



Statement

Bethany Christian School will provide a positive culture where harassment and bullying is not accepted, and in so doing, every member of the school community will have the right of respect from others, the right to learn or to teach, and a right to feel safe and secure in their school environment at all times.

Definitions

Harassment: Harassment occurs when someone is made to feel intimidated, humiliated or treated less favourably on the basis of their personal characteristics. This may be identity, race, culture, religion, gender, age, economic status, ability or disability. It may be an ongoing pattern of behaviour, or a single act, directed randomly or towards the same person, intentional or unintentional.

Bullying: A person is bullied when someone, or a group of people, deliberately upsets or hurts another person or damages their property, reputation or social acceptance on more than one occasion. There is an imbalance of power in incidents of bullying with the bully or bullies having more power at the time due to age, size, status or other reasons.

Aims

- To educate within the school community what harassment and bullying is, and the fact that it is unacceptable.
- To alert everyone within the school community of the signs and evidence of harassment and/or bullying and to ensure harassment and/or bullying is reported to staff whether a person is an observer or a victim.
- To ensure that all reported incidents of harassment and/or bullying are followed up appropriately.
- To seek parental and peer-group support and co-operation at all times.

Implementation

- Harassment and bullying may consist of physical harm, harassment, verbal insults or hurtful remarks, or actions designed to hurt somebody's reputation, social standing or to cause humiliation. These acts may be carried out directly or indirectly, and may include the use of digital technologies such as social network sites, websites or on-line chat rooms.
- Our school has adopted a zero-tolerance position on bullying.
- Our school will combat harassment and bullying by providing a safe, secure and stimulating learning environment based on the Effective School's model.
- We have adopted a four-phase approach to bullying.

A. Primary Prevention:

- Professional development for staff relating to bullying, harassment and proven counter measures.
- Each classroom teacher to clarify with students the types of harassment and bullying, as well as the consequences and impact of harassment and bullying.
- Community awareness and input relating to harassment and bullying, its characteristics and the school's programs and response, complemented by clear processes for reporting suspected bullying.
- The provision of programs that promote inclusiveness, resilience, life and social skills, assertiveness, conflict resolution and problem solving will form an integral part of our curriculum. In particular,



assertiveness training and bystander training that builds skills in children to challenge and/or report unacceptable behaviour will be central to our curriculum.

- The student group of "Activ8" will work across the school, complemented by a peer mediation program.
- Activ8 student members will set up and run structured activities for students to access at recess and lunch breaks.
- Teachers will be trained in Keeping Safe:Child Protection Curriculum and Cybersafety. Cybersafety awareness programs will be provided for parents and cybersafety will form part of each child's computer curriculum.
- The library will be open every lunch time which is designated as a safe and quiet place for children to access at recess and lunch times and it will be available all year.

B. Isolated, Infrequent or Less Serious Incidents:

- All instances of reported or suspected harassment/bullying/inappropriate behaviour will be responded to by staff.
- Parents are encouraged to contact the school if they suspect a harassment, bullying or behaviour problem.
- The school will reinforce with children the importance of appropriately reporting incidents of inappropriate behaviour involving themselves or others, and the imperative that staff respond appropriately and proportionally to each allegation consistent with the school's behaviour management procedures, including the proper reporting and recording of the incident on school computer database.
- Parents are to be contacted if their child is alleged to have been harassed, bullied or experienced inappropriate behaviour, or if their child appears to have behaved inappropriately or harassed/bullied someone else.
- Appropriate and proportional consequences will be enforced.
- No information about the consequences for the offender will be given to anyone other than the offending child's parents. It is a breach of privacy to inform the victim and their family of the consequences given to the offender. The Privacy Act was sighted and signed by all parents on enrolment of their child/children.
- Public recognition and reward for positive behaviour and resolution of problems will occur as appropriate.

C. Repetitive or Serious Incidents:

- Serious incidents and/or repetitive incidents of harassment, bullying or unacceptable behaviour must be reported, responded to by staff and documented.
- Serious incidents are those that include physical assault, sexual assault, criminal activity involving theft or serious damage of property or serious threats etc,
- All such incidents or allegations will be properly investigated and documented. Depending upon the nature of each incident, they may also be reported to and investigated by SAPOL, and/or reported to the AISSA (Association of Independent Schools of South Australia).
- The school may contact external support professionals such as CAMHS or specialists through AISSA (Association of Independent Schools of South Australia).
- Students and staff and parents identified by others as bullies will be informed of allegations.
- Both the perpetrators of harassment/bullying and the victims will be offered counselling and support.
- All repetitive or serious incidents must be brought to the attention of the School Leadership Team.



- The most appropriate staff member will contact parents of the targeted child. The Principal or Deputy Principal (or their delegate if absent from the school) will contact alleged perpetrators unless advised by SAPOL etc not to do so.
- The Principal or Deputy Principal will monitor the investigation and review the situation until matters are appropriately resolved.
- Consequences of repetitive or serious incidents may include criminal charges, suspension, exclusion, loss of privileges, counselling, reconciliation or any other consequences consistent with the school's Behaviour Management policy.
- Parents or community members who bully or harass or abuse staff will be provided with official warnings, and if necessary referred to the SAPOL, and/or have Trespass restrictions placed upon them by the Principal.

D. Post Incident:

It is important that appropriate strategies are put in place after the incident has been resolved for all students involved. Appropriate strategies may include:

- reconciliation meetings between all parties.
- ongoing monitoring of students involved.
- identification of an agreed key contact staff member for each student involved.
- follow-up meetings regarding each child's management strategy.
- ongoing communication with parents.
- counselling from appropriate agencies of support officers etc for both parties.
- reinforcement of positive behaviours and appropriate behaviour strategies.



Legislative Context

- [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 and Children's Service Act 2019](#)
- [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](#)
- [Bethany Christian School iPad Policy 2023-2026](#)
- [Complaints Policy](#)
- [Handling Complaints Policy](#)
- [Safe & Supported: The National Framework for Protecting Australia's Children 2021 - 2031](#)
- [Child Safe Organisations National Principles](#)
- [Disability Standards for Education 2005](#)

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](#)

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