

<b>Anti Bullying Policy</b>			
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## Anti Bullying Policy

MVWLC Inc (College) includes but is not limited to Macleay Vocational College, MVWLC Inc. RTO 9650, Trade Training Centre, and Ginda Barri Centre. For the purposes of being clear in the application of this policy, the organisation will be referred to as “College” and it applies to all sections and programs of the organisation.

At Macleay Vocational College, and as a special assistance school, our vision is to support the holistic development of every student, including those with diverse learning needs or disabilities, fostering resilience, tolerance, and self-confidence as active and responsible members of the community.

We are committed to inclusive education, ensuring all students have equitable access to learning opportunities, personalised support, and pathways that enable them to achieve their academic, social, and personal potential.

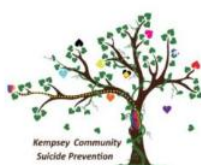
Our supportive, flexible, and safe school environment encourages a sense of belonging, pride, and cultural awareness, helping students feel valued, respected, and empowered to participate fully in College life and the wider community. This policy supports compliance with NESR Registration Standard 4.4, ensuring a safe, inclusive, and supportive learning environment for all students.

We promote a lifelong learning mindset and a personal-best approach, guiding students to take responsibility for their growth and success in ways that respect individual strengths, needs, and aspirations.

**Scope:** This Anti-Bullying Policy applies to all students, staff, parents, carers, guardians, and volunteers involved in any programs or activities of MVWLC Inc, including Macleay Vocational College, MVWLC Inc RTO 9650, Trade Training Centre, and Ginda Barri Centre.

The policy covers:

- All interactions on College grounds, including classrooms, playgrounds, and common areas.
- All College-related off-site activities, including excursions, work placements, community events, and sporting activities.



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- Digital environments where students or staff are engaged in College-related activities, including social media, email, online learning platforms, or any communication where the College or members of the College community are identifiable.
- Bullying and cyber-bullying behaviours, whether perpetrated by students, staff, or external parties, that have a direct or foreseeable impact on the safety, wellbeing, or learning of students.

This policy applies regardless of whether bullying occurs during College hours or outside normal College hours if it has a clear connection to the College or affects a student's participation, safety, or wellbeing.

The policy is designed to support the College's commitment to:

- A safe, inclusive, and respectful learning environment for all students, including those with diverse learning needs or disabilities.
- The promotion of positive behaviour, social-emotional development, and responsible use of technology.
- Compliance with NESA registration requirements, Special Assistance School frameworks, and Independent Schools NSW standards.

## Context

At Macleay Vocational College, bullying is defined as:

A repeated pattern of physical, verbal, social, or psychological aggression directed towards a student by someone with more power, which is intended to cause harm, distress, or create fear.

Bullying can have significant long-term effects on the physical, emotional, and social wellbeing of both the target and bystanders. It is distinct from conflict between equals or one-off incidents, which, while requiring intervention, are not classified as bullying.

### Types of Bullying:

#### 1. Face-to-Face / Direct Bullying:

- Physical: hitting, kicking, pushing, or damaging property.
- Verbal: name-calling, insults, threats, or offensive comments.
- Examples: repeated teasing, mocking a student's abilities, race, gender, or disability.

#### 2. Covert / Indirect Bullying:

- Subtle, non-physical behaviours intended to harm or isolate, often hidden from adults.



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- Examples: social exclusion, spreading rumours, manipulation, or threatening gestures.

### 3. Cyber-bullying:

- Use of digital technologies (social media, messaging apps, email, or online platforms) to harass, threaten, or humiliate.
- Characteristics: anonymity of the perpetrator, wide audience, potential permanence of content.
- Examples: posting offensive images or comments, impersonation, exclusion via online groups, or sending threatening messages.

Many students who cyber-bully may also engage in offline bullying. All forms of cyber-bullying are taken seriously, particularly when they involve threats, harassment, or illegal content.

### 4. Hate Speech and Discriminatory Behaviour

Hate speech is any behaviour, communication, or expression - verbal, written, online, or symbolic - that demeans, intimidates, threatens, or harms a person or group based on:

- Race, ethnicity, or nationality
- Religion or belief
- Gender identity or sexual orientation
- Disability or learning needs
- Age or socio-economic background
- Any other protected attribute

Discriminatory behaviour includes actions or words that intentionally or recklessly exclude, demean, or target an individual or group based on these characteristics.

#### Key points:

- Hate speech is considered a serious breach of College expectations, whether it occurs on-campus, at College events, online, or in connection with College activities.
- Hate speech may also be a criminal offence, including harassment, threats, or cyber-harassment. Staff must escalate incidents to the Principal and, where appropriate, report to the police or other authorities.



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- All incidents are investigated promptly, documented, and addressed in accordance with procedural fairness, restorative practices, and legal obligations.

### 5. Vulnerable Students

Students with disabilities, diverse learning needs, or complex social-emotional challenges may be particularly vulnerable to bullying. Staff must be vigilant and ensure these students receive additional monitoring, support, and interventions as required by NESA, SAS, and inclusion frameworks.

#### The College has a duty of care to:

- Prevent bullying and hate speech wherever reasonably foreseeable.
- Respond promptly, fairly, and consistently to all reported incidents.
- Maintain confidential, accurate records of bullying and hate speech investigations.
- Support students in developing resilience, social-emotional skills, safe online behaviour, and cultural awareness.
- Ensure that all students feel safe, included, and respected, in line with the College's ethos and legal obligations.

All reported bullying and hate speech will be managed according to the College Anti-Bullying and Responsible Use of Technology Procedures, using restorative practices where appropriate, and ensuring procedural fairness and equitable support for students with disabilities or diverse learning needs.

### Duty of Care at Macleay Vocational College

Staff at Macleay Vocational College have a legal and professional duty of care to recognise and respond to bullying and related behaviours where harm is reasonably foreseeable. All staff are required to act promptly to prevent, address, and report incidents in accordance with College procedures.

#### Preventative and Proactive Measures

The College will develop and implement plans, programs, and educational initiatives designed to prevent bullying, including cyber-bullying, harassment, and hate speech.



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Staff are expected to actively monitor student interactions, model respectful behaviour, and intervene early when inappropriate behaviour occurs.

### **Reporting and Response Obligations**

If a serious criminal offence is suspected or identified, including but not limited to:

- Stalking, threats of serious physical injury or death
- Physical or sexual assault
- Cyberstalking, defamation, harassment, or discrimination
- Breach of privacy, hacking, sexting, or possession/distribution of illegal material (including child pornography)

Staff must report immediately to the Principal. The Principal holds responsibility for liaising with law enforcement or other relevant authorities as required.

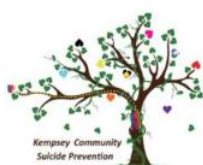
- Staff must recognise that cyber-bullying or online misconduct can constitute criminal conduct, particularly where behaviour is threatening, harassing, or intimidating. Examples include impersonation, fraud, or sending harmful content intended to cause distress or harm.

### **Scope Beyond College Hours**

The College's duty of care extends to incidents that have a clear nexus to the College or to a student's wellbeing, even if these occur:

- Off-campus
- Outside normal College hours
- Through personal devices, social media, or other digital platforms

Staff who become aware of such incidents are obliged to report them to the Principal, who will ensure an appropriate investigation and response in accordance with procedural fairness, child protection legislation, and the College's anti-bullying and responsible use of technology procedures.



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## Anti-Bullying Procedures and Compliance Measures

### Investigation and Reporting Procedures

All bullying, cyber-bullying, and discriminatory incidents will be handled in a structured, transparent, and timely manner:

#### 1. Initial Report

- Any bullying or hate speech incident must be reported immediately to the Principal/Principal's Delegate, Year Coordinator or the Wellbeing Team.
- Staff must record the initial report in the College's secure database (Sentral) within 24 hours of becoming aware of the incident.

#### 2. Investigation

- The Principal or delegate coordinates the investigation in consultation with the Wellbeing Team.
- Interviews are conducted with affected students, witnesses, and the alleged perpetrator, following procedural fairness principles.
- All documentation is securely stored and kept confidential.

#### 3. Notification to Parents/Carers

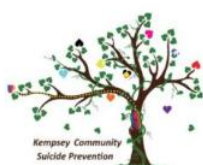
- Parents or carers of affected students are notified within 48 hours of the report, where appropriate.
- Notifications include details of the incident, support measures, and planned follow-up actions.

#### 4. Resolution Plan

- A resolution plan is developed within 5 school days of the initial report.
- Plans include strategies for supporting the affected student, corrective measures for the perpetrator, and monitoring of behaviour change.
- Reasonable adjustments are considered for students with disabilities, in line with the Disability Discrimination Act 1992, to ensure equitable support and access to interventions.

#### 5. Follow-Up and Monitoring

- Staff monitor the affected student(s) and perpetrator(s) for ongoing risks.
- Progress is reviewed at least weekly until the issue is resolved, with documentation maintained on Sentral.
- Repeat or unresolved incidents trigger further escalation according to College procedures.



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## Disability and Inclusion Considerations

All anti-bullying interventions are designed to be inclusive and accessible, taking into account students' diverse learning needs, disabilities, or other vulnerabilities.

Reasonable adjustments may include:

- Modified communication or interview approaches;
- Additional supervision or support during transitions or breaks;
- Individualised counselling or restorative sessions;
- Adjustments to digital access or online learning platforms to prevent further harm.

“All interventions consider students' individual needs, including reasonable adjustments for students with disabilities, in accordance with the Disability Discrimination Act 1992 and related legislation.”

## External Reporting Obligations

Staff must escalate serious incidents in accordance with legal and regulatory requirements:

- **Child Protection / Mandatory Reporting**
  - Any suspicion of harm to a child triggers immediate referral to the NSW Child Protection Hotline.
- **NSW Anti-Discrimination Board**
  - Incidents involving discrimination, harassment, or hate speech may be reported to the Board as appropriate.
- **Police / Law Enforcement**
  - Criminal matters (e.g. assault, stalking, threats, sexual harassment, child exploitation, or cybercrime) must be reported immediately to the Principal and local Police Youth Liaison Officer.
- **eSafety Commissioner**
  - Incidents of cyberbullying involving harmful, serious or persistent online content may be reported to the commissioner.



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## Staff Professional Learning

To maintain compliance with NESAs, SAS, and ISNSW standards, staff receive ongoing training in:

- Anti-bullying strategies and restorative practices
- Cyber-safety and responsible use of technology
- Child protection, mandatory reporting, and legal obligations
- Disability awareness and reasonable adjustments for inclusive support
- Cultural competence and anti-discrimination practices



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