Anti-bullying Policy & Procedures

Prepared by	Assistant Principal – Steve Tidey
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VISION

The College's vision is that we might be a Christian community which seeks to nurture and train young people to grow up into Christ.

INTRODUCTION AND PURPOSE

These Policies related to a safe and supportive environment are intended to:

a) Meet the legislative obligations in relation to a safe and supportive environment

b) Guide staff, volunteers and students on how to behave with students in the College

c) Clarify the parameters of appropriate and inappropriate conduct for staff and volunteers of the College in order to create a safe and supportive environment for students in accordance with the College's mission and values and the Christian commitment BCC embraces

d) Model a contemporary workplace at the College that is faith-filled, collaborative, consultative and lawfully compliant in relation to contemporary practice

e) Outline procedures for training staff to fulfil their responsibilities

SCOPE

The Policies apply to all persons engaged to work in, or to provide services to, the College and to all students of the College.

RELATED CODES & POLICIES

The policies and codes which are to be read in conjunction with these policies are:

a) Child Protection Code of Conduct

b) Guidelines for Protecting Children and Young People

c) Casual / Alternative Staff Policies

d) The Monitoring and Assessment of Premises, Buildings and Facilities- College WH&S and security

MISSION AND VALUES

The College seeks to create a caring environment where Christian values inspire and affirm the highest standards of ethical conduct in relation to the care, support, and welfare of the students entrusted to it.

DUTY OF CARE

All College community members have a duty to take reasonable care for the safety and welfare of students in their care. That duty is to consider and take all reasonable action to protect students from known hazards or risk of harm that can be reasonably predicted. The standard of care that is required of a College community member must take into consideration various factors, such as a student's maturity and ability.

This duty of care owed to students by all College community members applies during all activities and functions conducted or arranged by the College where a student is in the care of a College community member.

The risk associated with any activity needs to be assessed and managed by College community members before the activity is undertaken. A single serious failure to exercise appropriate duty of care, or persistent repeated failures, may constitute neglect or negligence according to the law if actual harm is caused, or if there is the potential to cause significant harm to a student.

PROFESSIONAL RELATIONS WITH STUDENTS

The College expects all of its community members to be caring, compassionate adults who take an interest in the well-being of Students, and who set appropriate boundaries for worker-student relations.

College community members must be aware that their interactions with students are based on a trusting relationship arising from the nature of their role in the College, and that those relationships are open to scrutiny.

At all times the College community members must treat students with respect and behave in ways that promote their safety, welfare and well-being.

College community members should act professionally at all times. BCC "Guidelines for Teaching and Protecting Children and Young People" (refer to Child Protection Policy) outlines ways to assist teachers in maintaining correct professional relationships and boundaries with children.

CHILD-FOCUSED MANAGEMENT

All College community members will ensure that they use child-focused risk management practices in all their activities in accordance with the College's policies and procedures. In this regard all College community members must ensure that they comply with all legislative and policy obligations.

STAFF OBLIGATIONS TO REPORT

The College requires staff to report any concern they may have about the safety, welfare or wellbeing of a child or young person to the appropriate person and in accord with the procedures whether it be a welfare issue or a safety issue related to the physical environment

IMPLEMENTATION OF POLICIES

The responsibility for the implementation of all Wellbeing, Welfare and Safety Policies lies with the Principal.

a) **Accessibility**

A PDF of these policies will be kept on the College server S:\College\Policies for ready access by all staff.

b) **Communication and Training**

The Principal is responsible to oversee the communication of these policies as they relate to staff, students and parents/caregivers.

- **To Staff** - The Principal and/or delegate (generally the Head of Student Services and Wellbeing) will communicate Wellbeing, Welfare and Safety Policies in Professional Learning sessions to teachers and in staff meetings. In relation to safety (WH&S, First Aid and Risk Assessment and Management) all staff members (including the Business Manager) will attend training sessions at the commencement of Term One.

- **To Parents** - The Principal will communicate the College expectations for students and parents/caregivers at the Enrolment interview. At enrolment, parents/caregivers are required to make a commitment to comply with all relevant policies and procedures of the College. All relevant processes relating to parents and students in these policies will be communicated through the Parent Information Booklet, Skoolbag (for BCC Parents), Student Diaries, the College Newsletter, assemblies and, as specified by NESA Registration and Accreditation Manual, in the Annual Report which can be accessed on the College website. http://bcc.nsw.edu.au/

- **To Students** - The Head of Student Services and Wellbeing, Assistant Principal, KLA Coordinators and teachers will communicate the Code of Conduct to students through every part of daily College life. These include but are not limited to, staff modeling Christ-

like behaviour, instruction, the curriculum, assemblies and co-curricular activities. General student responsibilities and codes of behavior are published in the Years 7-10 Student Diaries.

c) **Compliance**

The Principal is responsible for the formation of a BCC culture that is a safe and supportive environment that reflects Christian beliefs, values and practices, and that enables the delivery of a quality education. The Business Manager, who oversees property management, is responsible for the maintenance and repair schedule associated with WH&S and risk management.

CONTEXT

Belmont Christian College seeks to provide a safe and supportive environment for all students and to respond in a caring and procedurally fair manner for all concerned when bullying is reported or alleged. This is consistent with our vision Statement.

THE BIBLICAL MANDATE

The Bible very clearly commands that Christians must act lovingly towards others, regardless of whether love is deserved. To be followers of Christ, one must be willing to love, forgive, feel empathy, protect and be willing to serve others in all contexts. In Mark 12, Jesus teaches His followers about the greatest commandments:

*Love the Lord your God with all your heart and with all your soul
and with all your mind and with all your strength*. (vs 30)

AND

Love your neighbour as yourself. (vs 31)

Jesus states that there are no other commandments greater than these. To love God with all your being implies that you will treat others with respect and dignity. To love God is to live a humble, gracious, servant-hearted life that self-sacrificially seeks the betterment of others (i.e. Philippians 2:1-4, Colossians 3:5-9). The second command to '*love one another'* is to love unconditionally.

If loving God and loving others is to be at the centre of the Christian life, and therefore Christian education, bullying in any form cannot be tolerated.

In 1 Corinthians 13, the Apostle Paul enunciates the elements of love.

"Love is patient, love is kind. It does not envy, it does not boast, it is not proud. It is not rude, it is not self-seeking, it is not easily angered, and it keeps no record of wrongs. Love does not delight in evil but rejoices with the truth. It always protects, always trusts, always hopes; always perseveres."

Bullying is the antithesis of love: it is often spiteful, impatient, unkind and envious. Bullying is selfish. Bullying tends to hide the truth and refuses to protect those in need.

If the command to love is paramount, and that love is characterised as it is in 1 Corinthians 13, then it is clear that the Bible mandates a no-tolerance approach to bullying in a Christian environment. As such, an anti-bullying stance should be at the centre of caring for students at Belmont Christian College.

We expect every member of the College community to give and receive care and respect. This reflects our belief that we are all created in God's image: created uniquely and with dignity. When we are bullied, or when we bully others, the College community is damaged. For Belmont Christian College, bullying involves acts of behaviour that diminishes and/or devalues a person's sense of worth and identity.

Bullying cannot be tolerated because it:

- Damages a person made in the image of God

- Does not build a **positive** and **caring community**
- It is the opposite to the **attitudes and character of Christ**

THE LEGAL MANDATE

BCC has the legal mandate to implement policies and procedures to provide a safe and supportive environment in which students can learn. A safe environment is one where the risk of harm is minimised and students feel secure. Harm relates to several potential aspects of the College including violence, physical threats, verbal abuse, threatening gestures, sexual harassment and racial vilification. A supportive environment fosters the social, academic, physical, emotional and spiritual development of students.

The College Anti-Bullying Policy operates in conjunction with the following policies:

- Welfare Policies and
- Child Protection Policy

It reflects general principles adopted to deal with complaints or grievances, with specific reference to processes for raising and responding to matters of concern identified by students, teachers/staff or parents. As such, it follows procedural fairness. Procedural fairness refers to what are sometimes described as the 'hearing rule' and the 'right to an unbiased decision'.

The 'hearing rule' includes the right of the person against whom an allegation has been made to:

- know the allegations related to a specific matter and any other information which will be taken into account in considering the matter
- know the process by which the matter will be considered
- respond to the allegations
- know how to seek a review of the decision made in response to the allegations

The 'right to an unbiased decision' includes the right to:

- impartiality in an investigation and decision-making
- an absence of bias by a decision-maker

SUPPORT SERVICES

Various agencies support Belmont Christian College's endeavour to provide students with a safe and supportive learning environment.

College Liaison Police: (SLP)

Senior Constable Vanessa ELL

Youth Liaison Officer Lake Macquarie/School Liaison Police

ell1van@police.nsw.gov.au

Ph 0249 228834

Other support services available to our College community (See Appendix 1).

PART 1: WHAT IS BULLYING?

As defined by the NSW Education and Communities legislation 'Bullying: No Way!', 'Keep them Safe' and the 'National Safe Colleges Framework', 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 or spiritual beliefs."

Bullying usually involves **an abuse of power** – it can be planned, spontaneous or unintentional. It results in the diminishment of another person.

Bullying can be seen in a variety of forms. These are:

Physical
This can be defined as: fighting, pushing, shoving, intimidating gestures, invasion of personal space done by one person or group to another and the mistreatment of an individual or group's possessions.

Group
This can be defined as: one group of people ganging up against another group and/or individual, the isolating or rejecting of an individual or group from a larger group, or the exclusion of one group or individual from a community event.

Verbal
This can be defined as: mocking, name calling, putting someone down, offensive language directed at or about another individual, gossip or slander. This can be in either a vocal or written form.

Victimisation
This can defined as: the deliberate picking on, targeting, excluding, stalking, threatening to "get", the use of stand over tactics employed against one individual by another individual or group.

Sexual
This can be defined as: unwanted sexual invitation or inferences, touching or brushing against another in a sexual manner, writing or drawing or commenting about an individual's body sexually, sexually oriented jokes, name calling, comments about someone's private life (either verbally stated or written), or any comment about sexuality which makes another person feel targeted or victimized. This can include any bullying conducted due to one's sexuality, sexual preference or transgender nature.

Discrimination
This can be defined as: any kind of exclusion or isolation conducted against an individual or group on the basis of race, gender, sexuality, socio-economic status, academic, home and family structures (i.e. parental marriages and divorces and foster homes) and religious preference.

Spiritual
This can be defined as: any act or word that is targeted against another individual or group on the basis of spiritual or religious arrogance or superiority. This may come in the form of self-righteous behaviour, intimidation, exclusion, gossip through prayer points, denominational snobbery or any form of judgmental action.

Disability
This can be defined as: any form of discrimination, exclusion, harassment or humiliation of those with mental, physical, medical or psychological disabilities and difficulties. This extends to those with behavioural and learning difficulties and those who come under the educational or literacy and numeracy support categories.

Cyber Bullying
This can be defined as: any material posted (in any form – photos, print) on a website or sent on the internet or any technological device which identifies, bullies, embarrasses or harasses individual

students, groups, parents and families, staff or others in the College community. This applies both at and away from the geographical College location. It can include:

- Annoying/repeated phone calls
- Harassing, offensive or obscene emails
- Threatening emails or text messages
- Defamatory, embarrassing or personal information on message boards or chat rooms
- Posting information, photos or videos without the victim's permission with the intent to cause hatred
- Inappropriate digital and social networking
- Transmitting inappropriate material over an electronic device

PART 2: OUR RESPONSE TO BULLYING

BCC has a no-tolerance approach to bullying. From both a legal and biblical perspective, bullying has the potential to destroy and harm individuals and communities. Therefore, we aim to prevent bullying from occurring wherever possible, and to respond appropriately and equitably to incidents when they arise.

In our responses to bullying, we seek to:

- Protect individuals
- Protect groups (students, teachers, and parents)
- Follow procedurally fair investigations
- Teach wisdom by rebuking and diminishing foolishness
- Enforce our Code of Conduct and Student Rights and Responsibilities
- Assist, guide and admonish the bully and protect and support the victim
- Teach, model and live the Christian perspective of love
- Help all students understand and act with empathy and compassion
- Discipline where necessary with the goal of life transformation
- Offer and assist in facilitating reconciliation and restoration where possible and appropriate

PART 3: PREVENTING BULLYING

BBC aims to prevent bullying from occurring by utilising and practising a variety of strategies. We do this by focusing on the three main groups of people that comprise our College community; the staff, the parents/caregivers and the students.

A. Staff

General strategies employed by the staff to prevent bullying include:

- Supporting the College in resolving bullying situations.
- Pedagogically enacting a responsive Christian framework in the context of class culture and nurture, Pastoral Care, Chapel services, assemblies, lunchtime groups, camps and everyday teacher-student relationships.
- Having a purposefully designed curriculum (and embedding aspects of the Transformation by Design resource (see https://www.nice.edu.au/component/content/featured) into each teaching program and unit of work where the value of community and the individual is affirmed and the importance of qualities such as compassion, kindness, tolerance and respect are encouraged.

- Role modelling examples of how to relate to one another with love and acceptance. This can either come in the form of staff-student and staff-staff practice, as well as staff-student mentoring.

- Having an awareness of the signs of insecurity, discomfort and suspected incidents of bullying. Pastoral Care teachers meet fortnightly with their Stage Leaders and the Head of Student Services & Wellbeing in order to be able to support staff in their awareness and response.

- Making effort to reduce opportunities for bullying by proactively managing students in the classroom, playground, excursions, camps and other off-site activities.

- Arriving at class and to playground supervision on time in order to limit the opportunity for students to be unsupervised.

- Knowing how to respond quickly to bullying situations by following the appropriate procedure(s) (see Responsive Strategies). The Principal ensures that all staff (including casual staff) have access to and have read the relevant policies. Policies are found on the College server S:\College\Policies

- Within the limitations of privacy and confidentially, the Head of Student Services & Wellbeing communicates to staff individual needs of students through management plans. These aid to protect and assist students in the classroom and playground.

- Clearly explaining to students in appropriate sessions the legal ramifications and consequences of cyberbullying.

B. Parents/Caregivers

Parents/caregivers play a significant role in the prevention of bullying. It is essential that the College works in partnership with parents in the disciplinary and welfare process. Parents/Caregivers can assist in the following ways:

- Supporting the College in resolving bullying situations.

- Explaining that some conflicts between children are not necessarily bullying.

- Clearly stating to children that bullying, in any form, is never acceptable.

- Helping children understand what bullying is and how it manifests itself.

- Modelling a Christian understanding of the need for compassion, kindness, tolerance and respect

- Helping students understand the legal ramifications and consequences of bullying.

- Discussing the College's policy of zero tolerance toward bullying.

- Listening to their children.

- Contacting the appropriate staff members on a regular basis to monitor their child's progress.

- Being alert to any signs of distress or anxiety, unwillingness to attend school, missing equipment, damaged clothing or bruising. If any of these signs become visible, parents are to contact the College.

- Reassuring children who are being bullied, of their value.

- Ensuring that there are no bullying behaviours displayed in the home - either by siblings, parents or other members of the extended family.

- Discouraging children to "fight back" or "hit them back", rather educating them about the need to tell a responsible adult.

- Attending any parent education seminars the College runs throughout the year where bullying and other welfare and/or discipline issues are discussed.

- Reading material distributed by the College concerning bullying (i.e. Parent Information Letters, the College Newsletter: Wellbeing brochures)

- Knowing Child Protection groups and contact numbers that exist to prevent bullying (such as Kid's Helpline, BeyondBlue, Bullying: No way!)

- Monitoring their children's online activity across all media. Keeping a copy of any evidence and being able to supply it to the College.

C. Students

Students are often those who are the first to witness bullying in any context, and thus they also have a role in helping to prevent bullying. Students are encouraged to employ the strategies below and learn from some of the Wellbeing Education programs that are conducted throughout the College year. Students can assist in the following ways:

- Supporting the College in resolving bullying situations.
- Being aware that bullying is not acceptable in any form and that there are serious consequences, both in the College community and in society.
- Challenging or reporting bullying to break the code of silence and telling a parent or a staff member.
- Being able to walk away from a situation where they are being bullied rather than responding in a negative way. That student must then tell a trusted adult who can help them.
- Being encouraged to know that if they have been or are being bullied, that it is not their fault, or that people care for their safety. Talking to a trusted teacher, a senior staff member or their parents.
- Encouraging others to make a stand against bullying in an appropriate way.
- Embracing the opportunity to attend, learn from and discuss during the Welfare/Wellbeing Education programs that are run during the year.
- Knowing Child Protection groups and contact numbers that exist to prevent bullying (such as Kid's Helpline, BeyondBlue, Bullying: No way!)
- Using the College Skoolbag to access key College policies which will include links to anti-bullying sites such as:

    https://kidshelpline.com.au/teens/issues/bullying

    https://bullyingnoway.gov.au/

    https://antibullying.nsw.gov.au/

    https://beyou.edu.au/

PART 4: PREVENTION STRATEGIES

There are a variety of strategies to prevent bullying. (See Appendix 2)

PART 5: RESPONSIVE STRATEGIES TO BULLYING INCIDENTS

General Process

In the event of a bullying situation, the following are strategies which will be employed to respond to the situation. The principles of procedural fairness must govern the response process. Procedural fairness includes making available to students and parents or caregivers the policies and procedures under which disciplinary action may ultimately be taken. It also includes providing details of an allegation relating to a specific matter or incident. This will usually involve providing an outline of the allegations made in witness statements and consideration of protecting the witness(es). As part of ensuring the right to be heard, BCC will attempt to provide interpreter services for parents/caregivers if required and at their request.

Step 1: Personnel involved and immediate response

a) In the event of a situation arising, either in the form of being noticed by a teacher, witnessed by a student, reported by a parent, the incident is referred to the relevant Head of School depending on the confidentiality and seriousness of the situation.

b) If the situation is volatile, all parties are immediately separated and contained to promote safety and protection.

c) Parents of the students involved will be informed about a matter of serious concern.

d) The suggested process for investigation will be explained to the parents.

Step 2: Reporting

When a bullying situation becomes apparent in Primary School, it is to be reported to the class teacher who will inform the relevant Coordinator and then on to the Head of School as soon as possible. A bullying situation in Secondary School should be reported to the relevant Head of School, then to the Assistant Principal. Where appropriate, a written report in the form of an email is requested. Parents are encouraged to contact the relevant person by email or phone. They may compose a letter or email college@bcc.nsw.edu.au
All modes of communication will be kept confidential and treated with due care and diligence.

Except for a general inquiry, a staff person who becomes aware of a possible bullying situation cannot conduct a personal investigation without the approval of their Head of School or Assistant Principal. A procedurally fair investigation process must occur before a decision is made and sanctions are carried out.

All alleged bullying situations must be referred to the Assistant Principal who will investigate or delegate to the appropriate senior staff member.

Step 3: Investigation

Once a report has been made, the situation has been temporarily neutralised and all parties are safe, an investigation can begin. Normally this will involve a management plan. Depending on the nature of the alleged bullying, the investigation will be led by the relevant Head of School. Generally, this is the longest part of the process and has no time constraint.

The Process:

a) An investigation commences with the unbiased judgment and hearing rule firmly established as guiding principles. Confidentiality and 'witness protection' will also be provided during the process.

b) An investigation plan is devised. (See Appendix 3).

c) General principles of the investigation process include:

  o Students will be offered a support person during the interview.

  o It will be reinforced that no conclusion has been made prior to the interview. The process aims to gather information about a situation. Therefore, procedural fairness is provided.

  o Parents of students involved will be regularly updated about the development of the process.

Step 4: Explanation of the Findings of the Investigation

a) An interview is arranged between the relevant Head of School/Assistant Principal and the parents/caregivers of the alleged victim. The process and findings of the investigation are discussed. If the allegation is sustained, a variety of supportive measures will be provided for the victim. The Principal is to be informed as to the progress of the investigation.

b) An interview is arranged between the relevant Head of School/Assistant Principal and the parents/caregivers of the alleged bully. The process and findings of the investigation are discussed. If the allegation is sustained, the proposed consequences will be discussed with the parents/caregivers and the student. The student involved is made clearly aware of why their behaviour was wrong, why it cannot be continued and how they will prevent it in the future.

Ideally, the student should be able to articulate why they are receiving a consequence. The Principal is to be informed as to the progress of the investigation.

c) In extremely serious cases of a proven allegation, either related to excessive violence, long-term verbal or emotional abuse, sexual misconduct or serious cyber bullying, the police will be contacted and they will lead the investigation. In these cases, the College will inform parents/caregivers of their right to contact the police.

d) In the event of a police investigation, the College will provide all records pertaining to the investigation.

Step 5: Discipline

Once an unbiased judgment is established and all parties given the right to be heard, a consequence is issued. The discipline chosen will depend on the severity of the incident. Every endeavour to protect the privacy of the bully will be made. Without divulging unnecessary details, to protect all parties involved, it is sometimes necessary to inform staff about a specific management plan for student interactions in class and in the playground.

Step 6: Appeal Process

In the event of a parent/caregiver being dissatisfied with the process or outcome of the investigation, the parent/caregiver is to be directed to the College's Complaint & Grievance Policy.

Step 7: Process of Reconciliation and Restoration

Once discipline has been completed and an adequate amount of separation time has been given, the relevant parties will be provided with an avenue to begin a reconciliation process. This will only occur if both parties and their parents/caregivers grant consent.

If reconciliation is unwanted, then students are to be indefinitely separated and monitored closely. When a reconciliation process occurs and seems successful, students will still be monitored by the teaching staff.

In serious cases, long-term plans will be put in place to protect all parties and help prevent bullying from recurring.

THE OFFICE OF THE CHILDREN'S eSAFETY COMMISSIONER

The Office of the Children's eSafety Commissioner offers a complaints scheme for children who are suffering from serious cyber-bullying. By contacting the Office a request may be made to have content removed **if social media companies do not remove the offending content** after it has been reported to them. The Office website is www.esafety.gov.au.

RESPONSIVE STRATEGIES TO BULLYING INCIDENTS: CHECKLIST

Name of person completing this form ....……................

STEP 1: PERSONNEL INVOLVED & IMMEDIATE RESPONSE

STEP 2: REPORTING

Incident witnessed and/or reported by [name & date]:

☐ Parent(s)/Caregiver(s) ....……….........

☐ Teacher(s) ....

☐ Student(s) ....
.

Referred to (name & date):

☐ Class teacher ....…..........................

☐ Staff Student Relations Adviser ....

☐ Written Report provided, (email or letter)...

☐ Principal ....…...
.

Parents:

☐ Informed (name & date)...…........

☐ Suggested process for investigation explained to parents date) ....

STEP 3: INVESTIGATION

Investigation led by (name& date) ....

☐ Investigation Plan devised (see Appendix 4 to Anti-Bullying Policy)

☐ Interviews conducted (date/s) ....…......................................

STEP 4: EXPLANATION OF THE FINDINGS OF THE INVESTIGATION

☐ Interview between Investigator& Parents of alleged victim (date) ....…..........

☐ Interview between Investigator& Parents of alleged bully (date) ....

☐ Police contacted (if applicable) ....…................................

STEP 5: DISCIPLINE

☐ Discipline Issued /Management Plan (name & date) ....

STEP 6: APPEAL PROCESS

☐ Parent appeal via Grievance Policy..…........................……...........

STEP 7: PROCESS OF RECONCILIATION/RESTORATION

☐ Consent granted by parties & parents (name & date) ....

Signature...…..   Date ....

Counselling and Support Options for Students and Families

Following is a short list of some services and options that may be helpful. Please note that inclusion in the list does not imply endorsement by the College and families will need to make their own enquiries. However, we hope this helps:

Psychological & Mental Health Support

1. The Child and Adolescent Mental Health Service (CAMHS) is a speciality service of the Hunter New England Local Health District Mental Health Services. It provides assessment and treatment for young people up to 17 years old, or who are attending school, and are experiencing complex and/or severe mental health problems. Services are provided in community and in hospital settings. *Wiyiliin Ta* is a CAMHS community team offering culturally attuned services for Aboriginal young people and their families. Referrals to CAMHS are made through the Mental Health Line (MHL) 1800011511. If your child requires support beyond the College counselling service, your GP may be able to arrange referral to CAMHS.

2. Better Access (Medicare) - GPs can create a referral and Mental Health Care Plan for which clients may be eligible to receive a rebate from Medicare for up to ten sessions per calendar year from registered mental health providers. Your GP is the person to discuss this option with. It can be helpful when booking in with your GP to let them know that you would like to discuss obtaining a Mental Health Care Plan so that they can allow adequate time to discuss emotional/behavioural concerns, present circumstances and best treatment options.

Crisis/Urgent Assistance - In the event of an emergency, dial 000.

If someone you care about is suicidal, you can take them to accident & emergency at your local hospital. For students, you can take them to the Accident & Emergency Dept. at John Hunter Hospital.

Phone Support

1. Mental Health Line: 1800 011 511 - This is a state-wide 24 hour mental health telephone access service. Carers can also use the Mental Health Line for advice about a person's clinical symptoms, the urgency of the need for care and local treatment options.

2. Kids Helpline (ages 5-25) - to talk to someone about anything that's going on in your life. Kids Helpline has phone counselling 24/7 as well as online text chat 1800 55 1800 or www.kidshelp.com.au

3. Headspace (ages 12-25) - to talk to someone and discuss advice about tough issues. Ph 49252864 or headspacenewcastle@hunterprimarycare.com.au

4. Parentline - for free, professional help for parents & carers of children 0-18 years who live in NSW.
1300 1300 52. http://www.parentline.org.au/

Web-sites

1. Australian Parenting Website - for parenting newborns to teens
https://raisingchildren.net.au/

2. Resourcing Parents - provides parenting education information to parents and carers of children aged 0-18 years. The calendar of Parenting Education programs is current and the site is funded by the NSW government to support families http://www.resourcingparents.nsw.gov.au/

3. Youth Beyondblue - Beyondblue's dedicated site for young people. Information, resources & support for young people dealing with depression and/or anxiety https://www.youthbeyondblue.com/

4. Biteback - The Black Dog Institute's site for young people https://www.biteback.org.au/

Local Family Support Services & Counselling

1. Atune Health Centres - (Belmont *ph* 49544511) https://atune.com.au/

2. Interrelate - (Newcastle *ph* 1300 473 528) https://www.interrelate.org.au

3. Eastlakes Family Support Service - (*ph* 49439255) https://www.efss.org.au/

4. Rydon - (Regional Youth Development Officers Network) http://www.rydon.org.au/

5. Samaritans – (*ph* 1300 656 336) https://www.samaritans.org.au

We have sought to ensure that this information is up-to-date and accurate
—The Student Services & Wellbeing team

K-12 PROGRAMS AND EVENTS TO PREVENT BULLYING

Strategies

- Professional development for staff relating to bullying and anti-bullying strategies
- Morning Pastoral Care, prayer time and devotions - focus on caring for one another incorporating strong links with biblical teaching
- Assemblies - talks by a range of different presenters on the many ways students can know their value as those created in the image of God and thus know how to better value and care for one another
- Relational teaching approach fosters strong connections between teachers and students, enabling teachers to effectively monitor student issues
- Excellent pedagogy to ensure a positive learning culture that is safe and supportive
- A service-learning culture is embedded where students are involved in activities that focus on the needs of others within the College community, the wider community and overseas.
- Teaching and learning programming resource (Transformation by Design) which helps students develop a transformational, biblical perspective related to the NSW curriculum
- Secondary School Chapel (Thursday mornings) and Primary School 'Rise Up' (Wednesday afternoons) and timetabled biblical studies (Thrive) lessons throughout the timetabled week.
- Increase community awareness and input relating to anti-bullying, including dissemination of strategies through the College Newsletter and parent/caregiver information evenings, Skoolbag notices and Facebook communications.
- Use programs that promote resilience, life and social skills, assertiveness, conflict resolution and problem solving, such as:
  o ROCK program (Respect, Obedience, Confidence, Kindness)
  o College Counsellor small group programs on relationships/friendships/ choices
  o The 'Dare' project
  o 'Xtra' – for Year 9 boys who need mentoring
- Prefect Team, Student Council, staff and students to promote the philosophy of 'No Put Downs'.

Secondary School Programs

- Participation in the National Day of Action against Bullying and Violence activities including using aspects of the "Bullying. No Way!" lesson plans and discussion starters to engage students. See https://bullyingnoway.gov.au/NationalDay/ForSchools
- Pastoral Care teachers using the resources of "Reach Out.com" Wellbeing Fives activities in their PC classes and/or in Year Meetings. See https://au.reachout.com/articles
- Podcasts used in PC and/or Year Meetings from Generation Next https://www.generationnext.com.au
- Using the Years 7-10 Student Diaries. See Learning Curve Positive Education and Wellbeing resources https://learningcurve.com.au/
- Focus Day guest speakers and presenters such as John Coutis; bands such as Iron+Clay
- Student led initiatives such as 'Gather on the Green' Picnic and Name Wall

Primary School Programs

- Class teacher daily devotions dealing with kindness, care for others etc..
- ROCK program (Respect, Obedience, Confidence, Kindness)
- College Counsellor small group programs on relationships/friendships/ choices

THE BULLYING INVESTIGATION PLAN

An investigation plan is devised. This is a logical progression of actions that aims to be thorough and objective.

1. The Principal will make the final adjudication.
2. Selection of investigator/s to minimise a conflict of interest. Investigations must be, and seen to be, neutral, impartial and objective.
3. Collection of preliminary information including the notification documents such as a written complaint.
4. Notification to the parents/caregivers of the student alleged to have bullied the complainant.
5. Collection of information.

   a. Names of people to be interviewed listed, including the complainant.
   b. Selecting a person to write a transcript of the interview.
   c. Selecting open ended interview questions to ask during interviews.
   d. A time frame set in which to conduct interviews

6. The order of people to interview determined
7. The interview times determined
8. Obtain other relevant evidence, photos, documents, printed cyber activity.
9. After the initial interview stage, complete a review of the Investigation Plan. A revised plan of the investigation may be prepared.
10. Interview the student(s) alleged of bullying the complainant.
11. Review evidence.
12. Write report.
13. Submit to the person adjudicating the allegation.