



Anti-Bullying and Cyber-Bullying Policy

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1. Anti-Bullying and Cyber-Bullying Policy

1.1 Purpose

This Anti-Bullying and Cyber-Bullying Policy is one of the essential safeguarding measures implemented by Coast Christian School (referred to as the 'School') and implements the 2025 NSW Anti-Bullying Framework's four components — Preventing, Responding, Partnering and Implementing — to ensure a whole-school, evidence-informed and multi-tiered approach to preventing and addressing bullying. As a part of the School's student welfare and wellbeing focus, this policy is intended to provide School community members with practices and procedures to prevent and address issues of student bullying, including cyber bullying, appropriately, consistently and effectively. The School does not tolerate bullying in any form, seeking instead to encourage Christ-like behaviour, counsel and support for all students.

1.2 Scope

It is the responsibility of all members of the School community to promote and encourage positive student behaviour in a safe and supportive school environment. All School employees, students, School community members and School visitors are expected to abide by this policy.

This policy applies to the behaviour of students during school hours or at a school event (such as a sporting carnival or excursion). It includes all School environments, both physical and online.

Should the School become aware of serious bullying outside of School hours, the matter is to be reported to the relevant parents, the police or relevant authority (such as the online service provider).

1.3 Christian Rationale

The School's *Statement of Doctrines and Beliefs* outlines the immense value God places upon humankind,

'God has created humanity in His image and ascribed dignity, sanctity and worth to human life from conception until death. God requires human life to be accorded respect and to be protected from harm (Genesis 1:27, Psalm 139:13-16, Exodus 20:13)' ('Humanity' section).

This forms part of the School's God-given mandate, developing an environment where all School Community Members, including students, feel safe, supported, included and respected. The School's *Vision, Mission and Values* do not promote bullying. Rather, bullying in any form is against the values and beliefs of the School and will not be tolerated, condoned nor trivialised.

Romans 12:9-21 provides an illustration of the way in:

*“Be good friends who love deeply...bless your enemies...get along with each other...make friends with nobodies...don’t let evil get the best of you; get the best of evil by doing good.”
(The Message)*

The School has an expectation of respect for students, staff, parents and visitors alike. The expectation is that every School community member gives and receives care, kindness and respect. Two of the three School rules include this expectation, ‘Be Kind’ and ‘Show Respect’.

At School, a safe, positive and caring Christian environment is sought in which acknowledgement of each human being is unique and created by God and therefore of immense value.

Staff, students, parents and caregivers at the School have a shared responsibility in making sure that bullying behaviours are dealt with quickly and effectively whenever they occur.

The School encourages the use of technology for educational purposes. However, the misuse of such technology can cause direct or indirect psychological or physical harm to others. Such misuse is viewed as Cyber-Bullying at the School. It shows a direct lack of respect for others. We expect staff, students and parents to give and receive respect within a secure, supportive and caring environment. The School is an Anti-Bullying school.

The School endeavours to raise awareness of what makes students resilient, to develop strategies to reduce vulnerabilities and increase coping skills. We are an Anti-Bullying school. We take this position because we believe that ALL people are made in God’s image, and ALL are therefore worthy of our respect. Ephesians 2:10 “For we are God’s workmanship created in Christ Jesus to do good works, which He prepared in advance for us to do”. Showing respect for others is one of the ways we can demonstrate our respect towards God as The Creator of all living things and towards one another as His creation.

1.4 Distribution of this policy

Key ways in which this policy is disseminated and reviewed include:

- Provision to all School staff, students and community members (parents, contractors, volunteers and visitors) at the time of their engagement with the School.
- Professional learning for School staff each January Professional Development Week on the policy and related plans and procedures with opportunity for policy evaluation.
- Specific new School staff Induction Programme training and familiarisation of the Anti-Bullying and Cyber Bullying Policy and related procedures.

- Explicit instruction in Term 2 for the School students about the definition of bullying, anti-bullying, being an 'upstander' (as opposed to a 'bystander') and the School's policy and procedures, at an age-appropriate level.
- Regular reminders from the Principal, in the School Newsletter, to parents about what constitutes bullying, the School's policy and procedures.
- The annual School survey whereby School staff, parents and students provide feedback about the School's anti-bullying strategies and areas for change and/or improvement.
- This policy is a public facing document available on the School's website: <https://coastcs.nsw.edu.au>.

1.5 Related policies/documents

This policy is to be read in conjunction with the following documents:

Child Safe Policy and Code

Code of Conduct for Students

Code of Conduct for School Community Members

Internet user agreement and Student Internet Permission Form

[NSW Anti-Bullying Framework](#) (Dec. 2025)

Privacy Policy

Statement of Doctrines and Beliefs

Student Discipline and Behaviour Management Policy and Overview

Student Welfare Policy

Vision, Mission and Values

1.6 Child Safety

School community members have a duty of care to take reasonable measures to ensure the safety and wellbeing of students whilst in the care of the School. Under the Child Safe Standards, evaluation of the risk of harm that may arise needs to be addressed with the implementation of reasonable preventative measures. A student safe environment is where the risk of harm is prevented or minimised and the student feels safe and supported.

1.7 Responsibilities

The School Board is responsible for approving this policy and amendments of it, together with other responsibilities set out below in this policy.

The School Principal is responsible for implementing this policy throughout the School and on the School's public website, as set out in this policy.

All staff, students and parents are to abide by this policy.

All School Community Members are to be aware of their reporting obligations, including reporting requirements, under this policy and related policies above.

2. Definitions

2.1 What is Bullying?

Bullying is when someone or a group of people with more power repeatedly and intentionally causes hurt or harm to another person or group of people who feel helpless to respond. Bullying can continue over time, is often hidden from adults and will probably continue if no action is taken.

Bullying behaviours may be covert or overt, occur online and/or offline, and typically involve a misuse of power intended to cause social, physical or psychological harm that is difficult for the targeted student to stop.

The key features of bullying are that it:

- causes hurt and distress,
- is repeated and
- involves the use of power in an unfair way.

Bullying is NOT:

- single episodes of social rejection or dislike; or
- single episodes of acts of nastiness or spite; or
- random acts of aggression or intimidation; or
- mutual arguments, disagreements or fights.

It is noted that whilst the above examples do not constitute 'bullying', these behaviours may still be contrary to the School's Student Code of Conduct, could have the possibility to become 'bullying' and require Staff intervention as a mitigation and preventative strategy.

Forms of Bullying:

Physical: fighting, pushing, shoving, hitting, kicking, rude and intimidating gestures, invasion of personal space, taking or damaging belongings.

Group: ganging up against, isolating or rejection from the group.

Verbal: mocking, name calling, putting someone down, offensive language.

Victimisation: picking on, excluding, threatening to "get", stand over tactics.

Sexual: unwanted sexual invitation or inferences, touching or brushing against in a sexual manner, writing or drawing or commenting about someone's body sexually, sexually oriented jokes or name calling and comments about someone's private life.

Discrimination: of any kind based on race, gender or religion.

2.2 What is Cyber-Bullying?

Cyber-Bullying is the term used for bullying using the internet or by SMS. It involves bullying which is carried out through an internet service such as email, chat room, discussion group, social media, instant messaging or through mobile phone technologies. It includes, but is not limited to, actions such as:

- Using technology such as mobile phones to record conversations for the purpose of slandering an individual by altering the context of the conversation and playing it back in a public, private, or semi-private setting or placing the recording on the internet for global access.
- Using any technology such as mobile phones to photograph individuals, especially in what are considered private settings such as change rooms, and using the photographic material to slander, vilify, promote in an irresponsible way, or present in such a way as causes embarrassment to the individual. This would include placing the photographic material on a computer which others may view, or on any intranet, or on the internet for global access, or by producing hard copy(s) of the photos without the knowledge of the person concerned, or by distributing photos in any form to any other individual.
- Obtaining physical photos of a person and translating them into electronic form and then placing those images on any computer without the permission of the person concerned, for any use other than identification of students within the school community by School staff.
- Creating or using any website to place information on it which may cause damage or psychological harm to any student or place them in potential danger from another person. For example, placing home and address details of anyone on a website, or placing name(s) on a website with comments about the person(s) named, or placing any identifiable details on a website of another person without that person's express permission.
- Sending an electronic message(s) to a person which is threatening, degrading, or slanderous, or sending the message(s) to others.
- Using covert online behaviours such as impersonation, subtweeting (indirect tweeting about another person – equivalent of talking about someone behind their back), exclusion from private groups and doxxing (revealing an individual's private or personally identifiable information (PPI) online without the individual's consent).

2.3 Why is Bullying not acceptable?

Bullying displays disrespect towards others. It has a negative effect on personal relationships. At School, we have an expectation of respect for all others. We expect every member of the School community both to give and receive respect within a secure, supportive, and caring environment.

Cyber-Bullying is a form of bullying which is also treated seriously at the School because often the victim is defenseless and unaware of the personal attack until such attack is released into the public domain. Also, the content of Cyber-Bullying can sometimes be of a highly vilifying and degrading nature.

3. Preventing

The School aims to develop a whole School culture which promotes respect for others through teaching and demonstration in all areas of School life. Methods to support this are outlined below:

3.1 Student wellbeing and safety

The School fosters a positive and inclusive whole-school culture in which every student feels valued, connected and safe. Staff model and reinforce respectful behaviour and positive relationships across classrooms, playgrounds and online environments.

3.2 Positive and inclusive whole-School culture

Policies, teaching practices and physical/online environments are inclusive and signal that every student is valued and celebrated. The School maintains regular, open communication with students and families so concerns are heard and addressed.

3.3 Social and emotional skill development

Teachers explicitly teach social-emotional skills (emotion regulation, kindness and empathy, recognising emotions in others, conflict resolution, help-seeking and safe upstander behaviours) throughout the year and embed these in daily practice.

3.4 Positive relationships

Staff build strong, safe, mutually respectful relationships with students to recognise early signs of distress or conflict and to enable inclusive peer interactions that encourage students to stand up for one another.

3.5 Preventative measures - School Community Member specific roles

To effectively implement proactive responses, School Community Members have specific roles to prevent and address bullying. These include the following:

School Staff will:

- Deliver Christian education in the context of curriculum, chapel services, assemblies, and general nurture where the value of the individual is affirmed and the importance of qualities such as compassion, kindness, tolerance and respect are encouraged.
- Model examples of how to relate to one another with love and acceptance.
- Encourage the teaching of tolerance, respect and valuing of difference and diversity.
- Provide access to this policy, the *Code of Conduct for Students* and *Code of Conduct for School Community Members* to all members of the School community via website, hard copies (available on request) and newsletter articles from time to time.
- Programme specific activities in all classes which promote values associated with anti-bullying with a School wide focus in Term 2 each year.
- Provide definitions of bullying - including explanations of the roles of perpetrator and bystander.
- Provide support, counselling (where needed) and guidance to the students involved in allegations or incidents of bullying behaviour.
- Providing support, intervention and counselling (where needed) for individuals who are subject to allegations of bullying behaviour.
- Be aware of signs of insecurity, discomfort and suspected incidents of bullying.
- Make efforts to remove occasions of bullying by proactive management of students in the classroom and playground.
- Arrive at class and to playground supervision on time.
- Act on situations immediately regarding bullying and appropriate follow through (including strategies to prevent re-offending).
- Report suspected incidents to the appropriate staff member and Principal.

School Parents will:

- Model anti-bullying attitudes and behaviour.
- Support the values of tolerance and respect in the home.
- Encourage children to exercise these values in all contexts including at school.
- Understand the definition of bullying.
- Report allegations or incidents of bullying behaviour and encouraging students to do same.
- Provide support and encouraging their child to seek help.
- Be alert to any signs of distress or anxiety, unwillingness to attend school, missing equipment, damaged clothing or bruising, and contacting the School of any concerns.
- Communicate effectively and respectfully with appropriate School staff.

- Reassure students who are being bullied, of their value.
- Work in partnership with the School to resolve allegations or incidents of bullying issues.

School Students will:

- Model anti-bullying attitudes and behaviour.
- Show respect for all members of the School community.
- Understand the definition of bullying.
- Speak out against bullying behaviour and report it if seen.
- Report to staff allegations or incidents of bullying behaviour that is experienced by oneself.
- Support students who are bullied.
- Suggest anti-bullying strategies to your teacher.
- Encourage others to make a stand against bullying behaviour, to be 'upstanders'.

3.6 Additional cyber-bullying preventative measures

To protect the School students from cyber bullying occurring at the School, a number of preventative measures have been implemented:

Parent and student agreement – Using the computer network and internet at School

Staff and students are advised of the appropriate use of the internet whilst at School. This advice is provided by classroom teachers and appropriate staff. Upon enrolment and at the commencement of each school year, the School provides the student with a copy of the 'Using the computer Network and the Internet at Coast'. This policy includes an *Internet User Agreement form* which is to be signed by the parent and student – This is provided digitally to School families for perusal and digital signature. A copy of this form and digital responses is retained by the Office Manager in the student's enrolment file. Appropriate use of the internet at School is explained to each class within the first week of Term One each year.

Mobile Phone/Communication Device policy:

It is strongly recommended that students do not have a mobile phone, smart watch nor any other smart device whilst at School. These items are valuable and cause undue stress if lost or damaged. If parents require their child to have a mobile phone or other smart device for transport reasons, the phone or device must be switched off and surrendered to the School Office staff at the beginning of the school day where the student's name will be attached to the device and stored for safe keeping. The phone/smart device is to be collected by the student/parent at the end of the school day and placed in the student's school bag. Students who use a phone/smart device at School without permission will have it confiscated for the rest of the day. The parent will be contacted by the classroom teacher to ensure that the parent is aware of this policy and of the

consequences that will be applied should this occur again. The classroom teacher may choose to discuss a solution to the communication problem with the family.

A second occurrence will mean that the phone will be confiscated and held in a secure location in the School Office until collected by a parent. Upon collection of the phone, School staff will once again explain to the parent the School Mobile Phone/Smart Device Policy and the consequences attached, ensuring that the parent is aware of the breach of policy.

Monitoring of carriage services at School:

The School has a Service Agreement with specialised ICT technicians to maintain, support and monitor cyber security parameters.

A key support for teachers and child safety for the School students is the use of a class online management platform that enables teachers to enable/disable access for students to specific apps and or sites as relevant for the lesson being implemented; student devices can effectively be 'locked down' by the teacher to one site/app. This allows teachers to monitor and structure the functionality of the student devices in accordance with School policies.

Cyber security and wellbeing curriculum:

School staff complete ongoing, targeted cyber security training and class teachers raise cyber security and wellbeing awareness and education for all School students throughout each term with specific focus in Term 3. Parents receive information updates from class teachers about content covered in class for potential discussion at home.

Minimising use of technology at School:

The School policy is to minimise the use of technology at School. It is viewed as a *supportive* teaching and learning resource, not the main resource. Utilising student devices for 'free time' is not encouraged at School.

4.Responding

It is the responsibility of all members of the School community to report bullying allegations and/or incidents of bullying to the School. Students and parents are sometimes reluctant to report allegations or incidents of bullying, thinking that it will only make matters worse. The School encourages reporting of allegations or incidents of bullying through communication of this policy to all stakeholders, provision of support and assistance to affected stakeholders and affirmation that:

- Bullying is not tolerated at the School
- School Community Member concerns will be taken seriously, including students and parents; and
- The School has a clear strategy for dealing with allegations or incidents of bullying.

The School utilises the following approaches when responding to allegations or incidents of bullying:

- **Transparent, coordinated and prompt response.** The School responds to bullying (including cyber bullying) in a transparent, fair and consistent manner, following appropriate privacy and safety procedures. The School makes reasonable efforts within two School days of becoming aware of an incident to ensure affected students are being supported and the response is underway.
- **Trauma-informed and culturally responsive engagement.** Staff responses are trauma-informed and culturally responsive, with empathy for each student's context.
- **Proportionate consequences.** Consequences for confirmed incidents of bullying are explicit and proportionate, consistent with the Student Discipline and Behaviour Management Policy (e.g., restorative conference; withdrawal of privileges; staged behaviour plan; suspension for persistent/severe cases).
- **Structured triage system.** The School utilises the following system of support when responding to allegations or incidents of bullying:
 - Level 1 (class-managed, low severity): teacher-led restorative actions; parent advised; record entry; check-ins at 1 and 2 weeks.
 - Level 2 (moderate): Year/Stage lead coordinates targeted supports; counselling referral; parent meeting; monitoring for 4+ weeks.
 - Level 3 (high/complex): Principal/Wellbeing Officer conducts risk assessment; safety plan; integrated case meetings with services; regular reviews.
- **Personalised ongoing support.** Support plans address the needs of targeted students (safety, wellbeing, learning) and students who engaged in bullying (skill-building, accountability, addressing underlying motivations).
- **Consistent reporting and recording.** All allegations and incidents are recorded in the school wellbeing system using standard fields (date/time; type; severity; location; parties; actions; follow-up dates). Termly analysis identifies patterns and informs interventions.

Outlined below are ways in which parents, students and staff can report allegations or incidents of bullying.

4.1 Parents/caregivers - reporting bullying allegations to the School

WHO can parents/caregivers contact in the School?

1. The student's class teacher is to be contacted as the person who knows and spends the most time with the student on a daily basis.
2. Should the class teacher be unavailable or if the matter can not be resolved at this level, the relevant Stage Coordinator is to be contacted.
3. Again, if the matter can not be resolved, the Deputy Principal is to be contacted followed by the Principal.

HOW can contact be made?

- It is preferable to call the School Office (02 4368 3377) to make a meeting time with the student's class teacher. This way, the teacher can also ensure time is set aside and the meeting can be held in a confidential manner.
- Requesting a meeting time with the student's class teacher can also be made in person with Office Staff at Reception.
- Sending an email to the class teacher is another acceptable avenue. However, it may result in a delay to addressing the allegation or incident of bullying behaviour since teachers are not generally able to read and immediately respond to email communications during School hours.
- Contact with Stage Coordinators, the Deputy Principal and, if at the final School level of reporting, the Principal, can be made as above.
- The Deputy Principal and Principal are also contactable via phone or email throughout School hours and contact can be made directly through the School Office (02 4368 3377) or office@coastcs.nsw.edu.au and/or principal@coastcs.nsw.edu.au.

4.2 Students - reporting bullying allegations to the School

WHO can students contact in the School?

1. Any student who suspects or becomes aware that allegations or incidents of bullying behaviour has or is occurring should inform, in the first instance, the classroom teacher as soon as possible.
2. If the class teacher is unavailable (including if the class is being taught by a casual teacher or RFF teacher) or if the matter can not be resolved with the class teacher, the student can speak with the Stage Coordinator.
3. Should the teacher and coordinator be unavailable or if the matter can not be resolved, the student can speak confidentially with the Deputy Principal, Wellbeing Support Officer, Learning Support Coordinator or a member of the Student Wellbeing Team (poster with Wellbeing Team photos inside each classroom).
4. The Principal can also be contacted if the matter can not be resolved from these prior steps.

HOW can contact be made?

- Students can verbally ask their class teacher for time to speak privately. It is likely that the teacher needs to make a time to be able to listen attentively and confidentially to the student/s. This may be at Recess or Lunch, during an RFF or when another adult can supervise the class.
- Students can also write a note to pass to the class teacher should this be preferable – Predominantly relevant for older students.
- Contacting the Stage Coordinator follows the same two options above.
- Students can also ask to speak a member of the Student Wellbeing Support Team at any time by requesting so at the front office: "May I please speak to X – It is a private matter".

Additional process for students to follow to raise a concern

Students are encouraged to also inform their parents of the allegation or incident of bullying behaviour as the School's approach is collaborative and supportive. The School educates students on having safe people to report to and, unless it is unsafe to do so, parents are a part of the student's network of safe adults.

4.3 Staff - reporting bullying allegations to the School

- All School staff are required to identify bullying behaviour concerns, in addition to those that have not been directly reported to the School. Staff are to inform the student's class teacher or any concerns in the first instance by emailing or asking the teacher to make a time to speak about a concern, on the same day where possible.
- Should the concern not be able to be addressed, the student's Stage Coordinator is to be contacted in person to make a time or via email.
- The Wellbeing Support Officer, Deputy Principal and/or Principal can also be contacted in person, by mobile phone or via email to make a time on the same day to report the allegation or incident of bullying behaviour.
- In the event of immediate concern, the School Office is to be called/notified requesting the support of the Principal and/or delegate.

The School member/s notified will work with the staff member to respond to the concerns in accordance with the School's procedures.

4.4 The School's response procedure

Bullying (including cyber-bullying which often occurs outside of the School property and premises) is a serious issue, actions taken in response to allegations or incidents of bullying need to be prompt and decisive. Any substantiated bullying allegations will be dealt with in accordance with the School's *Student Discipline and Behaviour Management Policy*. This includes responding in a matter which seeks reconciliation and a return to a balanced and healthy relationship. Should suspension or expulsion be considered, the School will follow the procedurally fair process as outlined in the School's *Student Discipline and Behaviour Management Policy*.

- The reported allegation or incident of bullying is investigated by the teacher to whom it has been reported (if this is a Casual teacher this teacher will report to the Stage teaching partner or the adjacent classroom teacher for investigation)
- The teacher determines whether or not the incident is bullying, according to the agreed definition in this Policy
- If it is not bullying the incident is dealt with by the teacher in accordance with the *Student Discipline and Behaviour Management Policy*

- The investigative teacher/Stage Coordinator and/or investigative Executive Staff member is responsible for uploading or creating notes throughout the process on Sentral under Wellbeing, unless required otherwise by the Principal.
- In some situations, having a student remain at School onsite during an investigation may not be in the best interests of the student or others. In this situation, where there are potential health and safety concerns for any student or staff, a risk assessment may be conducted and may result in a student being asked to remain at home while an investigation takes place.
- If it is bullying behaviour, the incident is dealt with using the following strategies:
 - **Interview with the victim.**

This is done by the investigative teacher (or Executive Staff) in a supportive, sensitive manner with consideration for the victim's protection, privacy and safety. Ensure that any physical needs are met (such as First Aid) and that the victim has time to become calm and collected. Consideration is to be made upon whether another staff member also needs to be present for the interview.

The main aim of the interview is to ascertain the victim's perspective. A secondary aim is to explore ways in which bullying behaviour can be minimised.
 - **Interview with student subject to allegations of bullying behaviour (and relevant bystanders/upstanders).**

This is done by the investigative teacher or Executive Staff, interviewing one student at a time, starting with the student seen as the group leader. The interviewee is to consider the protection, privacy and safety of the student/s subject to allegations of bullying behaviour. Ensure that any physical needs are met (such as First Aid) and that the student/s subject of bullying allegations has time to become calm and collected. Consideration is to be made upon whether another staff member also needs to be present for the interview.

This is a non-adversarial interview designed to emphasise the concern of the person who is being hurt or elicit some empathy and to come to some agreement as to what the person might do to help the victim. During the meeting, the School Staff member is to remain calm, empathetic, never angry nor indignant. Respect is to be shown for each person with procedural fairness and natural justice for all students involved.
 - **Principal and Executive Staff notified.**
 - The investigative teacher is to notify the Principal, Deputy Principal relevant Stage Coordinator/class teacher/s of student/s (unless otherwise directed by the Principal).
 - **Parents are contacted and informed.**

The investigative teacher contacts the parents of the students involved in an incident or subject to allegations of bullying behaviour (and possibly any bystanders/upstanders involved) to advise them of the report, the results of the investigation and of the School's response. The parents are invited to maintain communication with the relevant School staff.

- **Wellbeing support for students involved in allegations or incidents of bullying**

The Principal (who is the School's Child Safe Officer) may also require students involved in allegations or incidents of bullying behaviour to access support from the School's Wellbeing Officer (formerly School Chaplain) as part of the remediation and follow-up process. Where deemed relevant, the Principal may offer access to a trained, external counsellor or psychologist.

- **School Staff are advised.**

All School staff who are responsible for supervising students on playground duty and/or classroom supervision are advised of the students involved in an allegation or incident of bullying behaviour so that continued observations can occur.

- **Ongoing support for students involved in an incident or allegations of bullying behaviour.**

It is essential that daily follow-up takes place. This involves asking the student/s subject to allegations of bullying behaviour individually how they have followed through what they agreed to do to help the student to whom bullying behaviour was directed, and asking the victim how they are progressing and whether or not there have been any further incidents. The follow-up is initially carried out daily and then tapered off if all is going well. This is done by the investigative teacher and supported by the classroom teacher of each of the students involved. Respect is to be continually shown for each person with procedural fairness, natural justice and the reasonable protection of privacy for all students involved.

- The principal should be informed of any unresolved or serious situation and, if appropriate, the Police contacted.

- **In the case of any unresolved or serious bullying situations, the Principal should be informed.**

1. Where appropriate, the Principal will contact the Police.
2. The Principal will investigate the issue, gather evidence from appropriate students and apply appropriate discipline by implementing the usual sanctions of the *Student Discipline and Behaviour Management Policy*. and/or provide counselling to the students concerned.
3. Serious cases of Bullying (including Cyber-Bullying) that are substantiated will be dealt with in accordance with the *School's Student Discipline and Behaviour Management Policy*. Should a bullying matter result in a suspension or expulsion, the School will implement procedurally fair processes accordingly.
4. As in all serious disciplinary matters at the School, parents will be notified of the circumstances involving their child/ren and be invited to discuss the matter with the Principal. Communication with relevant parents will be maintained.
5. If not already a part of the process, the School's Wellbeing Officer (former Chaplain) is included at this level in order to provide support for the students involved in an incident or subject to allegations of bullying behaviour. School Staff on playground duty and classroom teachers are required to continue to support the students involved in the allegations or incidents of bullying behaviour. The

Principal may also continue to provide daily support for the students involved in the incident, depending upon the specific circumstances.

6. In some situations, having a student remain at School onsite during an investigation may not be in the best interests of the student or others. In this situation, where there are potential health and safety concerns for any student or staff, a risk assessment may be conducted and may result in a student being asked to remain at home while an investigation takes place.

The Principal will reconsider offering access to a trained, external counsellor or psychologist.

If required, the Principal will contact the local Police “School Liaison Officer/s” (SLO) to provide further support to relevant staff and students. Schools should keep in regular contact with the School’s SLO:

- SLA: Senior Constable Rebecca Armitage or Senior Constable Peter Hughes
 - a. Location: Gosford Police Station
 - b. Phone: (02) 4323 5599 or 0437 776 727.

Further counselling information and support services are available to schools, students and families through the following sources:

- Beyondblue
 - a. 1300 224 636
 - b. www.beyondblue.org.au
- Bullying. No way!
 - a. 1800 551 800
 - b. www.bullyingnoway.com.au
- Cybersafety
 - a. www.cybersmart.gov.au/report.aspx
- Kids’ Helpline
 - a. 1800 551 800
 - b. www.kidshelp.com.au
- Reach Out
 - a. www.reachout.com.au
- The Australian Psychological Society
 - a. www.psychology.org.au

5.Partnering

The School seeks to partner with members of the School community and beyond in the following ways:

5.1 Student voice and decision-making

Student voice informs prevention and response through termly pulse checks and consultation with the Student Representative Council (SRC) to co-design initiatives.

5.2 Partnership with families

The School partners with families via timely communication, co-developed support plans, and culturally safe engagement.

5.3 Integrated partnerships

For complex cases, the School supports the coordination of care with community services (e.g., counselling, health, specialist agencies) and facilitates multi-party case meetings to reduce harm and support recovery.

6. Implementing

The School seeks to partner with members of the School community and beyond in the following ways:

6.1 Evidence-informed and multi-tiered School approach (MTSS).

The School uses an evidence-informed Multi-Tiered System of Support (MTSS) as follows:

- Tier 1 - universal prevention for all students;
- Tier 2 - targeted supports for vulnerable students;
- Tier 3 - intensive, individualised support for complex or persistent needs.

Movement between tiers is data-driven and coordinated by the Principal and Wellbeing Officer.

6.2 Alignment with other School policies

Anti-bullying procedures are aligned with Child Safe, Behaviour Management, Attendance, Complaints Handling, Privacy and Cyber Security policies to ensure consistency and effective case coordination.

6.3 Ongoing professional learning

All staff undertake annual learning on identifying and managing covert and online bullying, trauma-informed family engagement, and a common language for reporting, recording, responding and reviewing.

6.4 Regular review and analysis of approaches and data

The School reviews anti-bullying policies, processes and data annually. Termly incident data is analysed to identify patterns and inform targeted interventions. As relevant, findings are reported to the Board and shared with the community.