KINCOPPAL – ROSE BAY
SCHOOL OF THE SACRED HEART

New South Head Road
Rose Bay NSW Australia 2029
+61 (0) 2 9388 6000
krb.nsw.edu.au
CRICOS Provider Code 02268M ABN 47 003 942 603

POSITIVE PEER RELATIONS (ANTI-BULLYING) POLICY

Document Management

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Approved by	School Principal
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Related legislation	Education Act 1990 (NSW) NSW Anti-Discrimination Act 1977 Disability Discrimination Act 1992 (Cth) Disability Standards for Education 2005 (Cth) Racial Discrimination Act 1975 (Cth) Australian Human Rights Commission Act 1986 (Cth) Children and Young Persons (Care and Protection) Act 1998 (NSW) Child Safe Standards (NSW) Child Protection (Working with Children) Act 2012 (NSW) Online Safety Act 2021 (Cth) NSW Anti-Bullying Framework NESA Registration Manual B8.2 Student Welfare Requirements
Review	The Policy is to be reviewed every three years or in the event of any information or incident that would warrant a review (including legislative or organisational change)

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1. Purpose

The purpose of the Positive Peer Relations (Anti-Bullying) Policy is to ensure that all members of the School community enjoy a safe and supportive School environment. This policy aims to create and maintain a culture of positive relationships, build a whole school approach to bullying, ensure prompt and effective responses to bullying, prioritise active partnerships within the school community and implementation of multi-tiered systems of support where student wellbeing is protected. Identifies bullying behaviour; acknowledges that all students, their families and Kincoppal-Rose Bay School Staff have rights and responsibilities; outlines processes for preventing and responding to bullying and encourages a community approach towards dealing with bullying behaviour.

Kincoppal-Rose Bay School is committed to maintaining a child safe environment in which the safety, wellbeing and participation of children are promoted and protected.

The policy aims to protect the following student rights:

- To feel safe
- To Learn
- To be respected
- To be valued

Promoting children's and adolescents' wellbeing and preventing and addressing bullying at the school centralises on the student. The four evidence-based components that underpin a successful whole-school approach to address bullying is reflected in the NSW Anti-Bullying Framework and has been used to structure the school's policy. With the student at the heart of this framework, families, the school, the community and external services collaboratively uphold the prevention of bullying, the school's response to bullying, the implementation of a whole-school support system and build strong networks to support students.

2. Rationale

Kincoppal – Rose Bay affirms that all members of its community have the right to enjoy a safe, incusive and supportive environment and to feel accepted as worthwhile members of the School. The School will work with students, parents and Staff to reduce the incidence of bullying so that all members of the School community feel safe and supported.

The Positive Peer Relations / Anti-Bullying Policy aims to reflect the Sacred Heart goals of the School and ensure that the dignity of all members of the Kincoppal – Rose Bay community is upheld and respected. It also aims to discourage and act on any behaviour that may impinge on an individual's rights, self-respect, morale or capacity to live, work and study.

Kincoppal – Rose Bay School rejects ideas, beliefs and behaviours which marginalise or victimise people.

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3. Scope

This Policy applies to all students, staff, volunteers, contractors, parents/carers and visitors.
The Policy applies during school hours, before and after school activities, excursions, camps, sporting events, boarding activities, online environments, transport associated with school activities and any off-site conduct that impacts the safety, wellbeing or educational experience of members of the School community.

4. Rights and Responsibilities

All members of the School community have the following rights and responsibilities:

RIGHTS

- To feel safe
- To learn
- To be respected
- To be valued
- To feel safe

RESPONSIBILITIES

- To respect the Sacred heart values
- To respect yourself
- To respect others
- To value and support others

5. What is Bullying?

Bullying is ongoing and deliberate behaviour that involves a misuse of power within relationships, where an individual or group engages in repeated covert or overt verbal, physical and/or social actions, online and/or offline, intended to cause physical, social and/or psychological harm.

- Bullying always involves a misuse of power;
- Causes harm to those who are powerless to stop it;
- Bullying can have damaging effects on both the person bullying and the person being bullied. In some cases, the negative impact of bullying can be long term;
- Can take many forms: verbal, physical and psychological;
- While some forms of cyber-bullying may be seen as “one-off” e.g. posting a photo, because the image can be seen by a vast number of people, it is identified as repeated behaviour.

Bullying is not conflict between peers of equal power.

Bullying can lead to low self-esteem, a reluctance to attend school, impaired social functioning, anxiety and depression. Bullying represents a violation of a person’s fundamental rights to dignity, safety, and education.

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Bullying Types	Direct	Indirect
Physical	▶ Hitting, slapping, punching ▶ Kicking, tripping ▶ Pushing, strangling ▶ Spitting, biting ▶ Pinching, scratching ▶ Throwing things, e.g. Stones ▶ Damaging property	▶ Getting another person to harm someone
Verbal	▶ Mean and hurtful name-calling ▶ Hurtful teasing ▶ Persistent whispering and sarcastic remarks at the expense of another ▶ Demanding money or possessions ▶ Hate Speech ▶ Homophobic or racist remarks ▶ Forcing another to do homework or commit offences such as stealing	▶ Spreading nasty rumours ▶ Trying to get other students not to like someone
Covert Non-Verbal	▶ Threatening and/or obscene gestures ▶ Lying and spreading rumours ▶ Playing nasty jokes to embarrass and humiliate ▶ Mimicking unkindly ▶ Encouraging others to socially exclude someone ▶ Damaging someone's social reputation or social acceptance	▶ Deliberate exclusion from a group or activity ▶ Removing and hiding and/or damaging others' belongings
Cyber	▶ Sending, sharing or distributing inappropriate, targeted or derogatory electronic messages ▶ Posting photographs/videos/information about another student on a social network site (or other) without their permission ▶ Generating or distorting AI images to defame or embarrass ▶ Setting up a defamatory website or social media account ▶ Deliberately excluding someone from social networking spaces ▶ Repetitive messaging ▶ Being a bystander of any of the behaviours listed above and not reporting to school staff	▶ Deliberate exclusion of a student with technology ▶ Using technology to get other students to not like someone

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5.1 Bullying Isn't

- Single episodes of social rejection or dislike;
- Single episode acts of nastiness or spite;
- Random acts of aggression or intimidation;
- Mutual arguments, disagreements, or fights;
- Bullying is not conflict between peers of equal power.

6. Preventing and Implementing

The School adopts a whole-school approach to preventing and responding to bullying in accordance with the NSW Anti-Bullying Framework. This approach is based on four interconnected pillars:

- Prevention;
- Response;
- Partnership;
- Implementation.

The School is committed to evidence-based practices designed to reduce bullying, strengthen student wellbeing and maintain a positive and inclusive school culture.

Our School constantly strives to reduce bullying by:

- Teaching and reinforcing the Sacred Heart goals;
- Implementing Wellbeing Programs and workshops that teach appropriate social skills, resilience, conflict resolution skills and how to respond to bullying;
- Pro-social and anti-bullying behaviours are explicitly taught by embedding across the curriculum;
- Engaging visiting experts such as: Police Liaison Officers, Guest Speakers and external specialist programs;
- Education in Wellbeing Meetings/staff meetings/parent communications delivered by the School Counsellor's on topics within the Positive Peer Relations Policy;
- Respectful Relationships Education implemented across whole School community;
- Compulsory sport participation and Outdoor Educational experiences;
- Raising awareness through the periodic Wellbeing Survey;
- Education for all members of the Kincoppal – Rose Bay School community on bullying and how to respond to bullying;
- Staying informed by the latest research on bullying;
- Using techniques that are empirically tested in Australian schools;
- Providing information to the parent/community body on issues related to bullying;
- Involving the family through internal and external counselling services;

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- Creating a positive, protective and supportive physical environment through such things as posters and social activities;
- Tracking students who may exhibit bullying behaviour; Using Student Records on Aspire;
- Cyber-safety education for all members of the School community (including Staff, students and Parents/carers);
- Monitoring online behaviours;
- Partnering with parents and carers in the development of a positive school culture.

Kincoppal – Rose Bay School will evaluate the effectiveness of its Wellbeing programs annually.

6.1 Data Monitoring and Continuous Improvement

The School will collect, maintain and review bullying-related information, including reported incidents, student wellbeing data, survey feedback, investigation outcomes and identified trends.

Aggregated and de-identified data may be analysed periodically to:

- identify recurring concerns;
- assess effectiveness of prevention strategies;
- inform staff training and wellbeing initiatives;
- guide policy review and continuous improvement activities.

The School may report trends and improvement initiatives to the Executive Team, School Leadership and School Board as appropriate.

7. Procedures for Intervention

7.1 Students

If you are bullied:

- Tell the person to stop;
- Ignore them/remain neutral;
- Walk away;
- If none of these things work or it is extreme or repeated, tell an adult.

7.2 Bystander/Witness

If you see someone being bullied:

- Be an Upstander and tell the person bullying to stop;
- Be a friend to the person being bullied;
- Help the person to tell a teacher OR report the bully to an adult yourself.

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7.3 Parents/Guardians

- Be aware of signs of distress in your child e.g. not wanting to attend school, patterns of illness, damaged belongings;
- Listen to your child, acknowledge his/her feelings and discuss positive strategies for dealing with the bullying;
- Inform the child's classroom teacher or Year Coordinator and work in partnership with the School in dealing with the bullying;
- Do not deal directly with the other children or their parents;
- Model and encourage respect for others, compassion, friendliness, cooperation and tolerance;
- Closely monitor all methods of electronic communication, including social media;
- Understand that the resolution of the situation may take time;
- Remain in contact with the School to monitor the outcome.
- If your child is bullying others, explain to them that bullying behaviour is wrong;
- Provide appropriate boundaries for their behaviour;
- Work in partnership with the School to address the bullying;
- Remember that it is in your child's interest that the bullying behaviour is addressed.

7.4 Staff

While the School takes a very clear stance against bullying, KRB's response will depend on the individual circumstances of each incident. Staff should always:

- Adopt positive classroom management strategies that incorporate anti-bullying messages as per the Social Skills, Wellbeing programs;
- Provide positive role models to students and be a positive role model to students;
- Always be active in supervision of students;
- Actively counteract bullying behaviour;
- Be vigilant in watching for bullying behaviour;
- Respond appropriately to all forms of bullying by following the Flowchart for reporting protocols;
- Acknowledge the student's concerns;
- Inform the Year Coordinator or, the Deputy Head of Junior School, Wellbeing and Operations;
- Access the website of the National Centre against Bullying to remain informed about Bullying and measures to prevent and resolve it: http://www.ncab.org.au or NSW Anti-Bullying Framework | NSW Government

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8. Procedures for Responding

The School is committed to responding to all reports, concerns and allegations of bullying in a timely, fair and proportionate manner.

Upon becoming aware of a bullying concern, report or allegation, the School **must commence an initial assessment and response process as soon as practicable and, wherever possible, within two (2) school days**. This initial response will assess any immediate risks to the safety, welfare and wellbeing of the students involved and determine any interim measures required while the matter is assessed and investigated.

8.1 Step One

- The matter will be investigated by the classroom teacher, Year Coordinator, Director of Boarding, Director of Wellbeing or Deputy Head of Junior School, as appropriate, in accordance with the School's Behaviour Management Policy and the principles of procedural fairness and natural justice;
- Where a bullying concern is reported, the School may undertake a risk assessment to determine:
  - the physical safety of students involved;
  - emotional and psychological wellbeing risks;
  - supervision and monitoring requirements;
  - the need for temporary protective measures;
  - whether a personalised safety or support plan is required.
- The Barat-Burn Behavioural Management Plan will be followed for Junior School students;
- Throughout the process, procedural fairness will be afforded to all parties. The rules of procedural fairness have been developed to ensure that decision-making is fair and reasonable. Procedural fairness involves decision-makers informing people of the case against them or their interests, giving them a right to be heard/respond (the 'hearing' rule), not having a personal interest in the outcome (the rule against 'bias'), and acting only on the basis of logically probative evidence (the 'no evidence' rule).

The School will consider whether the matter requires notification to external agencies, including NSW Police, the eSafety Commissioner, the Department of Communities and Justice, the Office of the Children's Guardian, or any other relevant authorities.

Mandatory reporting and child protection obligations will be considered at all stages of the assessment and investigation process.

Benefits for person whose rights or interests may be affected:
Procedural fairness allows persons whose rights or interests may be affected by decisions the opportunity to:

- Put forward arguments in their favour;
- Show cause why proposed action should not be taken;
- Deny allegations;
- Call evidence to rebut allegations or claims;
- Explain allegations or present an innocent explanation, and/or
- Provide mitigating circumstances.

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8.2 Step Two (omitted in severe cases)

The School uses the No Blame Method (Senior School) and the Restorative Practices (Junior School). KRB will also utilise *Mediation and Strengthening the Victim* when appropriate. These approaches aim to change the behaviour of students involved in bullying incidents and improve the situation of the student being bullied.

Kincoppal – Rose Bay School is a caring school committed to the social and emotional wellbeing of every student.

8.3 Step Three

If the student is found to be bullying again (either the same student victim or another) or if the bullying is severe and causing significant physical/emotional/psychological harm to the victim, the School's Behaviour Management policy and Code of Behaviour will be implemented.

This will include:

- Principal informed;
- Parents informed;
- Counselling offered to the offender to facilitate behaviour modification;
- Counselling offered to the person who has experienced bullying;
- Head of Senior School and Head of Junior School consequence;
- Withdrawal of privileges e.g. social functions;
- Implementation of a student contract;
- Suspension;
- Where necessary, Police informed;
- In extreme circumstances, termination of enrolment.

8.4 Safety Planning and Ongoing Support

Following assessment or investigation, the School may implement support, intervention or safety measures including:

- individual safety plans;
- wellbeing support plans;
- counselling support;
- mentoring arrangements;
- classroom adjustments;
- supervised movement arrangements;
- increased monitoring and supervision;
- restorative practices;
- referrals to external support services.

Support arrangements will be reviewed regularly to ensure students continue to feel safe, supported and included.

If a student, parent or carer is dissatisfied with the School's handling of a bullying concern, the matter may be escalated in accordance with the School Complaints Handling Policy.

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9. How will Bullying be Reported?

Parents should report bullying behaviour to the Year Coordinator or the Deputy Head of Junior School as the Wellbeing case manager for the student. The School will keep them fully informed about the progress of the investigation either by phone or by interview.

- All Staff members who have witnessed bullying, or who have had bullying reported to them are to report the matter to the Year Coordinator (Senior School) or Deputy Head of Junior School, Wellbeing and Operations (Junior School);
- If related to a specific incident, the Year Coordinator or Deputy Head of Junior School handling the incident – in conjunction with the Director of Wellbeing/Head of Junior School – will ask all participants (offender, personal against whom bullying has occurred, witness) to write an account of the incident separately, and without discussion, to identify what is actually happening;
- It is made clear that any suggestion of retaliation by any party will be treated as harassment;
- All accounts will be documented and kept in a secure location;
- The KRB anti-bullying policy will be discussed with all students involved in the incident; Students are given a chance to respond to the allegation. Appropriate intervention will occur at that point;
- The person being bullied will be reassured by the Year Coordinator/ Deputy Head of Junior School, Wellbeing and Operations, that the matter will be investigated and an appointment made to meet again in a few days;
- If the situation has improved, then a follow-up meeting is planned for ongoing monitoring of the situation;
- If the situation has not improved, then the alleged bully/bullies are interviewed by the Director of Wellbeing/Head of the Junior School (the Director of Boarding will also be notified if it involves a Boarder in the Day School);
- When the bullying behaviour involved by Day and Boarding Students then Day and Boarding Staff will take joint responsibility and work closely together to resolve the situation;
- At all times the School and family will work in partnership to resolve the situation;
- At all times, the Principal will be kept informed of the investigation and its outcomes.

The School will manage information relating to bullying concerns sensitively and confidentially, consistent with privacy obligations, procedural fairness requirements and the safety of all affected students. Information will only be disclosed where necessary to investigate, respond to or manage risks arising from the reported behaviour.

10. Evaluation and Continuous Improvement

This Policy will be evaluated through:

- student wellbeing surveys;
- parent/carer surveys;
- staff surveys;
- analysis of reported bullying incidents;

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- review of investigation outcomes;
- monitoring of trends and emerging risks;
- feedback from students, families and staff;
- legislative and regulatory changes.

The School will periodically review aggregated bullying data to identify trends and evaluate the effectiveness of its anti-bullying strategies.

Records will be maintained within the School's approved records management systems in accordance with privacy, child safety and records retention obligations.

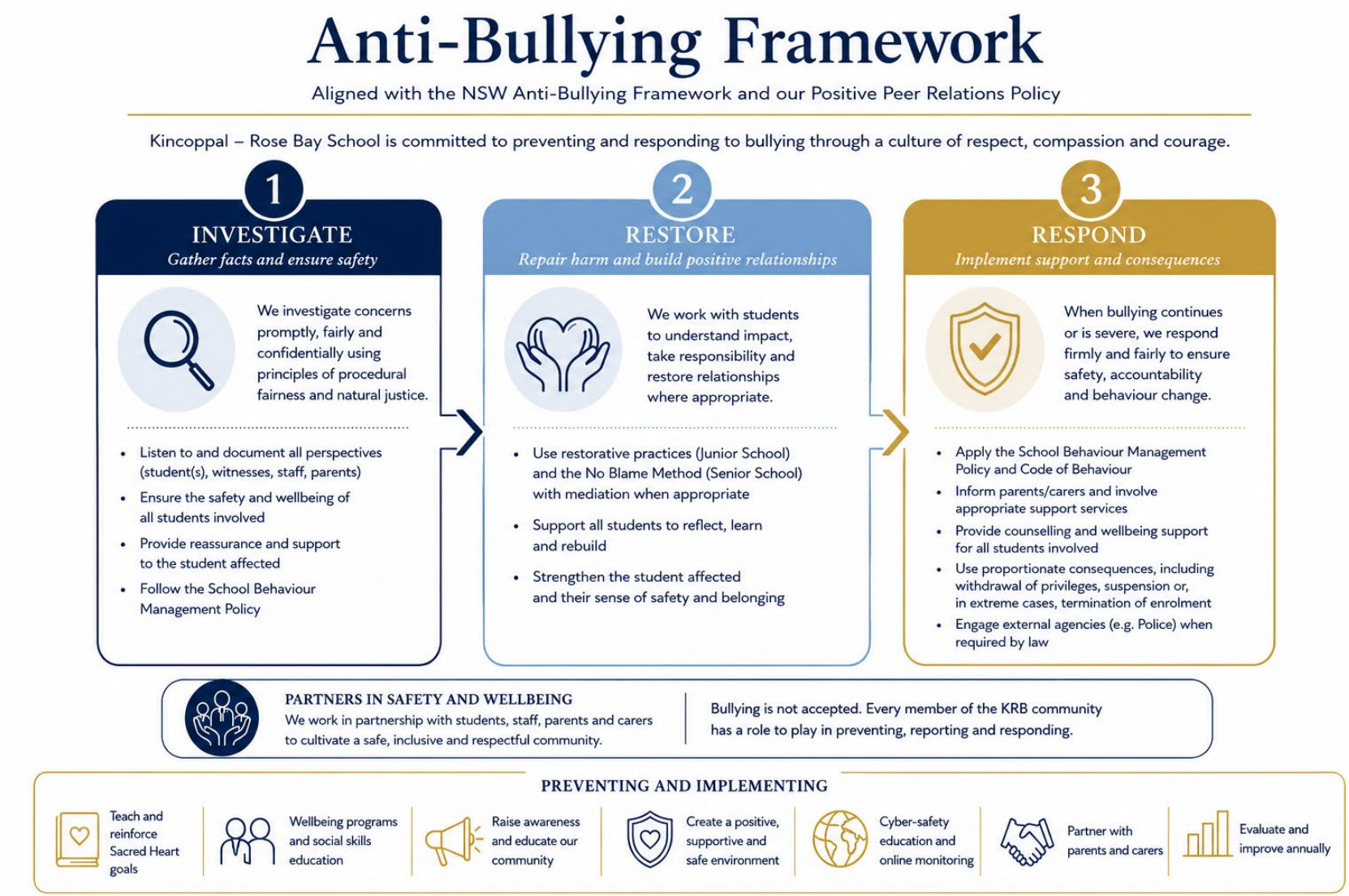
In circumstances when a student's behaviour warrants exclusion, suspension or expulsion these are defined as:

Exclusion from classes:
This is an internal school suspension for a period of time determined by the Director of Wellbeing or Head of Junior School. The students must attend school but will not attend regular classes/activities/trainings.

Suspension from attendance at school:
The student may not attend school for a period of time determined by the Director of Wellbeing, Head of Senior School or Head of Junior School.

Expulsion:
A student is asked to leave the School after the Principal has consulted with the Board and the Board Chair has given approval for the expulsion

11. Reporting Flowchart



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12. Useful Telephone Numbers

From time-to-time young people can find themselves in a crisis situation. As a first rule, we recommend that you seek help from your family or your school. On the basis of our "harm minimisation" approach to adolescents and risk-taking behaviour, we are listing the following phone numbers and contact points for those rare occasions when immediate help may be needed.

Agency	Phone Number
Kids Help Line (Freecall) www.kidshelp.com.au Online safety | eSafety Commissioner	1800 551 800
24 hr Phone Counselling	
Lifeline (24 hrs)	13 1114
Salvo Youthline (24 hrs)	9360 3000
Salvo Crisis Line (Suicide Prevention) (24 hrs)	9331 2000
Domestic Violence Hotline	I 800 656 463
Legal Aid Hotline	1300 888 529
Youth Accommodation Hotline	9318 15311
Country Number	1800 424 830
Drug & Alcohol	
Alcohol & Drug Information Service (ADIS) (24hrs)	9361 8000 or 1800 422 599
Country Number	1800 422 599
Ambulance - a first call for any drug emergency	000
Drug Education and Information ICEIDA)	9818 0488
QuitLine(National)adviceonhowtoStopSmoking(24hrs)	13 1848
Drug & Alcohol Counsellors, WAYS, Bondi	9365 2500
WAYS Adolescent Counsellors	9365 2500
Eating Disorders	
Adolescent Unit- Prince of Wales Hospital	9382 4347
Eating Disorders Support Network	1800 334 673 www.edsn.asn.au