



Our values

Bethany Christian School (BCS) aims to establish a community in which everybody upholds our school values of respect, safety and trust; and where individual differences are appreciated, understood and accepted. Everybody has a right to enjoy their time at school.

Our vision

"Australian schools are safe, inclusive and connected learning communities that promote positive relationships and wellbeing as a foundation for children and young people to reach their full potential." (Australian Student Wellbeing Framework 2018)

All students have the right to feel safe, respected and included. Our learning communities are free from bullying and harassment.

Our school climate fosters healthy and respectful relationships. We will create this with our students, families and the broader community.

We will model behaviours that:

- Show respect;
- Value diversity; and
- Promote belonging and wellbeing.

We are a safe, supportive and respectful school. Our environment promotes learning success and wellbeing. Our school culture encourages positive social interaction. We have programs that build resilience, emotional intelligence and growth mindsets. Everyone works together to action our Bullying Prevention Policy and Plan.

Our approach to prevent bullying

At BCS we plan, implement and review our bullying prevention strategies. We do this with our Governing Council, staff, students, families and local community.

Promote

We will model and promote positive behaviour.

We:

- 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

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

We:

- 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

We intervene in specific incidents of bullying or observed bullying behaviour.

We:

- 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

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

We:

- 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.

Respond

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

We:



- 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

We repair and restore relationships that have been harmed by bullying.

We:

- 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

We establish safety and wellbeing.

We:

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

How bullying is reported and resolved

We work with students, parents and caregivers to resolve bullying issues. If needed, we will get advice, counselling and support from internal and external services.

All reports of bullying 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. We will refer criminal actions to the South Australia Police.

Our responses will restore our safe and positive learning environment.



Report bullying

Bullying can be reported to:

- Relevant Classroom Teachers
- IT Team (Mr Jeremy Graetz [IT Coordinator], Mrs Robyn Curtis [Digital Technology teacher])
- Wellbeing Team (Mrs Elise Ottens, Mrs Joy Starling, Mrs Priya Wilson, Mrs Debbie Clifford)
- Executive Leadership Team (Mrs Wendy Matear [Principal], Mrs Debbie Clifford [Deputy Principal], Mrs Melissa Taylor [Deputy Principal])

Bullying incidents can be reported by:

- Reporting face to face to a school staff member
- Email to office@bethany.sa.edu.au
- Email to wellbeing@bethany.sa.edu.au
- Phoning the school on 8283 0000
- Writing to the relevant staff member

Provide as much information as possible. This may include:

- Who was involved, including who engaged in the bullying 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

Staff may speak about the incident with:

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

Intervention and support

Staff will assess whether the incident:

- Meets the definition of bullying; 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 directly involved:

- Restorative practices, including an apology;
- Group Method of Intervention through the Wellbeing Team;
- 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.

Refer to services

Refer students to specialist support, if needed. This might be from the School's Counsellor [or a member of the Wellbeing Team] or external services. Options will be discussed with students and their families.

Document and record

All incidents of bullying 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's file. Incidents can be recorded in electronic databases/learning management systems.

Monitor and follow up

Staff will check on all students involved in a bullying incident. They will make sure all students are safe and relationships are repaired wherever possible. They will talk with students, parents and carers about the actions taken. They will check if these actions have helped.

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 Bethany Christian School 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.

Roles and Responsibilities

We each have a role to play to:

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

The Australian Student Wellbeing Framework's elements are leadership, inclusion, student voice, partnerships and support. They guide our practices and responses to prevent and reduce bullying 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, including how to recognise, respond and manage it;
- Assess bullying data and trends to develop prevention strategies. They do this with the school community;
- Collect data on bullying regularly. Use the data to plan how they will prevent and respond to bullying;
- Explicitly teach students about respectful relationships, bullying and cyberbullying including teaching them how to recognise bullying, what to do if they are bullied and how to get help;
- Work with students to develop solutions to bullying 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;
- 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 including providing information about what to do when their child is engaging in or affected by bullying;
- Work with families, service providers and the community to support students affected by bullying;
- Support students to repair and restore relationships that have been harmed by bullying;
- Have planned responses to bullying which are visible and consistent and foster trust and confidence; and
- Help students to be physically and psychologically safe from bullying.

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 and work with our school to help their children be safe from bullying;
- 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 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;
- Be a part of decision making to improve safety and wellbeing for all;
- Take a stand when bullying is observed. Step in, if it's safe. Seek help from adults;
- Support friends and peers to get help from trusted adults if they experience bullying; and
- Support friends to behave in safe, respectful and inclusive ways if their friends engage in bullying.

Legislative Context

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

Relevant Frameworks

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

[Children and Young People \(Safety\) Act 2017](#)
[Child Safety \(Prohibited Persons\) Act 2016](#)
[Statutes Amendment \(Child Sexual Abuse\) Act 2021](#)
[Criminal Law Consolidation Act 1935 \(SA\)](#)
[Equal Opportunity Act 1984 \(SA\)](#)
[Sex Discrimination Act 1984 \(Cth\)](#)
[Teacher Registration and Standards Act 2004 \(SA\)](#)
[Education and Early Childhood Services \(Registration and Standards\) Act 2011 \(SA\)](#)
[Education Act 2013 \(Cth\)](#)
[Education Services for Overseas Students Act 2000 \(including National Code of Practice for Providers of Education and Training to Overseas Students 2018\)](#)
[Disability Discrimination Act 1992 \(Cth\)](#)

Relevant Conventions

[National Principles for Child Safe Organisations](#)
[The United Nations Conventions of the Rights of the Child](#)

Relevant Standards and Frameworks

[Australian Student Wellbeing Framework](#)
[National Quality Framework](#)
[Safe & Supported: The National Framework for Protecting Australia's Children 2021 - 2031](#)



[Child Safe Organisations National Principles](#)
[Disability Standards for Education 2005](#)
[Homestay Standards](#)

Relevant Cross Sector Guidelines

[Protective Practices for staff in their interactions with children and young people](#)
[Managing allegations of sexual misconduct in SA education and care settings](#)
[Responding to problem sexual behaviour in children and young people](#)
[Suicide Postvention Guidelines](#)

Policy Officer (name)	Policy Officer (Position Title)
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