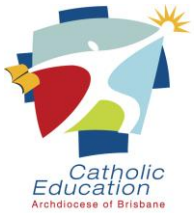


**Preventing and Responding to Student Bullying in Schools
Guidelines & Procedures**

Contents

Legislation and related policies	3
Authority.....	3
Appropriate terminology.....	3
Implementation	3
Reporting, record keeping and tracking for schools:	4
Student reporting systems:	4
Parent reporting systems:.....	4
Investigations:	4
Procedural steps in responding to bullying incidents:.....	5
<i>Principal:</i>	5
<i>School staff:</i>	5
<i>Parents/Caregivers:</i>	6
<i>Students:</i>	6
Prevention, coping and intervention strategies:	6
Supportive bystander behaviour:	7
DEFINITIONS.....	8
RESOURCES.....	11
REFERENCES.....	13



Catholic
Education
Archdiocese of Brisbane

Teaching Challenging Transforming

Preventing and Responding to Student Bullying in Schools

Guidelines and Procedures

“All Australian schools are safe, supportive and respectful learning and teaching communities that promote student wellbeing” NSSF (revised 2011)

A safe and supportive school is described in the following way:

“In a safe and supportive school..... diversity is valued and all members of the school community feel respected and included and can be confident that they will receive support in the face of any threats to their safety and wellbeing”.(NSSF)

Brisbane Catholic Education promotes and aims to provide a safe and supportive learning environment for all students. We strive to ensure a culture where all acknowledge and understand that student safety and wellbeing is the responsibility of everybody.

All hurtful behaviour, irrespective of whether or not it meets the definition of bullying, should be addressed by the school. Any behaviour that results in harm or is likely to result in harm to a student must be reported to the Principal and responded to in line with BCE Student Protection processes.

Brisbane Catholic Education takes the issue of bullying and cyber safety very seriously. Providing safe and supportive environments for learning is essential to achieving school improvement, raising student achievement and attendance levels, promoting equality and diversity, and ensuring the safety and wellbeing of all members of the school community.

Schools are required to take an active approach to promoting positive behaviour, and respect for others and to addressing all forms of bullying – including prejudice driven bullying and cyber bullying. Schools, with the support of parents, the wider community, and young people themselves, need to take effective action to prevent bullying happening in the first place. A proactive and preventative approach helps schools to safeguard the wellbeing of their students and staff and plays a part in creating a just society in which all treat each other with dignity and respect. Schools should develop strategies to encourage reporting of bullying and when bullying does occur schools are required to respond in a timely manner and follow processes.

The guidelines outlined in this document are provided to assist schools in their development of approaches and strategies for prevention of and responding to instances of bullying. The prevention and management of bullying is incorporated within the Brisbane Catholic Education *Student Behaviour Support Policy* and the school's *Whole School Student Behaviour Support Plan*. The *National Safe Schools' Framework (2011)* provides a resource for schools to guide self-assessment and planning.

This document should be read in conjunction with the

- *Brisbane Catholic Education Student Behaviour Support Policy, Regulations, Procedures and Guidelines (2013)*
- *Brisbane Catholic Education Preventing and Responding to Student Bullying in Schools Policy (2014)*
- *BCE Student Protection Policy and Processes*
- *Guideline for Managing Police Interventions in Schools*
- *Critical Incident Response Policy and Procedures*
- *Media Crisis Communication Guidelines*
- *OHS Incident Reporting and Investigation*
- *ICT Acceptable Use Policy*

Legislation and related policies

Authority

- *Education (General Provisions) Regulation 2006 (Qld)*
- *Education (Accreditation of Non-State Schools) Act and Regulations (2001)*
- *Police Powers and Responsibilities Act 2012 (Qld)*
- *Disability Discrimination Act 1992 (C'th)*
- *Anti – Discrimination Act (1991) (Qld)*
- *Human Rights and Equal Opportunity Commission Act 1986 (C'th)*
- *Telecommunications Act 1997 (C'th)*

This document aims to:

1. Provide clear directions for schools to formulate an anti-bullying and cyber safety school set of procedures as part of their whole school student behaviour support plan
2. Assist schools in the prevention, reduction and response to bullying behaviour (including cyber bullying and the use of social media by students)
3. Promote a proactive attitude to, and clear understanding of school processes, when addressing allegations of bullying behaviour
4. Facilitate a consistent approach to the management of school record keeping processes in relation to bullying behaviours and consequent investigations
5. Ensure the right of students and staff to expect a school that is actively promoting a school environment free from the fear of bullying, harassment, intimidation and victimisation and where all members of the school community feel safe and supported at school.

Appropriate terminology

Brisbane Catholic Education promotes the use of positive language that supports the values of the *National Safe Schools' Framework 2011* and the *Australian Curriculum* (i.e. Civic and Citizenship, Health and Physical Education Curriculum and the General Capabilities).

The terms 'bullies' and 'victims' are not recommended as appropriate terminology to use when identifying, reporting, recording and responding to incidents of bullying. More appropriate terms to use may include 'bullied students', 'students who are bullied', 'students who bully' and 'students who engage in bullying behaviour'. This will ensure that the unacceptable behaviours are addressed in a manner that supports the individuals involved to learn and demonstrate more acceptable social behaviours without the impact of enduring labels.

Implementation

Every school will have approaches and processes to pro-actively support anti-bullying behaviours and respond to bullying and cyber bullying documented in the whole school Student Behaviour Support Plan.

The implementation section could include:

1. Preventative approaches: education programs and strategies to promote positive behaviours including reporting of bullying and preventing bullying behaviours
2. Early intervention strategies when given notice of the enrollment of a student who has been identified as having been bullied or having engaged in bullying behaviour in a previous school
3. A list of resources available in the school to support the process of restoring justice
4. Support the aims of the General Capabilities, Health and Physical Education and the Technologies curriculum in the school

Reporting, record keeping and tracking for schools:

Procedures for school staff for documenting behaviour incidents should be in place and outlined in each school's Student Behaviour Support Plan. Students or parents reporting of an incident should occur as soon after the incident as possible and be documented. This gives the school the best opportunity to follow up on the incident, intervene, provide support and then continue to monitor the records for repeated incidents that constitute bullying.

In the anti-bullying and cyber safety section that is part of the School Behaviour Support Plan, the procedure outlining how record keeping of behaviour incidents is to be tracked to identify bullying needs is to be documented, naming who is responsible for the tracking of this data in a timely manner. The document must name who are the members of school staff that are responsible for following up, contacting parents and working with the students involved.

Where the school has access to the BCE Student Behaviour Support Database, frequent behaviour incidents can be tracked effectively and all high level incidents should be recorded within this database as well as a school based record.

Keeping records of bullying incidents will enable the school to:

- Manage individual cases effectively;
- Monitor and evaluate the effectiveness of strategies;
- Celebrate the anti-bullying work of the school;
- Demonstrate defensible decision making in the event of complaints being made;
- Engage and inform parents and other services as necessary.

Student reporting systems:

Student reporting systems are of value when students have confidence that their concerns will be treated promptly and seriously, and that action will be taken which will not make their situation worse.

Reporting for students should include confidential and varied ways in which they are able to report instances of bullying. However, if a student's safety is at risk, school staff cannot keep the information confidential and must report to the appropriate authorities. Please refer to BCE Student Protection Processes.

Parent reporting systems:

Parents are frequently the ones to report bullying incidents to the school. It is important that school staff are sensitive to the emotional needs of parents when they make contact with the school and that parents have confidence that staff will act promptly, take the concern seriously and report back on progress on the issue to parents.

Responses:

Procedural steps that set out the process to be followed as a consequence of bullying allegations should be outlined.

Students who are bullied- it is important that appropriate support measures are documented and put into place for a student and reviewed to see if the support has been effective for the student to respond positively and have his or her personal safety improved.

Students who bully – it is important that the student alleged to be engaged in bullying behaviour has a complete understanding that their behaviours and communications are considered as bullying and therefore that these must cease. Appropriate support measures are documented, put into place with the student and reviewed to see if the support has been effective to reduce the student's bullying behaviour.

Students who are bystanders - it is important that all students be taught to recognise bullying, report bullying and have the opportunity to practice safe ways to effectively intervene, maintaining personal safety, when bullying occurs. Students who witness bullying as a bystander may be called upon to contribute to investigations of alleged bullying.

Procedural steps in responding to bullying incidents:

The development of clear procedural steps for responding to bullying incidents are required to:

- Prevent, de-escalate and/or stop any continuation of harmful behaviour
- React to incidents in a reasonable, proportionate and consistent manner
- Protect the student who has experienced the bullying behaviour and provide appropriate support for the student
- Apply the appropriate Student Behaviour Support procedure for the student/s who has engaged in bullying behaviour and ensure that there is a positive outcome, adequate follow up and that relationships are restored for all involved.

Responsibilities:

Principal:

- Assists in the creation of a positive school climate of respectful relationships where bullying behaviours are not tolerated and cannot flourish
- Consults with other school staff (and if required, School Services and Student Wellbeing personnel) and uses professional judgment to determine the appropriate response strategy for a specific behavioural issue. The *BCE Student Behaviour Support Guidelines, Regulations and Procedures* provide a set of factors to consider in determining the appropriate level of response.
- Takes responsibility for the implementation of the school's anti-bullying procedures
- Identifies patterns of bullying behaviour and initiates school action to address them
- Embeds anti-bullying messages into each curriculum area and in every year
- Ensures the development, implementation and evaluation of education and prevention strategies to promote student safety and wellbeing
- Responds to incidents of bullying that have been reported to the school quickly and effectively
- Ensures that support will be given to any student who has been affected by, engaged in or witnessed bullying behaviour

School staff:

- Support the school in maintaining a safe and supportive learning environment.
- Model and promote appropriate right relationships and behaviours
- Respond in a timely manner to incidents of bullying according to the school's student behavior support plan
- Support students to be effective bystanders while maintaining their own safety
- Know their schools student behavior support plan and anti-bullying procedures and reporting structures
- Promote a school culture where bullying is not acceptable

- Teach students to identify, react, report and respond to bullying at school and online

In addition, teachers have a responsibility to:

- Provide curriculum and pedagogy that supports students to develop an understanding of bullying and its impact on individuals and the broader community.

Parents/Caregivers:

- Keep the school informed of concerns around behaviour, their child's health and wellbeing issues or other matters of relevance
- Communicate in a respectful manner with school staff about issues of concern
- Support their children to become responsible citizens and to develop responsible online behaviours
- Support their children in developing supportive bystander behaviours
- Work collaboratively with the school to resolve incidents when they happen.

Students:

- Are respectful towards other students, staff and members of the school community
- Understand what bullying is, what is not bullying and how to report bullying
- Behave as responsible digital citizens
- Communicate with an appropriate adult if bullied or harassed or if they are aware someone else is being bullied or harassed
- Learn to be an effective bystander, so that bullying and harassment are discouraged through peer influence

Other considerations:

In establishing an anti-bullying procedure within the Student Behaviour Support Plan, it is important to consider students with particular vulnerabilities such as a disability, gifted students, Aboriginal and Torres Strait Islander students, students in care, and students who are same sex attracted. Schools should include in individual education plans for students with a disability, an Aboriginal or Torres Strait Islander student and students in care, strategies to address any issues related to bullying, harassment, violence, discrimination or child protection matters for these students.

Prevention, coping and intervention strategies:

No method of addressing bullying has been reported as 100% effective and no one intervention is appropriate in all circumstances of bullying. However, promoting a school culture where bullying is unacceptable, disclosure is encouraged, and prompt intervention is taken by staff, increases its effectiveness. The school team should decide on the appropriate combination of interventions for the individual circumstances of bullying behaviour. Prevention builds on protective factors (those that increase the likelihood of positive wellbeing outcomes and buffer against the effects of negative experiences) and refers to strategies specifically designed to prevent bullying behaviours, for e.g. embedding anti-bullying messages and programs into each curriculum area and in every year.

Some points to consider:

- Bullying prevention must be part of a comprehensive, cohesive, and integrated school wide system of learning that supports and creates a culture of safety, connectedness, acceptance and support.
- Prevention and response to bullying must use evidence-based strategies and resources that are developmentally appropriate.
- Interventions need to be matched to the particular incident
- More than one intervention will usually need to be implemented
- No one intervention is appropriate in all circumstances of bullying

- Not all hurtful behaviours are bullying, but schools need to address inappropriate behaviours whether or not it meets the definition of bullying
- Bullying behaviours that appear to involve illegal (e-crime) activities such as violence, threats, intimidation, and inciting violence should be reported to the Principal and can be reported to the police.

Supportive bystander behaviour:

Most bullying takes place when bystanders are present; although most bystanders do not act to discourage it, when any one of them does there is a good chance (around 50%) that the bullying will stop.

Students who are 'defended' are better adjusted and report less peer victimisation one year later. Reconciliation occurred more readily when bystanders intervened than when teachers intervened. The majority of peer interventions are effective.

Bystander training:

This intervention is a proactive strategy that trains bystander students to behave in a supportive way to students who are bullied, to intervene where feasible and safe to do so, or to report an incident to a teacher.

Buddy systems:

These systems can help promote friendship and support between older and younger peers through regular collaboration between their classes, which fosters a sense of whole-school community.

Restorative Practices:

This intervention assists a student displaying bullying behaviours take steps towards restoring damaged relationships. This intervention can be effective when school staff have engaged in professional learning to implement the Restorative Practices approaches in the context of a whole school restorative practices approach.

Mediation:

This intervention assists students involved in incidents of bullying to resolve their differences and helps them to find a peaceful win-win solution or compromise. Mediation is a suitable intervention only when the imbalance of power between the students involved is not great and when each party has something to gain and to concede. It should always be voluntary and should never be used in cases of major disputes, serious bullying or assault.

DEFINITIONS

National definitions have been developed by the MCEETYA 'Safe and Supportive School Communities' management group and used in the *National Safe Schools' Framework (2011)*, and form part of BCE's lexicon

Aggression:

Aggression is words or actions (both overt and covert) that are directed towards another and intended to harm, distress, coerce or cause fear.

Bullying:

Definition for Teachers, Parents and Carers:

Bullying is repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons.

- *Cyber bullying* refers to bullying through information and communication technologies.
- Conflict or fights between equals and single incidents are not defined as bullying.
- Bullying of any form or for any reason can have long-term effects on those involved including bystanders.

For use with younger students

Bullying is when someone targets another child again and again and tries to make them feel bad. They say or do many mean and hurtful things, make fun of them a lot, try to stop them from joining in or make others not like them.

Although it isn't nice if someone says or does something mean to someone else, we don't necessarily call that bullying. It also isn't bullying if children of the same age have a one-off argument.

For use with older students

Bullying is when one student (or a group) targets another student again and again to upset or hurt them. They might hurt them physically, try to socially isolate them or say and do many mean or humiliating things to them.

Although it's neither respectful nor acceptable if someone behaves in a mean or aggressive way on one occasion, it isn't considered bullying. A fight or disagreement between students of equal power or status isn't considered bullying.

What is NOT Bullying?

There are also some behaviours, which, although they might be unpleasant or distressing, are not bullying:

- **Mutual conflict** - which involves a disagreement, but not an imbalance of power. Unresolved mutual conflict can develop into bullying if one of the parties targets the other repeatedly in retaliation.
- **Single-episode acts** of nastiness or physical aggression, or aggression directed towards many different people, is not bullying unless it becomes a pattern of behaviours.
- **Social rejection or dislike** is not bullying unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others.

Conflict:

Conflict is a mutual disagreement, argument or dispute between people where no one has a significant power advantage and both feel equally aggrieved.

- Conflict is different to bullying because there is always an imbalance of power in bullying. However, poorly resolved conflict situations, especially those involving friendship break-ups or romantic break-ups sometimes lead to either aggression or bullying.
- Conflict can be a precursor to bullying where there are instances of repeated conflict and

where the balance of power changes.

Covert bullying:

Covert bullying is a subtle type of non-physical bullying which usually isn't easily seen by others and is conducted out of sight of, and often unacknowledged by, adults. Covert bullying behaviours mostly inflict harm by damaging another's social reputation, peer relationships and self-esteem. Covert bullying can be carried out in a range of ways (e.g. spreading rumours, encouraging a third party to engage in bullying behaviour, conducting a malicious social exclusion campaign and/or through the use of internet or mobile phone technologies).

Cyber bullying:

Cyber bullying is a term used to describe bullying that is carried out through internet or mobile phone technologies. It is often combined with offline bullying. It may include a combination of behaviours such as pranking (i.e. hang-up calls), sending insulting text messages, publishing someone's private information, creating hate sites or implementing social exclusion campaigns in social networking sites. It is also cyber bullying when a student uses technology to run a multi-step campaign to bully another student (e.g. setting another student up to be assaulted, video recording their humiliation, posting the video-recording online and then sending the website address to others).

It is important to recognize that cyberbullying is a form of bullying, and as such schools should already be equipped to deal with the majority of cyberbullying cases through their existing Whole School Student Behaviour Support Plan.

Cyber safe behaviours:

Cyber-safe behaviours are defined as the safe, respectful and responsible use of internet and mobile phone technology.

Cyber exploitation:

Cyber exploitation is the use of the internet or mobile phone technologies to take advantage of another. Examples include: asking others to send sexually explicit photographs of themselves or publishing such images; stealing someone's identity and impersonating them (e.g. to subscribe to services or purchase goods and services in their name); using unscrupulous sales tactics (e.g. pop-ups).

Cyber fight:

Cyber fight is conflict that is carried out through the use of mobile phone or Internet technologies.

Cyber harassment:

Cyber harassment is a single episode of aggression (e.g. an insult, threat, nasty denigrating comment) against a specific student carried out through internet or mobile phone technologies.

Cyber risks:

Cyber risks are potential risks that students are exposed to when using Internet or mobile phone technologies. These include: the temptation to misuse technology, cyber exploitation, self-exposure and cyber bullying.

Digital Citizenship:

There are 9 elements in digital citizenship: *Access; Commerce; Communication; Literacy; Etiquette; Law; Rights and Responsibilities; Health and Wellness and Security*. Please refer to the Australian Curriculum [ICT Capability](#) at ACARA.

Discrimination:

Discrimination occurs when people are treated less favorably than others because of their race, culture or ethnic origin; religion; physical characteristics; gender; sexual orientation; marital,

parenting or economic status; age; ability or disability. Discrimination is often ongoing and commonly involves exclusion or rejection.

E-Crimes:

E-crimes are illegal actions that are carried out through the use of the internet or mobile phone technology. They include: child exploitation material, fraud, impersonation or identity theft, or sending words or images that cause offence, distress, menace or threaten. Most of these are crimes under Australian federal law but some are also (or only) crimes under some Australian state laws. It is important that students understand that the production or distribution (including texting and posting) of lewd images of themselves or others may constitute child exploitation material with a potential criminal penalty and that some of these activities can be construed as bullying.

Flaming:

Flaming are online “fights” using electronic messages with inappropriate/angry and obscene messages.

Harassment:

Harassment is behaviour that targets an individual or group due to their identity, race, culture or ethnic origin; religion; physical characteristics; gender; sexual orientation; marital, parenting or economic status; age; ability or disability and that offends, humiliates, intimidates or creates a hostile environment. Harassment may be an ongoing pattern of behaviour, or it may be a single act. It may be directed randomly or towards the same person/s. It may be intentional or unintentional (i.e. words or actions that offend and distress one person may be genuinely regarded by the person doing them as minor or harmless). Harassment is unacceptable and needs to be addressed as part of creating a safe school but it would not be considered bullying if any one or more of the following three features were present.

- It occurred only once and was not part of a repeated pattern.
- It (genuinely) was not intended to offend, demean, annoy, alarm or abuse.
- It was not directed towards the same person/s each time.

Online hate websites/Bash boards:

Bash boards are websites (or other online sites) that have been established for the purpose of bullying another student. They contain insulting and contemptuous remarks or images and encourage others to sign on and indicate their hatred of a nominated person and add more disparaging comments.

Sexting:

Sexting is the sending of sexually explicit messages or photographs of oneself or others, using mobile phone technology either by request or spontaneously. It can also include posting of this material online. A student’s current, or potential romantic partner, may be the source of a request to engage in sexting. Such photos may be sent (without permission) to many other people, or used to coerce or blackmail after a relationship break-up.

It is important that students understand that the production or distribution (including texting and posting) of lewd images of themselves or others may constitute child exploitation material pornography with a potential criminal penalty.

Brisbane Catholic Education schools are committed to ensuring the young people in our schools are safe and protected from harm of all kinds, including self-harm such as sexting.

The increasing incidence of sexting illustrates what happens when students lack the ability to make judgements about what constitutes right behaviour. The ability to know right from wrong, and to make sound ethical decisions, does not arise intuitively or happen by accident.

Teaching young people how to make responsible decisions is embodied in the Church's teaching that "the dignity of the human person implies and requires uprightness of moral conscience" (Catholic Church, 1776). For, "at the heart of all Catholic moral and social teaching is a single fact: the respect given to an individual human person must always be first and must govern every law and action so that the person's life and dignity is always and everywhere protected and defended" (Kagan, 2012).

Brisbane Catholic Education has a responsibility to intentionally foster the capacity of young people to know how to: respect themselves and others; connect with others in just and loving ways; make decisions based on an informed conscience; and manage the changing states of relationships that in no way diminishes themselves or others. This learning offers young people a moral and ethical framework that can guide them in making responsible, loving and just choices, including how to use and not misuse the technology that they are surrounded with.

Supportive Bystander Behaviour:

Supportive Bystander Behaviour is when the actions of a supportive bystander can stop or diminish a specific bullying incident or help another student to recover from it. A bystander is someone who sees or knows about child maltreatment, harassment, aggression, violence or bullying that is happening to someone else. Supportive bystander behaviours are actions and/or words that are intended to support someone who is being attacked, abused or bullied.

Violence:

Violence is the intentional use of physical force or power, threatened or actual, against another person(s) that results in psychological harm, injury or in some cases death. Violence may involve provoked or unprovoked acts and can be a single incident, a random act or can occur over time.

RESOURCES

- Act Smart Be Safe: a gateway for parents/carers, students, teachers and the community to access information to help improve youth safety.
<http://education.qld.gov.au/actsmartbesafe/>
- Alannah and Madeline Foundation: a national charity protecting children from violence and its devastating effects.
<http://www.amf.org.au/AboutUs/>
- Australian Communications and Media Authority (ACMA)
www.acma.gov.au/cybersafety
- Australian Federal Police: are involved in crime prevention and awareness raising activities, particularly in keeping young people safe online. The AFP coordinates ThinkUKnow.
www.afp.gov.au
- Beyondblue
www.beyondblue.org.au
- Bob's place of educational links for students, Teachers, and parents
www.bobsedulinks.com/teachers.htm
- Bullying. No way! *Safe and Supportive Communities (SSSC) Project*; Queensland Department of Education, Training and Development on behalf of the Australian Education Authorities (2013)
www.bullyingnoway.com.au

- The Bullying No Way! website provides a wide range of information and resources for parents and school communities on managing bullying. For more information visit: www.bullyingnoway.gov.au and go to the parents' portal
- Child, Family Community Australia
[Working with families whose child is bullying: an evidence-based guide for practitioners](#)
- Cybersmart provides an outline of policies and procedures schools may follow to assist them in providing a holistic approach to cybersafety.
www.cybersmart.gov.au
- [Digital Citizenship](#) information on the BCE Learning and Teaching site
- Friendly Schools and Families Program: provides a description of individual, group, family and school community level actions to address and prevent bullying in its social context. The program assists with the design, development, implementation, dissemination and evaluation of a social skill building and comprehensive anti-bullying program. Dr. Donna Cross and co-workers at Edith Cowan University developed the program.
<http://www.friendlyschools.com.au/about.php>
- Guide for educators to bullying on the internet
www.education.unisa.edu.au/bullying/educators.html
- Ken Rigby www.kenrigby.net Professor Ken Rigby is a national consultant for Australian schools and a leading international authority in bullying and victimisation in schools with more than 100 peer refereed papers and other publications. In his site he has set out to present in brief what is most useful for schools and parents to know about bullying among children and how resources can be accessed to tackle this enduring and troubling problem.
- Kids' Helpline: is a free, private and confidential, 24-hour telephone and online counseling service for young people aged between 5-25 years
1800 551 800
www.kidshelp.com.au
- The National Centre Against Bullying (NCAB) is a peak body working to advise and inform the Australian community on the issue of childhood bullying and the creation of safe schools and communities, including the issue of cyber safety.
www.ncab.org.au
- Restorative Practices www.restorativepractices.org.au offers teachers, students and parents a way of seeing problems as an opportunity for learning.
- Reach Out: an online resource that assists young people by providing information to improve understanding of the issues that relate to mental health and wellbeing. Reach Out also has information on how young people can get the best help from services, as well as opportunities to connect with other young people.
<http://au.reachout.com>
- Rock and Water Program: founded by the Dutch educationalist, Feerk Ykema, is designed to help young people interact and communicate more confidently with

others. It makes use of physical exercises that are constantly linked to the acquisition of mental and physical skills. It claims to assist boys and girls to become aware of purpose and motivation in their lives.

<http://www.yapa.org.au/youthwork/stories/rockandwater.php>

- Safe Schools Hub: National Safe Schools Framework (2011) MCEECDYA, Department of Education, Employment and Workplace relations; Commonwealth of Australia (2013)
www.safeschoolshub.edu.au
- Working Together Suite of Resources developed by QSAAV, can be accessed at: <http://education.qld.gov.au/student-services/behaviour/qsaaav/index.html>
It includes:
 - » Queensland Schools Declaration Against Bullying and Violence
 - » Working Together: A toolkit for parents to address bullying
 - » Working Together: A starter kit for developing local community alliances against bullying and violence
 - » Working Together: Good practice in Queensland schools – Case studies of effective school based action against bullying
 - » Working Together: Understanding student violence in schools
- You Can Do It: a program delivered through a school curriculum to help students set achievable goals and enjoy life. It emphasises the need to have positive thoughts in order to change negative feelings and behaviours. The program covers eight areas: confidence, effort and persistence, happenings, self-acceptance, goal setting, time management and organisation, making friends and handling conflict.
www.youcandoit.com.au

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The National Safe Schools Framework (NSSF) <http://www.safeschoolshub.edu.au>

Mind Matters – A whole school approach to dealing with Bullying and Harassment
<http://www.mindmatters.edu.au>