

Title	Anti-bullying Policy and Procedural Information (Student) web version
Author	ADS in consultation with Diocesan schools
Risk Category	Educational Outcomes
Relevant Legislation / Related information	• Work Health and Safety Act 2011 (NSW) • Work Health and Safety Regulation 2025 (NSW) • Registered and Accredited Individual Non-government Schools (NSW) Manual - September 2023 - B8.2 • Privacy Act 1988 (Cth) • Online Safety Act 2021 (Cth) • Disability Discrimination Act 1992 (Cth) • Crimes Act 1900 (NSW) • Anti-Discrimination Act 1977 (NSW) • Code of Practice: Managing Psychosocial Hazards at Work (NSW) • NSW Anti-Bullying Framework
Related documents (Including but not limited to)	• Code of Conduct – Personnel • Code of Conduct – Student • Complaints Policy and Procedure - Community • Continuous improvement procedure – incident, hazards and feedback • Records Management Policy and Procedure
Authorisation Implementation	Principal
Date of Approval	14 September 2026
Review Cycle	Biennial
Feedback	Feedback on this procedure can be emailed to the Principal

Purpose

This policy and procedure sets out the College's whole-school approach to preventing, identifying, reporting, recording, triaging, responding to and reviewing student bullying, harassment, discrimination, victimisation and cyberbullying, consistent with the NSW Anti-Bullying Framework.

Scope

This policy and procedure applies to students, personnel, parents and carers, and others involved in the College community who observe, experience, report or respond to student behaviour. It applies to behaviour at school, during school activities, while travelling to or from school or College events, and in online or other out-of-school contexts where the behaviour affects a student's safety, wellbeing, participation or learning at the College.

Definitions

Personnel - all employees, volunteers, trainees, interns, and labour hire employees

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 may overlap with harassment, discrimination or criminal conduct. Serious concerns must be escalated in accordance with the severity and reporting requirements in this procedure.

Cyberbullying means bullying carried out through digital technologies or online environments, including social media, messaging, images, video, email, gaming platforms, learning platforms or other electronic communication. Cyberbullying may occur during or outside school hours where it affects a student's safety, wellbeing, participation or learning at the College.

Harassment means unwelcome behaviour that offends, humiliates, intimidates or threatens a student, including behaviour connected to a protected attribute or personal characteristic.

Discrimination means treating a student less favourably, or disadvantaging a student through an unreasonable requirement, condition or practice, because of a protected attribute such as disability, race, sex, age, religion, gender identity, sexuality, family responsibilities or other attributes protected by law.

Victimisation occurs when a student is treated unfavourably because they have made, may make, supported or been involved in a report or concern about bullying, harassment, discrimination, victimisation or cyberbullying. Victimisation is not tolerated and must be addressed promptly to protect student safety and wellbeing.

Safe and supportive environment – a school which:

- creates a school environment in which all students feel safe and secure
- the fostering of optimum conditions for learning and teaching
- encourages reporting of bullying
- supports students affected by bullying or harmful behaviour
- supports students who engage in bullying or harmful behaviour to take responsibility and change their behaviour
- provides, where necessary, appropriate disciplinary consequences for those who persist in bullying.

Policy

St Peter's Anglican College (St Peter's) (the College) is committed to a whole-school approach to preventing and responding to bullying, harassment, discrimination, victimisation and cyberbullying. The College will promote a safe, inclusive and respectful learning environment by building positive relationships, strengthening student wellbeing, supporting safe reporting and responding promptly, fairly and proportionately to concerns. Student safety, dignity, participation and wellbeing will be prioritised in all prevention, response and follow-up actions.

Reports made under this policy will be taken seriously, recorded consistently, triaged according to risk and managed with care. The College will consider individual circumstances including age, development, culture, disability and wellbeing needs, and take reasonable steps to protect students from retaliation, shame or further harm.

Student voice and participation

The College will provide age-appropriate and inclusive opportunities for students to contribute to bullying prevention, reporting pathways, wellbeing supports and review of anti-bullying strategies.

Student participation will be voluntary, respectful, culturally safe, accessible and managed in a way that protects privacy and wellbeing. Student feedback will be considered when reviewing incident trends, school climate and the effectiveness of prevention and response strategies.

Framework alignment

The College's approach is organised around the NSW Anti-Bullying Framework components of Preventing, Responding, Partnering and Implementing. This includes building a positive and inclusive whole-school culture, using transparent and timely reporting and triage systems, working actively with students, families and community services, and regularly reviewing policy, practice, data and professional learning.

Responsibilities

The **Principal** is required to:

- Ensure the College implements, communicates and regularly reviews an Anti-Bullying Plan aligned with the NSW Anti-Bullying Framework, including preventing, responding, partnering and implementing actions that support student wellbeing and safety.
- Provide training for staff on how to reduce the incidence of bullying, how to report and respond to any incidents of bullying and promote the development and maintenance of respectful student relationships.
- Ensure that students are provided with age-appropriate support and education about bullying behaviours, respectful relationships and processes for reporting bullying, to ensure their safety.
- Ensure bullying complaints are investigated and responded to in a timely and procedurally fair manner in accordance with the *Anti-bullying procedure*, to respect the dignity and privacy of those students involved. Ensure relevant staff are informed about bullying complaints and incidents.
- For serious matters, assess safety, preserve relevant information and consider police, child protection or other agency notification.
- Ensure appropriate wellbeing support for students involved in bullying.
- Maintain and review confidential records, incident trends, response timeliness and implementation progress to inform continuous improvement.

Personnel are required to:

- Take reasonable care for student safety and wellbeing.
- Implement anti-bullying education and prevention strategies.
- Report concerns promptly, escalate safety or child protection risks and maintain confidential records.
- Notify parents and carers in a timely manner where appropriate.
- Collaborate with students, families, personnel and external agencies where appropriate.
- Model respectful, non-bullying behaviour.

Heads of Faculty and Faculty teams will:

- Provide consultation, support and training related to bullying matters, where requested.

Parents and carers of students are required to:

- Work with the College to prevent, report and resolve concerns.
- Not bully students, staff or other parents.
- Abide by the Code of Conduct – Parent.

Students will:

- Not bully, harass, discriminate, victimise, intimidate, threaten or exclude others, including online.
- Seek help if they experience or witness bullying.
- Report bullying promptly to trusted College personnel.
- Behave as responsible digital citizens and keep private details confidential.

Compliance

Failure by personnel, parents, carers or students to comply with this policy may result in action appropriate to their role, relationship with the College, relevant policies and applicable law. Student responses will be proportionate, procedurally fair, developmentally appropriate and focused on safety, accountability, learning and wellbeing. Serious or repeated behaviour may result in disciplinary action, including suspension, expulsion or review of enrolment, where permitted by College policy and law.

Procedural information

The College will use a graduated, whole-school procedure to prevent, identify, respond to, support and review concerns about bullying, harassment, discrimination, victimisation and cyberbullying. Actions will be proportionate to the seriousness, risk and context of the behaviour and will prioritise student safety, dignity, wellbeing and learning.

Prevention

Prevention focuses on building a positive and inclusive whole-school culture where respectful relationships, kindness, safety and student dignity are consistently modelled and reinforced.

- deliver age-appropriate wellbeing, respectful relationships, social and emotional learning, digital citizenship and online safety education
- communicate behavioural expectations and reporting pathways to students, parents, carers and personnel at key points during the school year
- promote positive teacher-student and peer relationships, including safe bystander and upstander responses
- make this policy available to students, parents, carers and personnel through the College website, staff policy and procedure folder and student communication channels
- train personnel to prevent, identify, interrupt, report, triage, record and respond to bullying and related child safety concerns
- partner with parents, carers and relevant community services to strengthen student safety and wellbeing
- ensure students read and acknowledge the Technology Usage Agreement according to age and stage
- maintain and promote the College's Commitment to Child Safety Statement.

Early intervention

Early intervention focuses on identifying and addressing concerns before harm escalates. Personnel should be alert to changes in student behaviour, peer dynamics, exclusion, distress, avoidance, online conflict, retaliation or other signs that a student may be experiencing or engaging in bullying or harmful behaviour.

Personnel should intervene early and calmly when concerning behaviour is observed, including by separating students where necessary, checking immediate safety and wellbeing needs, addressing behaviour without shaming students, and encouraging students to seek help or report concerns.

Response

When a concern is reported or identified, the College will respond promptly, fairly and proportionately. The response will be guided by the seriousness, frequency, impact, risk and context of the behaviour, and will prioritise student safety and wellbeing.

Personnel responding to a report will use a trauma-informed and child safe approach by listening respectfully, explaining the process in age-appropriate language, considering immediate safety needs, protecting privacy and giving students reasonable opportunities to be heard.

- listen to students respectfully, take reports seriously and check immediate safety, wellbeing, supervision or retaliation risks
- record relevant observations, disclosures, actions taken, parent or carer contact and follow-up required in the approved incident reporting system
- escalate repeated, serious, discriminatory, sexualised, online, retaliatory or child safety concerns promptly to the appropriate line manager or Principal
- preserve relevant information where the concern may involve online conduct, image-based abuse, threats, violence, criminal conduct or external agency involvement
- engage parents, carers and relevant personnel where appropriate, while protecting privacy and student safety
- use early resolution strategies only where safe, voluntary, developmentally appropriate and not a substitute for mandatory reporting, child protection, police notification or formal investigation where required.

The College will acknowledge reports as soon as practicable and generally within 2 school days. Concerns involving immediate safety, significant harm, threats, sexualised conduct, image-based abuse, child protection, police or other external agency issues must be triaged and escalated immediately. An initial assessment should generally be completed within 5 school days, unless complexity, safety needs, school breaks or external agency involvement require a different timeframe.

Support

Students who experience or report bullying, harassment, discrimination, victimisation or cyberbullying will be offered support based on their individual needs. This may include a check-in with a trusted staff member, counselling or wellbeing support, a safety or support plan, adjustments to supervision or learning arrangements, support to re-engage with peers and learning, and follow-up to confirm the student feels safe and the behaviour has stopped.

A safety and support plan should be considered where there is ongoing risk, retaliation risk, significant distress, repeated behaviour, power imbalance or other safety or wellbeing concern. The plan should outline safety actions, supervision, wellbeing support, communication, review dates and follow-up responsibility.

Additional resources:

- Kids Helpline – 1800 551 800 www.kidshelp.com.au / [Bullying | How to deal with being bullied | Kids Helpline](#)
- Lifeline – 13 1114
- Beyond Blue – 1300 22 4636
- [Bullying No Way](#)
- Local Police School Youth Liaison Officers can be contacted through Bateman's Bay Police Station on [\(02\) 4472 0099](tel:0244720099)

Monitoring and review

The Principal or delegate will monitor the effectiveness of actions taken after bullying concerns are reported or identified. Monitoring may include follow-up with students, parents or carers, review of safety and support arrangements, supervision adjustments, behaviour support actions and confirmation that the behaviour has stopped.

The College will maintain consistent, timely and confidential records of reports, observations, decisions, communications, actions taken, support provided, follow-up requirements and review outcomes in the approved incident reporting system.

Bullying records, incident trends, response timeliness, support actions and student, family and staff feedback will be reviewed periodically to identify patterns, evaluate the effectiveness of prevention and response strategies, and inform professional learning, wellbeing planning and continuous improvement.