



# Anti-Bullying Policy

Prepared by: Education Administrator
Reviewed by: Principal
Monitored by: Compliance officer
Status: Current
Related documentation: <ul style="list-style-type: none"><li>• Behaviour Management Policy</li><li>• Child Protection Policy</li><li>• Student Welfare Policy</li><li>• Human Rights Act 2004</li><li>• Discrimination Act 1991</li><li>• Racial Discrimination Act 1975</li><li>• Sex Discrimination Act 1984</li><li>• TAWS Personal Digital Device Policy</li><li>• Crimes Amendment (Deepfake Sexual Material) Act 2025</li></ul>

## Version Control

Version	Date reviewed	Changes
ORIGINAL		Initial Release
2024	11/2024	Change 'Education Director' and 'ED' to 'Principal'
2026	04/2026	Updated introduction Removed 'TAWS's electronic equipment policy forbids the use of phones at school and in school supervised areas' from section 1.2 Changes made to definitions, with the addition of Violence and Aggression Added section 2.3 in Guidance and Support for teachers and Staff Amended procedures, to create clear steps on how to respond to Bullying allegations and reports. Removed Fiona McCormack as School Liaison from Step 9 of Procedures. Added Police and youth officer to Step 9 of Procedures Added 'Deep Fakes' under 'Cyberbullying 1.2'

## Introduction



The Armidale Waldorf School is committed to providing a safe and respectful environment and does not tolerate any form of bullying, harassment, cyberbullying, or violent behaviour.

All staff at the Armidale Waldorf School are responsible for identifying bullying, violent or harassing behaviours and to report any incidents to the Principal or their delegate. Students and their parents are encouraged to report bullying, harassment and violence to the Principal or their delegate, so that appropriate support can be provided. Parents and carers will be informed via The Armidale Waldorf School website and parent handbooks about the existing policy.

This policy applies to all employees, students, and volunteers of The Armidale Waldorf School when on school premises and at all school-related activities, including those conducted off-site and during travel to and from such activities (including bus travel).

## 1. Definitions

### 1.1. Bullying

Bullying is repeated negative behaviour directed towards an individual or group that involves an imbalance of power. Bullying may be physical, verbal, social, psychological, or digital in nature, and may be overt or covert.

Bullying includes the misuse of electronic technology (cyberbullying), such as mobile phones, social media platforms, or other digital communication tools.

Behaviour that is reasonably considered to be threatening, intimidating, or harmful may be identified as bullying and will be addressed by the School.

### 1.2. CYBER-BULLYING

Cyberbullying is bullying behaviour conducted through digital technologies, including mobile devices, online platforms, or communication systems.

This may include, but is not limited to:

- sending threatening or abusive messages
- sharing or posting harmful or humiliating content
- impersonation or use of false identities
- distributing private information without consent
- The creation, use, or distribution of manipulated or synthetic media (including “deepfakes”) This includes images, audio, or video that have been digitally altered or generated using artificial intelligence to falsely depict a person saying or doing something they did not say or do.
- The creation or sharing of deepfakes intended to harm, embarrass, threaten, impersonate, or damage the reputation of another individual is considered a serious form of cyberbullying and will be managed in accordance with this policy
- The School treats cyberbullying with the same seriousness as all other forms of bullying, regardless of whether it occurs on or off school grounds where there is a connection to the School community.

### 1.3. Harassment



Harassment is behaviour intended to disturb, upset, or intimidate another individual and may relate to characteristics such as gender, race, religion, culture, disability, sexual orientation, or socio-economic status.

Harassment may occur as a single incident or repeated behaviour.

### 1.4. Violence and Aggression

Violence and aggression refer to behaviour where a person is threatened, intimidated, abused, physically harmed, or where property is deliberately damaged.

This may include physical assault, threats of harm, or other conduct that creates a risk to safety. Violence does not necessarily involve an imbalance of power.

### 1.5. Conflict

Conflict is a disagreement between individuals or groups where the needs, interests, or concerns of one or more parties are not being met. Conflict does not necessarily involve an imbalance of power or abusive behaviour.

## 2. Guidance and Support

Cyber bullying can have traumatic effects on students and it can occur in or out of school time. Students who are targeted in this way often feel powerless and isolated. Listed below are some strategies to help protect students from cyber bullying.

### 2.1. Strategies for students

- o Talk to a parent, friend, teacher or Principal about the bullying.
- o Keep and save as evidence any bullying emails, text messages or images.
- o Do not reply to bullying or threatening text messages or emails - do not engage in any communication with the sender(s) as this could make matters worse.
- o Do not give out your personal details online - if you are in a chatroom, watch what you say about where you live, the school you go to, your email address etc.
- o Remember the tone and meaning of written messages can be misinterpreted.
- o Check that your messages are clear and respectful.
- o Use blocking software to block messages from certain senders or use mail filters to block emails from specific email addresses.
- o Remember that sending/forwarding abusive or threatening messages is inappropriate and could be deemed unlawful under State and/or Federal legislation depending on the circumstances.

### 2.2. Strategies for parents

There are a number of things you can do to help ensure your child stays safe when using Internet or phone services:

- o Talk to your child about bullying and harassment.
- o Talk to your child's teacher or the Principal about your concerns.
- o Educate your child about Internet safety and the proper etiquette when using Internet or phone services.



- Keep your eyes out for behavioural changes that may indicate your child is being bullied, harassed, victimized or vilified, as you may be able to intervene.
- Encourage your child to report any incidents of cyberbullying to you.
- Limit computer use for younger children (refer to section on electronic media)
- Stay involved - have the home computer in a public space (not in the child's bedroom) and monitor your child's Internet habits
- Make sure your home computer is protected with security software

### 2.3. Strategies for teachers and staff

Teachers and staff play a critical role in preventing, identifying, and responding to bullying, harassment, cyberbullying, and violent behaviour. The following strategies support a proactive and consistent approach:

- Model respectful behaviour at all times and reinforce positive relationships within the school community.
- Be vigilant and actively supervise students, particularly in areas or times where bullying is more likely to occur (e.g. playgrounds, transitions, online platforms where applicable).
- Take all reports seriously and respond promptly to any concerns raised by students, parents, or colleagues.
- Maintain clear and consistent expectations regarding behaviour in line with the School's policies and values.
- Address incidents immediately where safe and appropriate and follow the School's reporting and documentation procedures.
- Record and report incidents in accordance with school processes to ensure appropriate follow-up and accountability.
- Support students involved, including both those experiencing harm and those engaging in inappropriate behaviour, using a fair and restorative approach where appropriate.
- Maintain confidentiality in line with privacy and child protection obligations.
- Communicate with parents/carers where appropriate, ensuring concerns are addressed collaboratively.
- Promote digital safety by educating students on appropriate online behaviour and monitoring use of technology in line with school policies.
- Seek support from leadership when managing complex or serious incidents.
- Participate in professional learning related to student wellbeing, behaviour management, and safeguarding.

## Procedures

### 1. Reporting incidents

- Parents and students are encouraged to report any incidents of bullying to their Class Teacher or directly to the Principal.
- Staff must report any incidents of bullying, whether observed or reported by others, by completing an Incident Report and submitting it to the Principal.



If bullying behaviour is reported, the Principal will work with students, staff, parents, and other relevant individuals to provide a safe, supportive, and restorative response in accordance with the following procedures.

## 2. Initial investigation

Preliminary interviews will be conducted to determine the nature and extent of the alleged bullying. These interviews will be conducted individually and may include:

- the student experiencing bullying
- the student(s) engaging in the behaviour
- witnesses
- relevant staff

## 3. Immediate safety measures

The initial response will prioritise the safety and wellbeing of all individuals involved. This will include:

- a. clear communication regarding expectations and consequences if the behaviour continues or if any retaliation occurs;
- b. implementation of immediate preventative measures to minimise the risk of further incidents.

## 4. Assessment of severity and communication

The Principal will determine the severity of the incident and whether parents/carers of the students involved are to be informed.

## 5. Behaviour management response

The Principal will implement the School's Behaviour Management Procedures. Where appropriate, a Behaviour Contract may be developed, which will:

- identify the inappropriate behaviours
- outline expected replacement behaviours
- include strategies to support positive behaviour
- outline consequences and reinforcement (both positive and negative)

## 6. Documentation

- Records of all interviews will be maintained in the Behaviour Management Folder.
- A Behaviour Report will be recorded in the School's system (e.g. Zunia).
- A copy of any Behaviour Contract will be placed in the student's file.

## 7. Monitoring and follow-up

The Principal will ensure ongoing monitoring and follow-up with all students involved to support resolution and prevent recurrence.

## 8. Escalation of behaviour

Continued or repeated bullying behaviour may result in further disciplinary action in accordance with the Behaviour Management Procedures, which may include suspension or expulsion.

## External support services

Additional support may be accessed through external agencies where appropriate. These services can provide advice, intervention, and support for students, families, and staff.



- NSW Police – Armidale Police Station (Youth Officers)  
Phone: (02) 6771 0699  
Address: 250 Rusden Street, Armidale NSW 2350  
Students, parents, or staff may request to speak with a Youth Liaison Officer for matters relating to safety, bullying, or concerning behaviour.
- eSafety Commissioner (Australia)  
Website: [www.esafety.gov.au](http://www.esafety.gov.au)  
Provides support and reporting pathways for cyberbullying and online safety concerns.
- Kids Helpline (24/7 support for young people aged 5–25)  
Phone: 1800 55 1800  
Website: [www.kidshelpline.com.au](http://www.kidshelpline.com.au)
- Headspace Armidale  
Phone: (02) 6772 7777  
Address: 1/107 Beardy Street, Armidale NSW 2350  
Provides mental health and wellbeing support for young people.
- Lifeline (24/7 crisis support)  
Phone: 13 11 14  
Website: [www.lifeline.org.au](http://www.lifeline.org.au)
- ReachOut Australia  
Website: [www.reachout.com](http://www.reachout.com)  
Online mental health support and resources for young people and parents.
- ESafety Commissioner  
<https://www.esafety.gov.au/key-topics/image-based-abuse/report-image-based-abuse>