MacKillop Catholic College
Bullying Prevention and Intervention Plan

Be kind to one another, tenderhearted, forgiving one another, as God in Christ forgave you, (Ephesians 4:32).

Catholic Education Northern Territory (CENT) is committed to providing a safe and effective learning and work environment for all members. Our vision is to support schools in developing a community where, inspired by the Gospel of Jesus Christ, we can commit to educational excellence, equity and fullness of life for all.

Bullying is defined by the Australian Human Rights Commissions as:

Bullying is when people repeatedly and intentionally use words or actions against someone or a group of people to cause distress and risk to their wellbeing. These actions are usually done by people who have more influence or power over someone else, or who want to make someone else feel less powerful or helpless.

Bullying is not the same as conflict between people (like having a fight) or disliking someone, even though people might bully each other because of conflict or dislike.

The sort of repeated behaviour that can be considered bullying includes:
- Keeping someone out of a group (online or offline)
- Acting in an unpleasant way near or towards someone
- Giving nasty looks, making rude gestures, calling names, being rude and impolite, and constantly negative teasing.
- Spreading rumours or lies, or misrepresenting someone (i.e. using their Facebook account to post messages as if it were them)
- Mucking about that goes too far
- Harassing someone based on their race, sex, religion, gender or a disability
- Intentionally and repeatedly hurting someone physically
- Intentionally stalking someone
- Taking advantage of any power over someone else like a Prefect or a Student Representative.

Bullying can happen anywhere. It can be in schools, at home, at work, in online social spaces, via text messaging or via email. It can be physical, verbal, emotional, and it also includes messages, public statements and behaviour online intended to cause distress or harm (also known as cyberbullying). But no matter what form bullying takes, the results can be the same: severe distress and pain for the person being bullied.

Types of bullying

- Face-to-face bullying (sometimes referred to as direct bullying) involves physical actions such as punching or kicking or direct verbal actions such as name-calling and insulting.
- Covert bullying (sometimes referred to as indirect bullying) is less direct, but just as painful. It means bullying which isn't easily seen by others and is conducted out of sight, such as excluding people from groups or spreading lies or rumours. Because it is less obvious, it is often unacknowledged by adults.
- Cyberbullying occurs through the use of information or communication technologies such Instant Messaging or chat, text messages, email and social networking sites or forums. It has many similarities with offline bullying, but it can also be anonymous, it can reach a wide audience, and sent or uploaded material can be difficult to remove. Most people who cyberbully also bully off-line.

School leaders & staff have a responsibility to:	**Students** have a responsibility to:	**Parents and caregivers** have a responsibility to:	**All members of the community** have a responsibility to:
- Respect and support students - Model and promote appropriate behaviour - Have knowledge of CENT and the school's procedures relating to bullying behaviour - Respond in a timely manner to incidents of bullying - Record all concerns and incidents of bullying behaviour in accordance with their school record keeping system - Provide curriculum and pedagogy that supports students to develop an understanding of bullying and its impact on individuals and the broader community	- Respect individual difference and diversity - Treat all members of the school community with dignity and ensure their actions do no harm to others - Be safe and responsible digital citizens - Act as responsible bystanders - Report incidents of bullying to an appropriate adult	- Support their children to become responsible citizens - Support their children to develop digital literacy and safety - Support their children in developing positive responses to incidents of bullying - Report incidents of school related bullying behaviour to the school - Work collaboratively with the school to resolve incidents of bullying when they occur	- Support the school in developing a community where, inspired by the Gospel of Jesus Christ, we can commit to educational excellence, equity and fullness of life for all. - Model and promote positive relationships that respect and accept individual differences and diversity within the school community - Support the school's Bullying Prevention and Intervention Plan through actions and words - Work collaboratively with the school to resolve incidents of bullying when they occur

Our School Bullying Prevention and Intervention Plan

This plan outlines the processes for preventing and responding to student bullying at **MacKillop Catholic College** and reflects the CENT *Pastoral Care, Wellbeing and Behaviour Policy* and the CENT Anti-Bullying Procedures.

MacKillop Catholic College's bullying prevention and response strategies focus on creating a safe, respectful, and inclusive environment. Prevention includes
- promoting kindness through visible signage,
- structured routines,
- social skills programs,
- anti-bullying lessons, and
- family involvement via clear communication.

Staff receive ongoing training, while students are educated on bullying's impact and conflict resolution through restorative practices. Monitoring tools like TTFM surveys track trends to refine approaches. In response, early identification of at-risk students leads to tailored support plans, counseling, mentorship, and small group interventions. Collaboration with parents and external agencies ensures comprehensive care, with continuous feedback driving improvement.

Commitment to Community Values
MacKillop Catholic College is committed to fostering a culture that reflects the Gospel values of love, respect, and justice. Through this plan, the College aims to build a compassionate and inclusive community where all students feel valued and safe.

Statement of purpose

At MacKillop Catholic College, we are dedicated to creating a safe and inclusive environment where all students feel a strong sense of belonging. We believe that bullying undermines the dignity and well-being of every individual, and we consider all forms of bullying to be unacceptable. The college is committed to fostering a space free from intimidation or harm, where every student has the right to feel safe and supported in their education.

We strive to cultivate an environment rooted in shared values, mutual responsibility, and accountability, providing evidence-based learning and support to all staff. This ensures that our students are empowered to succeed academically and socially, with each student being respected, valued, and encouraged to grow and develop as individuals within our community.

Prevention

Preventing bullying through a Catholic lens focuses on promoting human dignity, compassion, and reconciliation. Catholic teachings emphasis the sacredness of every person, the call to protect the vulnerable, and the importance of forgiveness. Practical steps include fostering kindness, encouraging bystanders to act, using restorative justice, and creating safe, inclusive environments. Prayer, family involvement, and moral education are central, helping to build a community where respect, love and sense of belonging.

1. **Promote Human Dignity**: Teach that every person is created in God's image (Genesis 1:27), emphasising respect and compassion for all, especially the marginalised.
2. **Cultivate Compassion**: Follow Jesus' example of protecting the vulnerable (John 8:1-11) through kindness initiatives and peer support programs.
3. **Encourage Forgiveness**: Use restorative justice to foster understanding and reconciliation, inspired by Jesus' call to forgive (Matthew 18:21-22).
4. **Empower Bystanders**: Teach students to intervene safely and support victims, reflecting the Good Samaritan's example (Luke 10:25-37).
5. **Integrate Prayer**: Strengthen community through prayer services for healing and unity.
6. **Engage Families**: Equip parents to model empathy and resolve conflicts, reflecting the family's role as the "domestic church."
7. **Foster Inclusivity**: Create environments where diversity is celebrated, inspired by St. Paul's teaching that all are part of Christ's body (1 Corinthians 12:12-26).
8. **Educate Morally**: Teach the sinfulness of bullying and the call to love one's neighbour (Matthew 22:39), embedding these values in education.

This approach combines Catholic principles with practical steps to build a community of love, respect, and justice.

The programs used to prevent bullying:

> **1. The "Come Sit with Me" Program**

Objective: Encourage inclusivity and ensure no student feels isolated or excluded.

Description: The "Come Sit with Me" program encourages students to engage with peers who may be left out during breaks, in class activities, or during group work. It creates a culture where students actively support and invite others to join conversations or activities, particularly those who seem to be socially excluded.

> **Implementation:**

Introduce the program at the start of the school year during assemblies and class meetings.

Encourage teachers to model inclusive behaviour and recognise students who show kindness and inclusion.

Use peer leaders or student ambassadors to guide the initiative in each class and year group.

➢ **2. Targeted PC Lessons on Bullying**

Objective: Raise awareness about bullying and teach students how to identify, prevent, and respond to bullying behaviour.

Description: Dedicated Personal Curriculum (PC) lessons will focus on the impact of bullying, types of bullying (physical, verbal, cyber, social), and strategies for responding to bullying.

➢ **Implementation:**

Develop age-appropriate lessons that address various forms of bullying and focus on the importance of empathy and bystander intervention.

Include role-playing exercises to help students practice responding to bullying situations.

Discuss the school's policies on bullying, including reporting systems and consequences.

Schedule lessons regularly, perhaps once a term, to reinforce anti-bullying messages.

➢ **3. Routines for Learning**

Objective: Establish consistent routines that promote a positive, respectful classroom environment.

Description: Clear, consistent classroom routines help reduce anxiety, ensure fairness, and foster a culture of respect.

➢ **Implementation:**

Teachers will follow the student entry and exit routines and cues for learning routines that include activities like morning greetings, structured classroom discussions on respect, and group activities.

Develop and enforce clear expectations for behaviour in the classroom that include respect for all students.

Use positive reinforcement (e.g., praise, rewards) to encourage respectful behaviour and adherence to the routines.

➢ **4. Classroom Management**

Objective: Provide a structure for maintaining a respectful and conducive learning environment.

Description: Strong classroom management strategies ensure that students feel safe, respected, and motivated to learn. This involves setting clear expectations, consistently applying consequences, and maintaining a supportive atmosphere.

➢ **Implementation:**

Teachers will establish a classroom charter of behaviour with student input, ensuring everyone understands the importance of respect, cooperation, and kindness. Teachers will use "Essential Skills for Classroom Management".

Use restorative practices when conflicts arise, emphasising understanding and resolution rather than punishment.

Train staff in effective classroom management techniques, such as clear communication, non-confrontational conflict resolution, and promoting student engagement.

➢ **5. Social and Emotional Learning (SEL) Program**

Objective: Promote emotional intelligence, empathy, and positive relationship-building skills.

Description: SEL programs teach students how to manage their emotions, develop positive relationships, and make responsible decisions. This supports not only bullying prevention but overall well-being and academic success.

➢ **Implementation:**

Integrate SEL into daily classroom activities. Topics could include empathy, self-regulation, recognising emotions, and conflict resolution.

Implement whole-school SEL initiatives, including activities that encourage teamwork, mutual respect, and communication.

Provide staff professional development to support the SEL program effectively.

➢ **6. Signage Around the College and Definition**

Objective: Reinforce the school's commitment to bullying prevention through visible reminders of the definition of bullying and expected behaviours.

Description: Placing clear, concise signage throughout the school with a definition of bullying, school policies, and positive behavioural expectations helps keep the issue top-of-mind for students and staff.

➢ **Implementation:**

Create and display posters in key areas (classrooms, hallways, restrooms, etc.) with a simple definition of bullying, examples of acceptable behaviour, and how to report bullying.

Include information on available resources such as the school's counselling services, the "Come Sit with Me" program, and the bullying reporting system.

Use student artwork or testimonials to reinforce the importance of respect and kindness.

Early Intervention

Comprehensive Bullying Prevention and Early Intervention Strategies

1. College-Wide Prevention Measures

- **Signage Around the College**: Promote kindness, respect, and anti-bullying behaviours with visible, clear messaging across the campus.
- **Routine for Learning**: Establish structured routines to foster a safe and positive learning environment.
- **Social Skills Engagement**: Use activities to teach empathy, communication, and cooperation among students.
- **Policies and Procedures**: Share detailed anti-bullying policies with families through enrolment packages, websites, and newsletters to ensure clarity and commitment.
- **Informing Families**: Regularly communicate with families about bullying prevention efforts and their role in fostering respect at home.
- **Informing Staff**: Provide professional development for staff on recognising, preventing, and addressing bullying effectively.
- **Informing Students**: Educate students on bullying, its impact, and how to report or support those affected.
- **Conflict Resolution**: Use peer mediation and restorative practices to resolve disputes constructively.

- **KSCPC Activities and Lessons**: Integrate anti-bullying and character education into the curriculum through targeted lessons and activities.
- **TTFM Data Collection**: Utilise the "Tell Them from Me" survey to identify bullying trends, assess student well-being, and target interventions.

2. Early Intervention for At-Risk Students

- **Individual Support Plans**: Create tailored plans for students at risk of social challenges, including goals for improving self-regulation, social skills, and peer interactions. Assign mentors or counsellors for regular support.
- **Social Skills Development Programs**: Implement evidence-based initiatives like *Circle Time* or *Friendship Groups* to build communication, empathy, and conflict resolution skills through interactive activities.
- **Restorative Practices**: Rebuild relationships and address bullying behaviours through structured dialogues that promote accountability and healing.
- **Small Group Interventions**: Facilitate small group activities to strengthen peer connections, confidence, and mutual respect.
- **Counselling and Psychological Support**: Provide access to individual or group counselling for students affected by bullying, focusing on trauma, anger management, and self-esteem.
- **Proactive Monitoring and Mentorship**: Pair at-risk students with staff or senior student mentors and monitor interactions in unstructured settings like recess or lunch breaks.
- **Parent Involvement**: Engage parents through regular meetings, updates on progress, and workshops on fostering resilience, communication skills, and managing bullying experiences.
- **Awareness and Education Programs**: Organize workshops, assemblies, and campaigns to empower all students to prevent, report, and respond to bullying effectively.
- **Collaboration with External Agencies**: Partner with external specialists for additional resources and support, facilitating referrals as necessary.
- **Early Data Collection and Ongoing Monitoring**: Use data tools like TTFM surveys and regular feedback from stakeholders to monitor at-risk students and refine interventions.

By integrating these measures, the school ensures proactive support for all students, fostering a culture of respect, inclusion, and safety while addressing bullying behaviours and their underlying causes.

Response

MacKillop Catholic College will implement a range of proactive strategies designed to empower the entire school community to recognise and respond appropriately to bullying, harassment, and victimisation. By fostering a culture of respect, responsibility, and empathy, we aim to encourage students and staff to not only intervene when necessary but to also support one another as responsible bystanders. Through education, training, and clear communication, we will create an environment where every member of the community feels safe, valued, and equipped to contribute to a bullying-free school:

1. **Data-Driven Awareness Campaigns**
   - o **TTFM Data Analysis**: Analyse bullying trends, student perceptions, and behaviour patterns from TTFM surveys to identify areas of concern. Use this data to tailor awareness campaigns addressing specific issues related to bullying and victimisation.
   - o **School-Wide Awareness**: Share key findings from TTFM surveys with students, staff, and parents to increase awareness of bullying patterns and the importance of responsible behaviour.

2. **Education on Recognising and Responding to Bullying**
   - o **Student Education**: Implement anti-bullying lessons and workshops based on TTFM data insights, focusing on identifying bullying, harassment, and victimisation behaviours. These sessions will educate students on how to recognise when someone is being bullied and how to appropriately respond or seek help.
   - o **Empowering Bystanders**: Teach students the importance of being active bystanders by explaining how their actions can stop bullying. Empower them to report bullying or support victims in safe and constructive ways.
   - o **Peer Support Programs**: Create peer mentorship or buddy programs where older students support younger peers, reinforcing positive behaviour and offering guidance on how to handle bullying situations.

3. **Staff Training and Professional Development**
   - o **Targeted Staff Training**: Provide ongoing training for staff based on TTFM data insights, ensuring they are equipped with strategies to recognise, intervene, and prevent bullying and harassment. This will include specific strategies for handling victimisation and supporting students who may feel isolated or marginalised.
   - o **Regular Staff Workshops**: Conduct workshops that address how to foster a positive school culture, intervene effectively in bullying situations, and empower students to act as responsible bystanders.

4. **Inclusive School Culture and Safe Spaces**
   - o **Promote Inclusivity**: Use TTFM data to identify areas where students may feel excluded or marginalised and develop programs to foster inclusivity. Initiatives could include cross-grade activities, diversity celebrations, and creating safe spaces for students to connect and express themselves.
   - o **Visible Anti-Bullying Messaging**: Place signage around the school encouraging students to stand up against bullying and act as responsible bystanders. This messaging will be reinforced in classrooms and common areas.

5. **Parent and Community Involvement**
   - o **Engage Parents**: Share TTFM data with parents during meetings or via newsletters to make them aware of school climate issues and their role in addressing bullying. Encourage parents to model positive behaviour and support their children in becoming responsible bystanders.

- o **Community Partnerships**: Partner with external organisations or specialists to run awareness workshops or programs for both students and parents, focusing on bullying prevention and effective bystander intervention.

6. **Clear Reporting and Support Systems**
   - o **Encourage Reporting**: Communicate clear, confidential reporting systems for students to report bullying or harassment without fear of retaliation. Promote the importance of reporting and support for those affected.
   - o **Restorative Practices**: Employ restorative justice approaches that allow students to reconcile and rebuild relationships in a safe, supportive environment.

By leveraging TTFM data, these strategies will create a whole-school approach that empowers students, staff, and the broader community to actively recognise and respond to bullying, harassment, and victimisation, while fostering a culture of responsibility, respect, and inclusion.

At MacKillop Catholic College, we have established a clear and confidential process for reporting bullying incidents to ensure that all students feel supported and heard.

Who Can Report:

➢ Students, staff, parents, or community members can report bullying incidents.

Reporting Channels:
➢ Online Reporting System: A dedicated portal on the school website allows students and parents to report incidents of bullying in writing.
➢ Staff Reporting: Students can directly inform any staff member, including teachers, counsellors, or school leaders.
➢ Peer Support Reporting: Students may also report bullying to a peer mentor or senior student in a designated support role.
Anonymous Reporting: An option for anonymous reporting may also be available to ensure all students feel safe.

To ensure all members of the school community are aware of how to report bullying, the following strategies will be implemented:

➢ **Signage:** Clearly visible signs around the school, including common areas and classrooms, will display the reporting procedures.
➢ **School Website and Digital Platforms:** Procedures will be outlined on the school website, in the parent portal, and in student handbooks.
➢ **Assemblies and Class Meetings:** At the start of each term, staff will present bullying reporting procedures during assemblies and class meetings, emphasising confidentiality and the importance of seeking support.
➢ **Newsletters and Updates:** Regular updates and reminders of reporting procedures will be sent out via the school's newsletters and through communication channels like emails to parents and caregivers.

Once a bullying incident is reported, the school will follow these procedures to ensure it is handled in a timely and appropriate manner:

➢ **Immediate Acknowledgment**: The report will be acknowledged within 24 hours, either by the teacher, counselor, or school leader. The individual making the report will be informed that the issue is being addressed.

➢ **Investigation:** Within 48 hours of the report being received, a thorough investigation will be conducted. This includes speaking to all parties involved (victim, perpetrator, witnesses), gathering evidence, and ensuring that the situation is understood in context.

➢ **Action Plan:** Based on the investigation, an action plan will be developed within the week. The action plan will include interventions such as restorative practices, counseling, or other support measures for the victim and the perpetrator.

➢ **Follow-up:** A follow-up meeting will be scheduled within two weeks to assess the effectiveness of the interventions and ensure the situation is resolved.

Our school will provide a range of supportive strategies and programs for students who have been affected by, engaged in, or witnessed bullying:

➢ Support for Victims:

    ➢ **Counseling Services**: Access to individual or group counseling with school counselors to help victims process their experiences and build coping skills.

    ➢ **Peer Support:** Assigning a peer mentor or "buddy" to help integrate the victim back into the school community and provide social support.

    ➢ **Restorative Practices**: Facilitating restorative justice meetings, where the victim and perpetrator (if appropriate) can discuss the impact of bullying, with the aim of rebuilding relationships and promoting understanding.

➢ Support for Perpetrators:

    ➢ **Behavioural Counseling:** Counseling to address the reasons behind bullying behaviour and develop better conflict resolution and social skills.

    ➢ **Behavioural Monitoring:** Regular check-ins with a mentor or counselor to monitor progress and address any ongoing issues.

➢ Support for Witnesses:

    ▪ **Bystander Training:** Provide training and workshops for students on how to act as responsible bystanders, including how to safely intervene or report bullying they witness.

MacKillop Catholic College is committed to keeping parents and caregivers informed about the management of bullying incidents, while ensuring that privacy laws are respected:

➢ **Initial Notification:** Parents or caregivers of both the victim and the perpetrator will be informed within 48 hours of the reported incident. This will include an overview of the situation and the steps being taken to resolve it.

➢ **Ongoing Communication:** Updates will be provided at key stages of the investigation and intervention process. Parents will be contacted after the investigation is complete and will be given an action plan for the student(s) involved.

- **Confidentiality:** While parents will be kept informed, information regarding the details of the investigation (such as personal information about the perpetrator) will be shared only within the bounds of privacy legislation.
- **Final Follow-up:** A final report will be shared with parents after the follow-up meeting to confirm that the issue has been resolved and to outline any further support required.

Through these comprehensive procedures, MacKillop Catholic College aims to ensure that bullying incidents are reported, investigated, and addressed promptly and appropriately, while providing ongoing support for affected students and fostering a school-wide commitment to a respectful, inclusive environment.

Procedures for Bullying

Personnel at MacKillop Catholic College will utilise the School-Student Incident/Injury Form to document all reported bullying incidents. A specific bullying category will be added to the form to ensure that incidents are clearly identified and tracked. Once completed, the form will be logged into SEQTA, the school's management system, for proper documentation and follow-up. This process will ensure that bullying incidents are appropriately recorded, monitored, and addressed in a timely and consistent manner, allowing for ongoing support and intervention.

Contacting Territory Families (When Appropriate)

If a bullying incident involves potential harm or neglect, or if a student's safety is at risk, the school will follow these procedures to contact Territory Families:

- Immediate Risk Assessment: The first step is to assess the situation to determine whether there is a concern for the child's safety or wellbeing.
- Report to Territory Families: If necessary, the school will make a report to Territory Families in accordance with child protection laws. This may involve cases of serious or ongoing bullying that threatens the student's physical or mental health.
- Parental Notification: Parents will be informed as soon as possible, unless the report places the child at further risk.
- Ongoing Collaboration: The school will work with Territory Families to provide any support services or interventions required to protect the student's safety.

MacKillop Catholic College is committed to addressing concerns and complaints in a transparent and fair manner.

Appeal Procedures: If a parent or student disagrees with a decision made regarding bullying, they can follow the CENT appeal procedures:

Step 1: Address the concern with the relevant staff member (e.g., teacher or counselor).

Step 2: If unresolved, the issue should be escalated to a school leader, such as the Principal or Deputy Principal.

Step 3: If the issue is still not resolved, the concern can be referred to CENT (Catholic Education Northern Territory) for further investigation and resolution.

Complaints Policy: The school's Complaints Policy ensures that all concerns are handled promptly and respectfully. Complaints will be investigated thoroughly, and the complainant will be kept informed throughout the process. If needed, an external mediator or facilitator may be involved

Identifying and Responding to Patterns of Bullying Behaviour.

MacKillop Catholic College will use several strategies to identify bullying patterns and respond effectively:

- Monitoring and Data Collection: The school will use Tell Them from Me (TTFM) surveys, incident reports, and feedback from staff, students, and parents to track bullying trends.
- Regular Review of Data: Staff will regularly review bullying incidents to identify any recurring patterns related to specific students, groups, or areas within the school.
- Intervention Strategies: When patterns of bullying are identified, the school will implement targeted interventions, including:
  - Restorative Practices: Facilitating meetings between students to address the issue and restore relationships.
  - Counseling and Mentoring: Providing additional support for students involved in repeated incidents, whether as perpetrators or victims.
  - Targeted Programs: Offering programs such as social skills development or peer mediation to address the root causes of bullying behaviours.

Promoting and Publicising the Anti-Bullying Plan

To ensure that the Anti-Bullying Plan is accessible and well-known within the school community:

- ➢ Visibility in the School: Key elements of the Anti-Bullying Plan will be displayed in common areas, including classrooms, hallways, and the school website.
- ➢ School Website: The complete Anti-Bullying Plan will be made available on the school's website, with easy-to-navigate sections for students, parents, and staff.
- ➢ Assemblies and Meetings: The Anti-Bullying Plan will be introduced at school assemblies and parent meetings to ensure wide awareness and understanding.
- ➢ Newsletters and Communications: Regular updates and reminders about the Anti-Bullying Plan will be shared in school newsletters and through email communications to parents and caregivers.

Monitoring and Evaluating the Effectiveness of the Anti-Bullying Plan

MacKillop Catholic College will use various tools and processes to monitor and evaluate the success of the Anti-Bullying Plan:

- ➢ Data Collection: Ongoing collection and analysis of TTFM survey data, incident reports, and feedback from staff, students, and parents to measure the effectiveness of anti-bullying strategies.

- ➤ Review Meetings: Regular meetings with staff, student representatives, and the wellbeing team to assess the progress and effectiveness of current interventions.
- ➤ Adjustments and Updates: Based on the evaluation, the plan will be adjusted as necessary to improve its effectiveness in addressing bullying.

Annual Reporting to the School Community

The school will report annually to the school community on the effectiveness of the Anti-Bullying Plan:

- ○ Annual Review Report: A summary of bullying incidents, trends, and the effectiveness of interventions will be shared in the school's annual report and during parent meetings.
- ○ Community Feedback: The school will seek feedback from students, parents, and staff to evaluate how well the Anti-Bullying Plan is working and identify areas for improvement.

Review of the Anti-Bullying Plan

To ensure the Anti-Bullying Plan remains relevant and effective, MacKillop Catholic College will:

- Three-Year Review Cycle: The plan will be reviewed at least every three years, with input from students, staff, and parents to reflect evolving needs and best practices.
- Community Involvement: The review process will involve consultations with students, parents, and staff to ensure that everyone has a voice in shaping the future direction of the plan.

By following these procedures and strategies, MacKillop Catholic College aims to create a safe, respectful, and supportive environment for all students, with a clear process for addressing bullying and promoting positive, responsible behavior across the school community.

Resources and support:

Kids Helpline 1800 55 1800

https://kidshelpline.com.au/get-help/phone-counselling

Bullying No Way

https://bullyingnoway.gov.au/

eSafety Commission

https://www.esafety.gov.au/

Catholic Care

Email: darwin@catholiccarent.org.au

Tel: (08) 8944 2000

Fax: (08) 8944 2099

Postal address: PO Box 132, Berrimah NT 0828

Email: alicesprings@catholiccarent.org.au

Tel: (08) 8958 2400

Fax: (08) 8958 2499

Postal address: PO Box 1821, Alice Springs NT 0871

Email: palmerston@catholiccarent.org.au

Tel: (08) 8932 9977

Fax: (08) 8932 6590

Postal address: PO Box 3081, Palmerston NT 0831

Email: katherine@catholiccarent.org.au

Tel: (08) 8971 0777

Fax: (08) 8971 1400

Postal address: PO Box 919, Katherine NT 0851

School contacts:

Principal: Mr Lucas Hurley

DPAS: Mr Rodney Plummer

DPPC: Mrs Stella Wallis

Team member: Mr Matthew Sharp

Team member: Ms Chloe Syme