



ANTI-BULLYING AND HARASSMENT POLICY

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1. Purpose and Scope

The Anti-Bullying and Harassment Policy (the Policy) aims to describe the principles and practices at Temple Christian College (the College or School) to promote and establish a community in which everybody upholds the values of respect, safety, and trust.

The College is committed to promoting a community:

- where individual differences are appreciated, understood, and accepted;
- where there is zero-tolerance for bullying and harassment;
- where healthy and respectful relationships are promoted and modelled;
- where belonging, inclusion, and positive and safe social interactions are fostered.

The College promotes learning success and wellbeing and will support programs that will help members of the school community build resilience, emotional intelligence, and growth mindsets.

The Policy applies to all employees, volunteers, contractors, students, and wider members of the school community (collectively referred to throughout the Policy as workers and personnel).

Workers and personnel will be required to meet all requirements in accordance with this policy, which is accessible to all members of the School community via the School website and/or on request.



2. Vision and Values

The vision of Temple Christian College is to pursue excellence for the glory of God. The College's desire is to grow students in Christian character, Christian service, and Christ-like influence to be impactful not only within the school community, but also in the wider community.

Central to the values of the College is Faith – that is centered on Christ as our Lord and Saviour.

The values of Temple Christian College:

- Building Community
- Displaying Integrity
- Fostering Empathy
- Facilitating Learning
- Encouraging Creativity
- Building Resilience

All workers and personnel will be made aware of the College vision and values, for instance staff and volunteers will have this included in their induction, and all members of the community will have access to it via the school website or on request.

Where this policy is concerned, the above vision and values help guide all members of the school community to work together to action the Anti-Bullying and Harassment Policy and related strategies.

3. Definitions

Bullying

A national definition of bullying has been endorsed by the Education Council.

Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons, who feel unable to stop it from happening.

Bullying can happen in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records).

Bullying of any form or for any reason can have immediate, medium, and long-term effects on those involved, including bystanders.

Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

Bullying has 3 main features

1. *It involves a misuse of power in a relationship*

Conflict or fights between equals are not defined as bullying. Bullying occurs where



there is a power imbalance. This might come from:

- The context. For example, a number of children acting against one child; and/or
- Personal characteristics. For example, different physical, emotional or social development.

2. *It is ongoing and repeated*

One incident of misbehavior is generally not defined as bullying. Schools will still respond to all incidents of misbehavior.

One act by one person might be bullying if:

- The behaviour adds to a series of other people's behaviours that misuse power and result in harm; and/or
- It can be shared online or with technology to a wide audience or repeated with multiple views.

3. *It involves behaviours that can cause harm*

Bullying can cause physical and psychological harm.

Physical harm can include injury. It can also include theft or damage to belongings.

Psychological harms can include:

- Anxiety;
- Not wanting to go to school;
- Lack of interest in school; and/or
- Isolation and depression.

Psychological harm can last some time. It will depend on a student's situation and the support available to them. Support might come from family, school and friends. A fear of being bullied can create psychological harm.

Examples of types of bullying:

- **Physical:** hitting, kicking, tripping, pinching, pushing or damaging or stealing belongings;
- **Verbal:** verbal abuse, name calling, insults, taunting, intimidation, threats;
- **Social:** social exclusion, lying, spreading rumours, unkind facial expressions or body language, mean and condescending looks, playing jokes to embarrass and humiliate, mimicking and damaging someone's reputation or social relationships; and
- **Cyber:** Cyberbullying is online bullying. It uses technology, including social media platforms. Verbal and social bullying can be cyberbullying when they occur online. Cyberbullying includes:
 - Abusive texts and emails;
 - Hurtful messages, videos and images, including images that have been changed;
 - Sharing personal images and videos without consent; and
 - Pretending to be someone else online to be hurtful.

Harassment, discrimination and violence

Bullying, harassment, discrimination, and violence all create or add to a negative environment. This can make students feel unsafe and unable to reach their full potential.



Harassment

Harassment is a behaviour that targets an individual or group. This can be due to their: identity, race, culture or ethnic origin; religion; physical characteristics; gender; sexual orientation; age; or ability.

It offends, humiliates, intimidates, or creates an unsafe environment. It might be a pattern of behaviour or a single act. It might be directed randomly or at the same person. It might be on purpose or unintended.

Discrimination

Discrimination happens when people are treated differently from others. This can be because of their identity, race, culture or ethnic origin; religion; physical characteristics; gender; sexual orientation; age; or ability. Discrimination interferes with people's right to fair treatment and equal opportunities.

Violence

Violence is the intentional use of physical force or power. It can be threatened or actual, against another person. It might result in psychological harm, injury or in some cases death. It might involve provoked or unprovoked acts. It can be one incident, a random act or can happen over time.

Bullying, harassment, discrimination and violence may be based on gender, race, sexuality, culture, religion, disability and care status.

Bullying, harassment, discrimination and violence for any reason is not acceptable and the College will ensure all instances are addressed. The way these are addressed will depend on the:

- Behaviours;
- Needs of the students; and
- Rights of all students to be safely included in learning.

4. Approach and Principles

Temple Christian College are committed to strategies that will prevent bullying and harassment in the school community. The approach will be to review, plan and implement bullying prevention strategies. This will be done in collaboration with the Governing Council, staff, students, families, and local community.

The following principles will be drawn from to develop anti-bullying and harassment strategies:

1. Promote
2. Teach
3. Intervene
4. Working with others
5. Respond
6. Repair and restore relationships
7. Create safety and wellbeing



Promote

The College will model and promote positive behaviour.

This includes the following:

- Create a welcoming and inclusive school;
- Make sure staff understand their role in creating a safe school;
- Set up school values and behavioural expectations. We make sure these reflect inclusion, respect, safety and diversity;
- Share the school values and behavioural expectations. We lead by example;
- Use consistent language among staff, students, parents and carers that encourages positive behaviours and social interactions;
- Set up a physical school environment that encourages positive social interactions;
- Display behavioural expectations in all classrooms. We develop these with students. We review these regularly; and
- Make sure students feel safe to raise concerns and report bullying.

Teach

The College explicitly teach respectful behaviours and expectations about preventing and dealing with bullying in the classroom.

This includes the following:

- Build staff skills to respond well to bullying;
- Teach about bullying in all year levels, including how to prevent, identify, respond to and report bullying and cyberbullying;
- Explicitly teach positive behaviour and social and emotional skills. We guide students to have healthy relationships, both in person and online. We do this across all subject areas; and
- Use teachable moments when a bullying issue happens. We teach about respectful and appropriate behaviours.

Intervene

The College intervene in specific incidents of bullying or observed bullying behaviour.

This includes the following:

- Take bullying seriously and respond to reports of bullying or observed bullying behaviours;
- Use fair and consistent responses to bullying or suspected bullying;
- Document all bullying incidents;
- Check in with students while bullying incidents are being resolved; and
- Ensure leadership can manage complex bullying incidents. This includes where bullying is ongoing.

Work with others

The College work with families, service providers and the community to address bullying.

This includes the following:

- Work with the School Board, our leadership team and the local community to design local strategies to prevent and reduce bullying;
- Encourage parents and carers to take part in activities that promote safety and wellbeing;



- Involve parents, carers and students in planning bullying prevention and intervention responses;
- Share information with parents and carers about bullying, including how to recognise it and what to do when their child is involved in bullying;
- Work with community organisations to promote safe and inclusive messages;
- Communicate regularly with affected families when a bullying incident happens; and
- Work with other services to support students who have been involved in bullying incidents.

Responses

The College provide visible and consistent responses to bullying that foster trust and confidence in the school community.

This includes the following:

- Share information on how to prevent and respond to bullying and cyberbullying;
- Review our strategies and actions to prevent and respond to bullying;
- Set up safe ways for students to report bullying and let students know how to do this;
- Make information about the complaints resolution process available;
- Make sure staff, parents, carers and students feel confident to respond to bullying; and
- Set aside staff time and funds to plan, implement and assess our strategies to prevent and respond to bullying.

Repair and restore relationships

The College repairs and restores relationships that have been harmed by bullying.

This includes the following:

- Develop solutions to bullying incidents with students, staff, parents and caregivers;
- Support students who have engaged in bullying behaviours to help them to think about the result of their behaviour and to learn positive behaviours; and
- Support all students who experience bullying, engage in bullying behaviour, or witness bullying.

Create safety and wellbeing

The College establish safety and wellbeing.

This includes the following:

- Take action against discrimination, harassment and violence;
- Report criminal actions to the South Australia Police;
- Provide targeted social and emotional support for students who need more help after bullying incidents;
- Set up inclusive practices so students who might feel excluded are safe and supported;
- May supervise the students involved before school, at break times and after school after a serious incident of bullying. When we adopt this approach supervision will be organised and visible;
- Plan and coordinate student movements between campuses (where applicable); and



- Build staff skills, knowledge and confidence to restore safety and wellbeing after critical incidents.

8. Role Responsibilities

Each member of the school community has a role to play to:

- Prevent bullying/harassment;
- Respond accordingly and appropriately when it happens; and
- Support those involved and affected by bullying/harassment.

The [Australian Student Wellbeing Framework](#) has five key elements: leadership, inclusion, student voice, partnerships, and support. These elements, alongside the College's biblical Christian values, guide our practices and responses to prevent and reduce bullying/harassment in our school community.

School Leaders and Staff

- Model and promote positive behaviour. Value diversity, demonstrate respect, and include all students and their families;
- Provide and take part in professional development to build skills, knowledge and confidence about preventing bullying/harassment, including how to recognise, respond and manage it;
- Assess data and trends to develop prevention strategies. They do this with the school community;
- Collect data on bullying/harassment regularly. Use the data to plan how they will prevent and respond to these incidents;
- Explicitly teach students about respectful relationships, bullying and cyberbullying including teaching them how to recognise bullying/harassment, what to do if they are bullied/harassed and how to get help;
- Work with students to develop solutions to bullying/harassment including them in decisions that affect their safety and wellbeing;
- Support all students to be included, in particular students at higher risk of being bullied/harassed;
- Take action when bullying and cyberbullying have been reported. This includes incidents that happen out of school hours or off school grounds when they relate to school relationships;
- Report criminal matters to the South Australian Police;
- Help parents and carers to recognise bullying/harassment including providing information about what to do when their child is engaging in or affected by bullying/harassment;
- Work with families, service providers and the community to support students affected by bullying/harassment;
- Support students to repair and restore relationships that have been harmed by bullying/harassment;
- Have planned responses to bullying/harassment which are visible and consistent and foster trust and confidence; and
- Help students to be physically and psychologically safe from bullying/harassment.

Parents, Carers and Families

- Model and promote safe, respectful and inclusive behaviours;



- Help their children to be safe online at home. This includes checking their children's use of technology and social media;
- Make sure their children know how to identify and report bullying/harassment and work with our school to help their children be safe from these incidents;
- Talk to their children about safety issues including bullying and cyberbullying;
- Help children understand what bullying is, why it is harmful and how to respond;
- Use the same messages the school uses;
- Report concerns about bullying/harassment to school staff;
- If a bullying incident happens, work with the school;
- Support their children to go to school while a bullying issue is being worked on; and
- Get external professional support for their child, if needed.

Students

- Model behaviours that are safe, respectful and inclusive, both face-to-face and online;
- Build skills, knowledge and confidence to recognise, respond to and manage bullying/harassment;
- Be a part of decision making to improve safety and wellbeing for all;
- Take a stand when bullying/harassment is observed. Step in, but only if it's safe. Seek help from adults;
- Support friends and peers to get help from trusted adults if they experience bullying/harassment; and
- Support friends to behave in safe, respectful and inclusive ways if their friends engage in bullying/harassment.

9. Reporting Bullying or Harassment

Reporting and resolving incidents

Temple Christian College will work with students, parents and caregivers to resolve bullying issues. If needed, the College will seek advice, counselling and support from internal and external services.

All reports of bullying/harassment will be taken seriously. Responses will be planned and timely. The Principal or leadership team will immediately respond to life threatening, significant harm or criminal behaviour issues. The College will refer criminal actions to the South Australia Police and responses will seek to restore incidents to a safe and positive environment.

Incidents of bullying and/or harassment are to be reported directly to Student Development and Student Wellbeing, and by any member of the school community. If the matter involves bullying and/or harassment in the staff community, these are to be reported to Human Resources.

Reporting incidents should include the following information:

- Who was involved, including who engaged in the bullying/harassment behaviour, who the behaviour was directed at and witnesses;
- When the incident happened;
- Where the incident took place, for example social media;



- The behaviour;
- If anyone stopped or tried to stop the behaviour;
- What led up to the incident; and
- What happened after the incident.

Gather and document information

As part of the investigation process, the following may be approached to clarify information about the incident:

- Students;
- Parents or carers;
- Other staff; and/or
- Any other witness or person involved.

All incidents of bullying/harassment and responses will be documented and stored in line with the school's records management procedures. A record of an incident might go in a student or staff file. Incidents can be recorded in electronic databases/learning management systems with appropriate permission / security levels applied.

Intervention and support

Staff will assess whether the incident:

- Meets the definition of bullying/harassment; and/or
- Poses an immediate risk to student or staff safety.

If there is no immediate risk, staff might use the following strategies with students/staff directly involved:

- Restorative practices, including an apology;
- Method of Shared Concern or Support Group Method of Intervention;
- Parent or carer meeting;
- School-based consequences, for example:
 - Loss of privileges;
 - Given a learning task;
 - Use of reflection space or class;
 - Limited areas for play or activities or extra yard supervision; and/or
- Suspension and exclusion as per the School's Student Behaviour Management procedure.

Refer to services

Refer students to specialist support, which may include internal school services (Student Development, Student Mentors for students or Employee Assistance for staff) or external services where needed. Options will be discussed with the parties involved and in need of these services.

Resolution plan and follow up

A school-based consequence (for students) or resolution plan (for staff) will be implemented. Staff will check on all parties involved where a bullying/harassment incident was reported and will ensure all students or staff involved are safe and relationships are repaired wherever possible. Staff will talk with students, parents and carers about the



actions taken and check if these actions have helped.

10. Additional Resources

Legislative

[Education and Early Childhood Services \(Registration and Standards\) Act 2011](#)
[Children and Young People \(Safety\) Act 2017](#)

Relevant Standards and Frameworks

[Protective Practices for Staff in their Interactions with Children and Young People](#)
[The Australian Student Wellbeing Framework](#)