



STUDENT ANTI-BULLYING POLICY

1. PURPOSE

A safe and supportive environment for students is one where the risk of harm is minimised, where students feel secure and cared for. At Central Coast Steiner School, all members of the community have the right to a learning and work environment free from intimidation, humiliation and hurt. Our School community strives to establish and nurture relationships that are grounded in kindness and fairness.

At the Central Coast Steiner School, bullying in any form is unacceptable. Preventing bullying is the shared responsibility of students, staff and parents/guardians. We all share a responsibility to foster, promote and restore healthy, respectful relationships.

This Policy builds on the School's [Student Code of Conduct](#) and [Student Discipline Policy](#) to provide clear procedures and strategies to prevent, reduce and respond to bullying.

2. POLICY FRAMEWORK

The Central Coast Steiner School rejects ideas, beliefs and behaviours that marginalise or victimise individuals or groups. Our School has a strong, well-connected community and clear lines of communication which help ensure that bullying behaviours are readily identified and responded to.

3. POLICY CONTENT

3.1 Definition

Bullying is:

- deliberate and often repeated
- intended to cause fear, distress, hurt or harm to another
- enacted where there is a perceived power imbalance

Bullying takes many forms, all of which will cause distress. Examples of bullying include:

- **Physical** - hitting, pushing, tripping, kicking, spitting on others etc.
- **Verbal** - teasing, using offensive names, ridiculing, spreading rumours etc.
- **Non-Verbal** - writing offensive notes or graffiti about others, using e-mail or text messaging to hurt others, rude gestures etc.
- **Exclusion** - deliberately excluding others from group, refusing to sit next to someone etc.
- **Extortion** - threatening to take someone's possessions, food or money etc.
- **Property** - stealing, hiding, damaging or destroying property etc.
- **Cyber** - any form of bullying which is carried out through electronic means such as mobile phones, email, chat room, social networking, texting, 'Snapchat', etc.
- **Racism** – deliberate targeting of individuals on the basis of their cultural identity

3.2 How do we prevent bullying?

The strength of the relationships between students, staff and parents/guardians at our School mean that

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matters of concern that arise are responded to in an effective and timely manner. Our Class Teacher/Year Guardian model enables the development of long-term healthy relationships.

Prevention strategies through education that involve the whole school community (students, staff and parents) are effective in preventing and minimising bullying.

3.3 We adopt the following strategies to prevent bullying:

- Students are empowered to take responsibility for their behaviour through active engagement in developing and upholding Codes of Conduct
- Explicit teaching of positive behaviours embedded within the curriculum addressing positive relationships, conflict resolution, resilience, bystander action, cyber safety action etc.
- Providing a continuum of explicit teaching of content from K-12 - e.g. for children a focus on friendships, sharing, consent education, drum –making/ self-development workshop
- Students in Years 6-12 regularly engage in classroom programs that address cyber safety, cyber bullying, 'sexting', privacy, consent etc.
- Training teachers in the use of quality resources/programs such as '*Kidsmatter*' '*Mindmatters*', Lifeline '*Safetalk*', Mental Health First Aid
- Providing opportunities for students to voice any concerns they may have in a safe environment e.g. Circle time, Guardian time
- Engagement of school Wellbeing Officers and/or specialist services for delivery of programs and/or individual/group counselling
- Regular engagement of School Police Liaison Officer, Troy Lucca, to address students about cyber safety and on line bullying
- Regularly recognising and acknowledging students who demonstrate appropriate behaviours that promote and restore positive, friendly relationships
- Vigilant classroom, playground and transition supervision
- Provision of safe and structured playground spaces and activities at break times

3.4 Students are educated to:

- Not bully others
- Remove themselves from a bullying situation
- Take some positive action to stop the bullying if they observe an incident
- Report the bullying incident to their Class Teacher/Year Guardian as soon as possible
- Make it clear to their peers that bullying is not acceptable

3.5 Staff are expected to:

- Take positive action to stop the bullying when they observe/are made aware of an incident
- Pass on information about any reported or observed bullying behaviours to the Deputy Principal/Principal



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3.6 Parents/Guardians are encouraged to:

- Support the school policy by acting within the [Guidelines and Code of Conduct for Parents and Guardians](#)
- Listen to their child and encourage him/her to speak to the child's Class Teacher/Year Guardian at school
- Contact the school if they have a concern (e.g. Class Teacher/Year Guardian, Deputy Principal, Principal)

3.7 How do we respond to bullying?

Bullying is viewed as a serious breach of the [Student Code of Conduct](#) and the School's behavioural expectations. All follow up actions will align with our school's [Student Discipline Policy](#).

The Deputy Principal/Principal will be informed of all allegations of bullying.

Any reports of bullying will be investigated promptly by the Deputy Principal and/or the Principal, and appropriate action will be taken. The Deputy Principal/Principal will consider implementing the following measures:

- a) Guidance and other support for the recipient of the bullying (e.g. re-skilling and re-teaching of strategies, resilience and social skills, counselling, conflict management skills, social networking etc.)
- b) Intervention, guidance and support for 'bystanders', 'supporters' and witnesses of the bullying
- c) Interventions and support for the student who bullied (e.g. specific interventions developed to reduce the bullying behaviour, teaching of replacement behaviours, reinforcers etc.)
- d) Where appropriate, informing parents and involving them in any action and follow up
- e) Restorative and/or disciplinary action where appropriate

3.8 Procedures for investigating bullying and consequences

In determining appropriate responses to bullying, the collective welfare of the school community will be balanced with the individual needs of the student.

Any disciplinary actions taken by the School are based on procedural fairness as cited in the [Student Discipline Policy](#). Procedural fairness includes the right to be heard and the right to a fair, unbiased decision-making process.

- a) Preliminary interview(s) will be conducted to ascertain the specific nature of the bullying. These interviews should be with individuals initially (i.e. student being bullied, students witnessing bullying, student engaging in alleged bullying behaviour, staff etc.)
- b) The initial interviews should focus on a fair and unbiased collation of the facts.

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- c) If bullying claims substantiated, as appropriate, the response by staff should include:
- A clear statement on the consequences if the bullying continues or if there are any reprisals as a result of the reporting of the incident
 - Immediate preventative actions that will be implemented to avoid further incidents
- d) Decisions will be made as to the level of severity of the incident and whether the parents of those involved need to be informed.
- e) Follow up interviews should focus on appropriate strategies to assist and support all involved within a **Behaviour Management Plan**, if required. This plan will specifically identify the inappropriate behaviours, specify the replacement behaviours, and outline strategies to support the replacement behaviours and attitudes. A review of the **Behaviour Management Plan** will take place within an agreed timeframe to modify strategies and supports.
- f) Restorative processes are a key component of the School's approach to bullying as they promote and restore healthy relationships. These are consistent with the School ethos and will involve opportunity for students to make appropriate reparation to any injured party. This involves not just a verbal apology but particular agreed and relevant actions. The Police Liaison Officer/ Youth Liaison Officer and/or School Wellbeing Officer may play a part in determining restorative actions.
- g) A record of all interviews will be kept.
- h) Regular monitoring and follow up with the students involved is necessary (e.g. daily, prior to and after break times etc.)
- i) Further recurrence of bullying may result in an issue of a formal warning or other disciplinary action. Parents/guardians are notified of the relevant Student Discipline Policy. Ongoing bullying behaviour may lead to the implementation of suspension procedures and, if necessary, removal of the student from the School through:
- Suspension pending negotiated transfer
 - Negotiated transfer or
 - Expulsion

4. CONTACTS

Police Liaison Officer: Senior Constable Troy Lucca
Kim Smith **Ph:** 0437 778 707 or **Email:** smit1kim@police.nsw.gov.au

Youth Liaison Officer: Contact: Rachel Garland
Phone: 02 4333 2925 (direct line) 14 Denning St, The Entrance NSW 22
Email: garl1rac@police.nsw.gov.au

Wellbeing Officers: Clarissa Tebbatt: clarissa@ccrsw.nsw.edu.au, Arthi Chicken: arthi@ccrsw.nsw.edu.au



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5. REVIEW

This Policy will be periodically reviewed and updated to ensure its relevance and effectiveness. Any revisions will be communicated, and the guidelines made accessible to relevant parties.

Reviewed: 5/06/2025 RM