



SOUTHERN HIGHLANDS CHRISTIAN SCHOOL

Anti-Bullying Policy

Policy Objective

- To foster a positive, safe environment for students, staff and parents.
- To ensure that, while at school, all students are given opportunities to develop positive attitudes and appropriate values. All students need to develop tolerance and understanding of others and their needs.
- To prevent and respond to bullying behaviour in learning and working environments via a shared responsibility of all staff, students, parents, caregivers and members of the wider school community.

Biblical Basis

The Bible declares that all humankind is “...made in the image of God”, thus bearing His likeness and worthy of honour. The Southern Highlands Christian School community represents the Body of Christ where every person is valued and has a unique part to play, as (In Christ) the whole body, joined and held together by every supporting ligament, grows and builds itself up in love, as each part does its work, (Ephesians 4:16). As a result, each member of the school community shares the responsibility of ensuring the safety and well-being of other members of the community. Interactions between members of the School community should be edifying and supportive (Ephesians 4:29). In Romans 12:16-20, Christ’s people are called to “*Live in harmony with one another.*”

Policy Statement

1. Bullying is not acceptable and will not be condoned by the school. All students, parents and teachers have the right to feel safe travelling to and from school, while at school and its associated activities.
2. Southern Highlands Christian School will seek to provide opportunity for members of the school community (ie staff, parents and students) to gain a heightened awareness of varying forms of bullying. By definition this includes physical, verbal and non-verbal harassment, racial and sexual discrimination, within a school setting.
3. Teachers will show commitment to enhance their own knowledge and understanding of bullying in the educational context, and develop personal skills to combat it.
4. Teachers may work to deal with various forms of bullying both within and outside the classroom environment, taking care to involve parents in the conciliatory/restoration process.
5. Teachers should ensure that curriculum content and teaching methods are consistent and support the concept of producing a non-threatening learning environment, which encompasses the Biblical principles on which our school is founded.
6. All members of the school community contribute to preventing bullying by modelling and



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promoting appropriate behaviour and respectful relationships.

7. Victims of bullying, and witnesses to bullying, are encouraged to report the incident.

8. All reports of bullying will be taken seriously and investigated according to principles of procedural fairness.

9. School staff will undertake to include sessions promoting positive peer interactions both within and out of the classroom and as part of extra-curricular activities.

10. The Policy for Dealing with Bullying must be read within the context of the National Safe Schools Framework and complements the principles of a Safe and Supportive School environment.

Definitions

- **Bullying**

- 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.
- Bullying can involve humiliation, domination, intimidation, victimisation and all forms of harassment including that based on sex, race, disability, homosexuality or transgender.
- Bullying of any form or for any reason can have long-term effects on those involved including bystanders.

- **Cyber bullying**

Cyber bullying is causing hurt via information and communication technologies, such as the Internet, social media, and through the use of mobile phones and other devices.

- **Harassment:** on-going verbal or physical attacks on another person.

- **Bullying is not:** conflict or fights between equals or single incidents

- **Procedural Fairness:** investigations of an allegation of bullying, and any decisions made, will be impartial and without bias.

Contacts:

School Police Liaison Officer
02 4824 0718, 0437 885 528

Anti-Bullying Investigation Guidelines



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Investigating Reports or Allegations of Bullying Behaviour

- Investigations into bullying allegations must be undertaken in a timely manner and should be carried out in such a way as to minimise the risk of escalation.
- Establish facts from alleged victim, alleged bully and bystanders.
- Conduct interviews in a manner intended to reduce the risk of making matters worse for the alleged victim; nor allow the perpetrators to take some action in revenge.
- Establish whether an alleged incident is isolated, or an ongoing pattern of behaviour (bullying).
- Emphasise that it is the school dealing with the behaviour, rather than students being brought into a confrontation.
- All incidents are to be documented. Additional, detailed confidential reports will be kept on the Head of High School and/or Head of Junior School's behaviour management file.
- Inform appropriate staff about all incidents of bullying so they may be aware of any issues between students.
- Inform parents of victim and bully, and possibly parents of bystanders, throughout the process. Any serious consequences, and disciplinary action, will be communicated to parents in writing. An interview will also be requested.
- Serious issues will be reported to the Board.
- Should bullying continue, further action will follow in line with the school's Discipline Policy. This can include behaviour contracts, suspension or, in the case of continued bullying, removal from the school.
- Serious incidents involving violence, or threats of violence by any means, may be reported to the Commission for Children and Young People, as required by law; and to the Police, if deemed necessary by the Principal and Deputy Principal.
- The School Chaplains are available for support of all students involved in bullying incidents; with a view to changing inappropriate attitudes and building resilience.
- The School may recommend further professional counselling as necessary.