure it is evaluated and reviewed by the School community</li> <li>• ensure staff are provided with training and development opportunities to identify and manage incidents of bullying and/or harassment</li> <li>• ensure that this policy is available to the School community</li> <li>• employ staff who have specialist skills in helping both targets and perpetrators of bullying</li> <li>• ensure effective pastoral and wellbeing support for students</li> </ul>

- model and promote appropriate relationships and behaviours
- ensure anti-bullying and harassment content is included in the curriculum
- implement and monitor strategies for dealing with bullying and harassment matters when raised
- periodically undertake confidential surveys of student wellbeing and bullying behaviour and where possible following up on identified perpetrators and targets
- identify patterns of bullying behaviour and initiate school action to respond
- provide feedback to the appropriate persons when bullying and harassment issues occur
- use a range of interventions and sanctions applicable to various age groups and situations to deal with and discourage bullying behaviour
- manage complaints about bullying, investigate thoroughly and take necessary action in a timely manner
- liaise with the School's Police Liaison Officer or local Police Officer (depending on nature of incident)
- maintain partnerships with parents in the prevention and appropriate response to bullying behaviours
- ensure that consequences for bullying include opportunities for students to learn more appropriate social skills and responsible behaviours through explicit teaching of these behaviours.

#### Staff

Staff at the School aim to treat all members of the School community with dignity and respect and build respectful relationships that respond effectively and sensitively to the needs of each student. Staff will:

- contribute to the development of this policy and support its effective implementation
- model and promote appropriate relationships and behaviours
- endeavour to identify and minimise bullying behaviour at the School
- monitor, address and follow up on bullying and/or harassment matters when identified in a timely manner
- provide feedback to the appropriate persons when bullying and harassment occur
- promote positive behaviours and a bully-free environment with students
- support and implement programs that provide information, strategies and counselling regarding bullying
- provide opportunities for students to learn about positive behaviour including problem solving and conflict resolution, bullying and the School process for responding to bullying
- actively supervise whilst on duty so that there is a pervasive sense of staff presence
- actively supervise whilst on duty so that there is a pervasive sense of staff presence
- notify the Leadership Team of allegations of bullying and ensure that bullying behaviour is addressed
- be familiar with and follow this policy for preventing and responding to bullying
- implement the student anti-bullying and responsible use of technology procedures by responding promptly and appropriately to reported incidents of bullying, in a way that is sensitive to the diverse backgrounds and circumstances of students
- support the student anti-bullying and responsible use of technology procedures through positive modelling and the promotion of appropriate behaviour
- actively engage with professional development regarding anti-bullying and harassment strategies
- provide opportunities for students to learn about positive behaviour including problem solving and conflict resolution, bullying and the School process for responding to bullying

	<ul style="list-style-type: none"> <li>engage in professional learning to support appropriate anti-bullying responses which could include cyber safety, restorative justice practices, mediation and developing social skills in students. Such opportunities are made available to staff on the same basis as other professional learning</li> <li>support all aspects of related school policies</li> <li>remain vigilant in how students are using technology through positive modelling and the promotion of appropriate behaviour</li> <li>embed critical thinking, values clarification, respectful relationships and developing empathy into our teaching practice</li> <li>respond to bullying and cyber-bullying concerns by providing age appropriate guidance and boundaries so that students can learn to self-regulate.</li> </ul>
<p><b>Parents/Guardians/Carers</b></p>	<p>Parents/guardians/carers at the School have responsibilities, including when using technology, to behave appropriately and respectfully. The School will work in partnership with parents/guardians/carers in responding to incidents of bullying. Parents/guardians/carers will:</p> <ul style="list-style-type: none"> <li>support the School in the implementation of this policy and assist their child(ren) in understanding bullying behaviour</li> <li>notify a teacher if they think their or another child is experiencing bullying</li> <li>model positive social behaviour and relationships in interactions with the School community, including in interactions with teachers, other parents and students</li> <li>work collaboratively with the School to resolve bullying when it occurs and promote appropriate behaviour</li> <li>reinforce the School messages in the proper use of technology to help children grow into ethical and responsible digital citizens</li> <li>contact the School immediately through the class teacher or directly through the principal if they know of any bullying incident</li> <li>model behaviour that is indicative of Gospel values and that reflect the School's Vision and Mission statement. Thus parents/guardians/carers are required to act respectfully to all members of the School community at all times</li> <li>be involved in decisions regarding incidents of bullying that affect their child, where this is appropriate.</li> </ul>
<p><b>Students</b></p>	<p>Students at the School have responsibilities, including when using technology, to behave appropriately and respectfully. Students will:</p> <ul style="list-style-type: none"> <li>follow School policies and procedures</li> <li>notify a teacher if they witness or experience bullying</li> <li>implement strategies teachers have suggested when responding to bullying</li> <li>behave appropriately, respecting individual differences and diversity</li> <li>take responsibility for ensuring other students can learn in a safe and supportive environment and contribute to the safety and wellbeing of others</li> <li>immediately seek help from a trusted adult if they are aware of or involved in a bullying or cyber-bullying incident</li> <li>seek support if bullied and refrain from retaliating in any bullying incident</li> <li>understand that any social networking site that identifies the School by name or image or implication is part of the School environment</li> <li>keep evidence of alleged bullying and produce it on request, in age-appropriate circumstances (for example phone text messages).</li> </ul>

## Supporting Documents

### Related DOBCEL policies and procedures

- Bullying Prevention (including Cyber-bullying) [Student] Policy
- Child Safe Standards - Recordkeeping Policy
- Child Safety and Wellbeing Policy
- Grievance Policy (Community) [School]
- Digital Technologies Policy and Procedures

- Student Empowerment and Participation Policy
- Enrolment Policy

### Forms, Templates and Associated Documents

- Bullying Incident Recordkeeping and Investigation Tool [School Form]
- Bullying Incident Response Action Plan [School Form]
- ICT Acceptable Usage Agreement [DOBCEL]

### Resources

- Department of Education and Training (Vic)
  - [Bullying Prevention and Response Policy](#)
  - [Cyber-safety and Responsible Use of Digital Technologies](#)
  - [Mobile Phones - Student Use.](#)
- [Bully Stoppers](#) – a resource containing information and advice for the school community, including students, parents and school staff.
- [Bullying. No Way!](#) – a website for Australian schools, managed by the Safe and Supportive School Communities Working Group (SSSC) which has representatives from all states and territories, including the Catholic and independent schooling sectors.
- [A National Standard on addressing Bullying in Australian Schools](#) – Standard Fact Sheet
- [Safe Socials](#) – resources to support students to be safe online
- [eSmart](#) – assists schools to develop a culture that promotes the safe, smart and responsible use of technology.
- [eSafety Commissioner](#) – provides a range of up-to-date information and resources, coupled with a complaints system to assist children who experience serious cyber-bullying and image-based abuse.
- [Australian Student Wellbeing Framework \(2018\)](#)
- [Student Wellbeing Hub](#)
- Melbourne Archdiocese Catholic Schools. (2018). [eXcel: Wellbeing for learning in Catholic school communities](#)
- [Public Record Office Victoria Recordkeeping Standards](#)
- [Privacy Compliance Manual](#) (2020). Catholic Education Commission of Victoria Ltd (CECV) (CEVN website)

<b>Approving authority</b>	DOBCEL Board
<b>Approval Date</b>	December 2025
<b>Review Date</b>	December 2028