
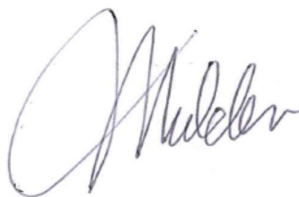




Anti-Bullying and Harassment

Policy & Procedures

POLICY DATES: JOHN CALVIN SCHOOL ANTI BULLYING AND HARRASSMENT			
Board Approval	17 May 2018		
Implemented	17 May 2018	Reviewed	JULY 2025
Next Review Due	AUGUST 2028		
POLICY AUTHORISATION			
Principal	Daniel Coote	Signature	
Chairman	Colin Mulder	Signature	

A. Rationale

John Calvin School is committed to a safe, respectful, and Christ-centred environment, where all children and young people are valued, supported, and protected from harm. In alignment with the *National Principles for Child Safe Organisations* and the *Tasmanian Child and Youth Safe Standards*, we affirm that every child and young person has the right to feel and be safe—physically, emotionally, socially, and spiritually.

This policy is designed to:

- Define unacceptable behaviours, including peer-to-peer bullying and harassment
- Outline preventative strategies
- Detail procedures for identifying, reporting, and responding to critical incidents
- Embed child safety in governance, culture, and daily practices (NPCSO 1; TCYSS 1)

We are guided by Christian values of love, service, justice, and accountability, recognising bullying and harassment as sinful and incompatible with the Biblical calling to honour others (LD 40 Q&A 105–107).

B. Definitions

Bullying is defined as an ongoing and intentional misuse of power in relationships through repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm. It can involve an individual or a group misusing their power over one or more persons. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying. Behaviours that do not constitute bullying include: mutual arguments and disagreements (where there is no power imbalance)

- not liking someone or a single act of social rejection
- one-off acts of meanness or spite
- isolated incidents of aggression, intimidation or violence.

However, these conflicts still need to be addressed and resolved.

Harassment Unwelcome conduct—verbal, physical, or visual—that offends, humiliates, or intimidates.

Cyber-bullying Using technology (phones, social media, etc.) to threaten, harass, or humiliate.

Peer-to-Peer Bullying Bullying behaviour occurring between students or young people, including exclusion, intimidation, ridicule, and physical or emotional harm.

Not all conflict is bullying. Incidents such as mutual disagreements or isolated acts of nastiness must still be addressed but are not defined as bullying.

C. Forms of Bullying and Harassment

1. Physical

Examples:

- Pushing, hitting, fighting, punching, poking, spitting
- Hiding, damaging or destroying property
- Touching in sexually suggestive or offensive ways

2. Verbal

Examples:

- Comments about appearance, race, cultural beliefs, disability, weaknesses, family, etc.
- Put-downs, offensive names/sounds, teasing, taunting, rude comments.
- joking, mocking, mimicking, threats and shouting.
- Public criticism or ridicule of another's actions or appearance, particularly without having first given the person the dignity of discussing the issue personally, and privately.
- Malicious gossip, rumours or words to cause embarrassment.
- Sexist slurs.

3. Non-verbal

Examples:

- Rude gestures
- Taunting looks or body language used to intimidate others

4. Extortion

Examples:

- Forcing students to hand over lunches/money
- Forcing students to do acts of service
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5. Exclusion

Example:

- Excluding others from activities for the purpose to hurt, frighten, embarrass or humiliate

6. Written/Digital Material

Examples:

- Insulting or vilifying notes or electronic messages (also see Internet Usage Policy) about or to a person
- The display or presentation of sexually suggestive or offensive pictures or materials with views to embarrass or give unwanted attention to a person
- Graffiti about others, including crude words or drawings
- Social media abuse

7. Cyberbullying

Examples:

- abusive texts and emails
- hurtful messages, images or videos
- imitating others online
- excluding others online
- humiliating others online
- nasty online gossip and chat

These behaviours undermine the school's commitment to respect, dignity, and child safety (NPCSO 3; TCYSS 2, 3).

D. Preventative Strategies

1. Christ-Centred Culture of Safety and Respect

John Calvin School will aim to provide a caring school community in which students and staff feel cared about and are encouraged to care about each other. This is to be based on Christ's instruction for Christian community which is "A new command I give you: Love one another. As I have loved you, so you must love one another. By this all men will know that you are my disciples, if you love one another." (John 13:34 NIV)

It is also important that there are clear behavioural standards and codes of conduct for both staff and students. It is also the aim of the School to apply the Biblical principle for dealing with conflict and offence (Matthew 18:15-17). The school also actively promotes the wellbeing and participation of children in decision-making (NPCSO 2; TCYSS 2, 7).

2. Staff training and Professional Development

All staff receive ongoing training in:

- Identifying, preventing, and responding to bullying, harassment, and abuse
- Supporting healthy peer relationships
- Positive behaviour management strategies
- The National Principles and Tasmanian Standards

Staff act as behavioural role models and promote child safety (NPCSO 7; TCYSS 5).

3. Whole school curriculum initiatives

The school implements programs like *The Young Peacemakers Program* and resilience-building initiatives to:

- Develop conflict resolution skills
 - Promote empathy and inclusion
 - Address peer-to-peer dynamics
- These are embedded into the curriculum and reinforced in devotion and circle time (NPCSO 4; TCYSS 3).

4. Pastoral care and Wellbeing Supports

Support is provided through:

- Staff-student mentoring
 - Small group sessions for at-risk students
 - Pastoral counselling by church pastors
 - Ongoing prayer and devotion
- Children are encouraged to speak up and are listened to with respect (NPCSO 5; TCYSS 4).

5. Safe Physical environment

There will be a continuing analysis of the school grounds and plans to promote adequate supervision and inclusive activities emphasizing equity and safety (NPCSO 8; TCYSS 6).

Things to be considered are:

- Design and Layout
 - Having knowledge of trouble spots and hidden areas
 - Developing strategies and plans to reduce problems
- Supervision
 - Monitoring the effectiveness of supervision
- Lunchtime activities
 - Variety of activities available
 - Adequate equipment
 - Equitable access to space and equipment

E. Procedures for Responding to Bullying and Critical Incidents

When a critical incident of bullying or harassment occurs, the school responds promptly and in accordance with the principles of child-focused, fair, and transparent processes.

1. Initial Response

- Students are supported and reassured; all concerns are taken seriously
- Class teachers investigate reports sensitively and discreetly
- If the matter is serious or unclear, the Principal is informed

2. Ongoing Investigation and Action

- The Principal may interview students, parents, and witnesses
- All parties are given the opportunity to be heard (procedural fairness)
- Parents of all students involved are informed
- Records are kept in the Behaviour Register
- A restorative approach is used where possible to address peer conflicts

3. Disciplinary Measures

- Consequences are applied appropriately and respectfully
- Ongoing or severe cases may result in suspension or withdrawal
- Pastoral support is provided to both the victim and the offending student
- Counselling may be recommended to families

4. Peer-to-Peer Relationship Support

- Conflict resolution and mediation sessions may be offered
- Circle time is used to rebuild group trust
- Ongoing support plans may be put in place for at-risk students

F. Procedures for dealing with cyber-bullying

The school will determine whether it has a duty of care in cyberbullying cases, including off-site and out-of-hours incidents.

Steps include:

- Ensuring student safety and emotional wellbeing
- Gathering evidence and documenting reports
- Engaging parents and staff in the response
- Blocking offenders, collecting evidence, and reporting abuse to platform providers or police if needed
- Educating students on safe online conduct

The School will follow its established approach to its incidents of bullying as outlined in Section E.

For the procedures of addressing allegation of bullying and harassment of a student by a member of the School Staff or Other Adult and Guidelines for a Mediation Meeting, please see Appendix A.

G. An Action Plan for Students

If you are being bullied or harassed:

- Tell the person to stop—if safe to do so
- Speak with a trusted teacher, adult, or school pastor
- Report the issue to your class teacher or Principal
- Keep evidence of cyberbullying (screenshots, messages)

If you see bullying:

- Be a positive bystander—support your peer
- Report what you saw to an adult
- Include others who are excluded

Students are encouraged to speak truthfully and respectfully. False claims or retaliation will also be addressed.

H. Staff, Student and Parent Orientation

- **Staff:** Annual training on this policy and updates on standards
- **Students:** Taught during class, chapel, and assemblies
- **Parents:** Information sheet distributed annually (Appendix B) and explained during Prep orientation

I. Monitoring and Evaluation

The effectiveness of this policy is reviewed annually through:

JCS Anti-Bullying & Harassment Policy & Procedures

Implemented: 17 May 2018

To be reviewed: AUGUST 2028

- Behaviour data and incident trends
 - Feedback from student voice initiatives
- The review will ensure continuous improvement and alignment with the NPCSO and TCYSS (NPCSO 10; TCYSS 7).
- Staff, student, and parent surveys

Appendix A

Procedures for Addressing Allegations of Bullying and Harassment of a student by a member of the School Staff or Other Adult

The student or parent(s) on behalf of the student should report the matter to the Principal. The following steps will be taken:

1. The Principal will meet with the parent(s) and student to clarify the allegation and inform them of the procedures in place within the School for the resolution of bullying and harassment issues. Full notes need to be made of this interview.
2. The Principal should meet with the staff member or other adult to discuss the issue and prepare for a meeting with the parent(s) and student.
3. The Principal will invite the parent(s), with the student, to meet with the staff member or other adult concerned to air the complaint and seek reconciliation and restitution.
4. If this meeting resolves the issue to the parent(s) and student satisfaction, no further action need be taken. The Principal will make a report of the meeting.
5. If the matter is not satisfactorily resolved, the Principal will ask the parent to make a written complaint.
6. The Principal will make further investigation of the issues surrounding the complaint with view to understanding with whom the fault(s), if any, lie.
7. The Principal will meet with the staff member or other adult against whom the complaint has been made, to:
 - a. Show him/her the written complaint
 - b. Invite the person to make a written reply to the allegations
 - c. Inform him/her of the processes which will be followed to resolve the issue.

8. The Principal will then facilitate a Mediation Meeting. By agreement between the Principal and the parents, the student may or may not be involved in the Mediation Meeting.
9. If both parties agree to a Mediation Meeting, the Principal will facilitate such a meeting within 7 days of agreement.
10. If both parties do not agree to mediation, the Principal will determine one of the following courses of action:
 - i) If there appears conclusive evidence of fault, the Principal will carry out necessary discipline action.
 - ii) If no clear fault can be established, the Principal may require the people concerned to show cause why they are not willing to attend a Mediation Meeting.
11. If the mediation process fails to produce its objectives, the following actions may be taken:
 - i) The Principal may give appropriate directions to either or both parties involved in the complaint.
 - ii) The complainant may choose to take civil court action or make complaint to the relevant Industrial relations, Sexual Discrimination or Anti-Discrimination body.

The Mediation Meeting

Generally, the aim of the mediation meeting will be to resolve the issue at stake with minimal disruption to the people concerned and the life of the school. In particular, the objectives of the meeting will be:

- To facilitate open and honest communication between the parties
- To bring an awareness of the wrongdoing and its effect on people
- To facilitate repentance and the restoration of the relationships

The following people should attend a mediation meeting:

- The parties in dispute
- A support person for each party (eg. Counsellor, pastor)
- Principal or other person decided upon to be a mediator
- Another party to record the process

In preparation for the Mediation Meeting the Principal will meet with the mediator before the Mediation Meeting to brief the mediator and give him/her copies of relevant documents.

The protocols of the Mediation Meeting will be:

- The Principal will introduce all parties to each other, briefly state the purpose and protocols of the meeting and the mediator/Principal will be in charge of the meeting.
- Participants in the meeting will speak through the mediator/Principal at all times unless asked by the mediator/Principal to address others directly.
- At the conclusion of the meeting the mediator/Principal will summarise the current position, indicate further action, then close the meeting.
- The Principal will be responsible for keeping a report on file. To achieve the goals of mediation, several meetings may be necessary. A follow-up process and evaluation meeting may also be needed.

Appendix B

Bullying (Information for Parents)

John Calvin School desires to provide a safe and happy environment for young people that is free from negative and hurtful experiences. All forms of bullying are unacceptable in the school.

What is Bullying?

Bullying is defined as an ongoing misuse of power in relationships through repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm. It can involve an individual or a group misusing their power over one or more persons. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

Behaviours that do not constitute bullying include:

- mutual arguments and disagreements (where there is no power imbalance)
- not liking someone or a single act of social rejection
- one-off acts of meanness or spite
- isolated incidents of aggression, intimidation or violence

However, these conflicts still need to be addressed and resolved.

Cyber-bullying is defined as bullying that takes place using electronic

technology. Electronic technology includes devices and equipment such as mobile phones, computers, tablets as well as communication tools including social media sites, text messages and websites.

Forms of Bullying

1. Physical

Examples:

- Pushing, hitting, fighting, punching, poking, spitting
- Hiding, damaging or destroying property
- Touching in offensive ways

2. Verbal

Examples:

- Comments about appearance, race, cultural beliefs, disability, weaknesses, family, etc.
- Put-downs, offensive names/sounds, teasing, taunting, rude comments, joking, mocking, mimicking, threats and shouting
- Public criticism or ridicule of another's actions or appearance, particularly without having first given the person the dignity of discussing the issue personally and privately
- Malicious gossip, rumours or words to cause embarrassment

3. Non-verbal

Examples:

- Rude gestures
- Taunting looks or body language used to intimidate others

4. Extortion

Examples:

- Forcing students to hand over lunches/money
- Forcing students to do acts of service

5. Exclusion .

Example:

- Excluding others from activities for the purpose to hurt, frighten, embarrass or humiliate

6. Cyberbullying

Examples:

- abusive texts and emails
- hurtful messages, images or videos
- imitating others online
- excluding others online
- humiliating others online
- nasty online gossip and chat

Guidelines for Students

If students feel that they are being bullied at school, or if they observe somebody else being bullied, they should act in the following manner:

- If the incident is happening in the playground, they should seek help from a school leader or a teacher on duty. The matter must be reported and dealt with for the sake of all concerned.
- If the incident is happening in the classroom, they should report the matter to their teacher.

Procedures for Dealing with Bullying

Complaints concerning bullying and harassment must be responded to and investigated in a timely manner that respects the dignity and the privacy of those involved, whilst observing due process and procedural fairness.

- All students have the right to be heard and listened to and issues are to be resolved in a calm manner with as much time as necessary given to hearing what each student feels and assisting all students to feel more able to cope
- The class teacher will investigate and respond to initial concerns, behaviours or reports of bullying or harassment in accordance with the Student Discipline Policy & Procedures. If it occurs in playground, outside of class time or reported to another staff member, the class teacher will be informed and is required to follow up the situation.
- If the issue is considered significant, complex or unclear, the Principal will be informed, will investigate and take appropriate action in line with the Student Discipline Policy & Procedures. Parents of all students involved will be informed at this point.

- Students with identified bullying behaviour will take responsibility for their actions.
- The Principal will record all reported acts of bullying, investigations and follow-up meetings in the Behaviour Register.
- Continuing or more significant acts of bullying/harassment by an individual or a group will result in student(s) being interviewed by the Principal. Parents will be contacted again, and the student will be disciplined in a manner appropriate to a serious misdemeanour.
- The Church Pastor will be available to provide follow-up support and individual programs for those with identified bullying behaviours and those who have been bullied.
- Parents may be asked to initiate some counselling processes to help their child in this situation.

If a student continues to display bullying behaviour or harassment towards others, the Principal may require that parents withdraw him/her from the School. This action will be taken if the Principal feels that there has been no positive response from the student or from the parents to the discipline and counselling process.

Procedures for dealing with cyber-bullying

The School reserves the right to determine whether incidents of cyber-bullying relate to the responsibility of the School. If determined the School has a role to play, we

- Ensure each student is safe and arrange support, including the involvement of the church pastor.
- Support from staff should be provided on an ongoing basis with the agreement of the student and parent to assist the student to work through the effects of the cyber bullying and to help them develop and implement effective coping strategies.
- The student's parents will be contacted to alert them to the issue, and ongoing concerns regarding the welfare of the student, and discuss the issue of how best to deal with it.
- Reassure the student that the School is taking the incident seriously the reported bullying will be acted on.
- Gather basic facts about the suspected cyber bullying and, if possible, identify the student(s) involved.
- Provide the following strategies to the student and parent to assist in managing the issue in the future:
 - don't respond to any further messages/postings from the bully and, if possible, block any further correspondence from them
 - report any further correspondence from the bully to the parent and an agreed school contact

- keep evidence of any bullying to assist with tracking down the bully and potentially reporting the matter to police
- report any concerns to the administrator of the service used, including the mobile phone provider, website provider or internet service provider

The John Calvin School will follow its established approach to its incidents of bullying as outlined in the procedures for dealing with bullying.

Parent Guidelines for Dealing with Bullying

If you feel that your child may be subject to bullying:

1. Ask your child if he/she has reported the incident to your child's teacher. If he/she has, please make a note to see the teacher sometime soon to find out what was done about the issue.
2. If your child is afraid to see the teacher, please make an appointment to see the teacher and report the matter yourself. Please note that some students are afraid to report a matter because they are afraid that the bully will find out and carry on more bullying. Our undertaking to families is:
 - When we investigate bullying, we do not identify the sources of information we receive & endeavour to protect those who give the information.
 - A student who carries out, or threatens to carry out such reprisals will be immediately suspended pending a meeting with his/her parents to show cause why the student should not be expelled from the school.
3. If bullying continues after you have reported it to the teacher, please make an appointment with the Principal.

Symptoms of Being a Victim of Bullying

Some children may be unwilling or unable to identify the occurrence of bullying against them, but they may show some symptoms that will lead a parent to suspect such an activity. If a child shows the following symptoms, parents are advised to discuss the issue with the child's teacher.

- An unusual unwillingness to go to school
- Continued unusual signs of physical/emotional distress; eg, stomach aches, loss of appetite, bad dreams, bedwetting
- An unusual loss of interest or withdrawal from aspects of life and relationships
- The development of an unusual level of frustration and anger

