The Secretary
Government Administration Committee A,
Parliament of Tasmania
Parliament House
HOBART TAS 7000

7th August, 2024

Attn: Fiona Murphy - assemblygaa@parliament.tas.gov.au

Dear Fiona,

My name is Ara Popowski and I have been the Principal at Circular Head Christian School since late 2017. Prior to that I have had roles in the school as Assistant Principal, Head of sub Schools, Learning Support Coordinator and classroom teacher. I started my career in education as a teacher aide. As a mother of six children who are now all adults and have been educated at this K - 12 school, I believe I am well versed and experienced to make this submission on behalf of the school.

I am writing this submission in response to the Resolution of the House of Assembly on the 12th of June 2024 to the Tasmanian Parliament in relation to the Inquiry into Discrimination and Bullying in Tasmanian Schools.

I am grateful for the opportunity to contribute to a vital conversation about how Tasmanian Schools address the important topic of Discrimination and Bullying in our learning communities.

As the key educational leader at Circular Head Christian School, together with other leaders who are committed to seeing students flourish in community, we place great emphasis on working with students, both individually and collectively, in creating, maintaining and growing respectful relationships across the whole school community. As such we have carefully considered policies and protocols to guide how we interact with each other.

I have attached a real scenario from each of our three sub schools to demonstrate how we work through our procedure when there has been an accusation of bullying at our school. Additionally, I am sharing with you a very sensitive issue that arose in our school community last year regarding a staff member's partner. As you will see from the included support plan we are committed to looking after our staff members as best we possibly can according to and aligned to our Christian values.

I have also included the key policies as they relate the Inquiry's Terms of Reference. It should be noted that these key policies are referenced by almost every policy we have to

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guide the way we work together in community. Our intention and deep hope is that we mirror a Christ-like attitude and response in all our interactions with students, staff and school community.

We would value the opportunity to discuss this personally with you or other committee members and extend an open invitation for you, or a delegation to visit the school. I truly value being able to show our state leaders around our school and explain who we are and why we teach as we do, in Christian education.

Our school is dedicated to fostering a safe, supportive, and inclusive environment for all students and staff. By adhering to our core values and implementing robust policies and practices, we have created a community where each individual is valued and respected. We look forward to contributing to the broader efforts to prevent and address discrimination and bullying in Tasmanian schools and are committed to ongoing improvement in this vital area.
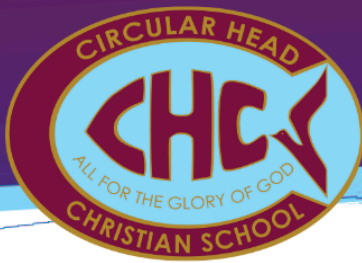
Yours Sincerely,

Mrs Ara Popowski
Principal
Circular Head Christian School

POLICY STU 1-2 STUDENT BEHAVIOUR MANAGEMENT & DISCIPLINE

Circular Head Christian School is a non-denominational Christian School that emphasises Biblical values as we seek to put God first in all that we do.

We believe that all people are made in the image of God and He sees them as unique, loved, gifted and full of potential. For that reason, all people are to be equally valued, equally respected, equally loved and equally cared for, irrespective of any differences they may exhibit.

We promote the word of God (the Bible) as relevant to all situations and capable of informing our words, actions and practices.

This policy is therefore built on the foundational view that all people are to be treated well because they are image bearers of God and is an expression of how that belief is to be worked out when we look at dress standards of staff at the Circular Head Christian School.

We aim to develop the God-given potential of each student enabling them to serve the community and beyond as disciples of Christ.

Owner:	Principal	Department:	Student	Version:	4
Status:	Approved	Issue Date:	Jul 2022	Review:	3 year
Pages:	10	Past Version:	1: May 2012; 2: Aug 2017; Mar 2022		

Student Behaviour Management & Discipline Policy

1.   Purpose

1.1   To provide discipline on a biblical basis that encourages reformed behaviour.

1.2   To help each child build an active relationship with their creator & gift giver, God.

1.3   To foster and develop an environment where staff and students care for each other and support each other, devoid of teasing, bullying and harassment of others.

1.4   To foster and develop an environment where the property of the school and the property and belongings of each person are respected and not abused.

1.5   To foster and develop an environment which in every way, including standards and practice in dress and public behaviour, promotes the image of the school as a caring, Christian community.

1.6   To promote respect and support for members of staff - both teaching and non-teaching - so that they may more effectively and happily perform their duties.

1.7   To help students who experience difficulty in relating to others to identify, address and overcome their difficulties through the care and support of fellow students and staff, through counseling and pastoral care services as appropriate.

1.8   To ensure that there is a consistent application of rules across all staff and all areas of the school.

1.9   To have a united whole school Behaviour Management approach.

1.10   To provide principles around possible termination of enrolment.

2.   Biblical Basis

Proverbs 3:11-12   My son, do not despise the Lord's discipline and do not resent His rebuke because the Lord disciplines those He loves, as a father the son he delights in.

Proverbs 23:13   Do not withhold discipline from a child.

Psalm 94:12   Blessed is the man you discipline, O Lord, the man you teach from your law.

Hebrews 12:3-11   'My son, do not make light of the Lord's discipline, and do not lose heart when He rebukes you, because the Lord disciplines those He loves, and punishes everyone He accepts as a son.' Endure hardship as discipline; God is treating you as sons. For what son is not disciplined by his father? If you are not disciplined (and everyone undergoes discipline), then you are illegitimate children and not true sons. Moreover, we have all had human fathers who disciplined us and we respect them for it. How much more should we submit to the Father of our spirits and live! Our fathers disciplined us for a little while as they

thought best; but God disciplines us for our good, so that we may share His holiness. No discipline seems pleasant at the time, but painful, later on, however, it produces a harvest of righteousness and peace for those who have been trained by it.

I John 4:10-11   This is what love is: it is not that we have loved God, but that he loved us and sent his Son to be the means by which our sins are forgiven. Dear friends, if this is how God loved us, then we should love one another.

Biblical Threads - from Transformation by Design:

Transforming thinking   Students let every thought be captive to Christ so that their thinking is transformed by the renewing of their minds.

Pursuing peace   Students bring healing and restoration to people and areas of brokenness

Shaping culture   Students understand their cultural context, discern its errors and its virtues, and seek to 'shake and shape' it for the kingdom

The board desires to see staff embrace the fundamentals of these Biblical Threads and live them out as they fulfill their roles at Circular Head Christian School.

3.   Guiding Principles

3.1   The Circular Head Christian School was born out of a desire to see young people grow up in a Christ-centred environment where they could be nurtured in their faith through a balanced education, catering for the whole person (body, soul and spirit).

3.2   The School's mission statement says that we aim to fully develop the God-given potential of each student enabling them to serve mankind as disciples of Christ. Our teachers want to help students to achieve their full potential in life as much as possible and we believe that knowing God is essential to this process.

3.3   Children should be educated for life and prepared for eternity from infancy through to young adulthood and equipped with social and other skills that will help them become satisfied, effective and fulfilled in life. We aim to complement and support the work of parents in developing the Christian character of young people, equipping them with appropriate academic, physical, social, emotional and leadership skills so that they can make an impact for Christ within their community in future years.

3.4   Our student behavior management and discipline policy has a biblical basis and, as such, is designed to encourage and reinforce Christ-like behaviour.

3.5   Behaviour management is not so much about curbing behaviours teachers find irritating in a particular child but rather helping children develop self-control and self-discipline. Behaviour management strategies should aim to move the child step by step towards independent self-control and responsible behaviour.

3.6   We set high standards and narrow boundaries for students, seeking to lead them to be disciples of Jesus; this means disciplined followers who value, respect and seek to put into practice Christian principles of behaviour.

3.7   As a school, we are guided by the Two Great Commandments – love the Lord God with all your heart, mind, soul and strength and love your neighbour as yourself – but, in practice, since we have many students in the school who are not yet Christians and many others who are only young in the Faith and not yet strong enough to consistently make mature Christian choices, we need guidelines for behaviour.

3.8   These guidelines cover areas of behaviour such as:-

● Basic manners and respect for others
● Respect by students for the authority of teachers and other staff
● Unity amongst students
● Proper care of uniforms, personal property, facilities and equipment
● Safety matters
● Requirements to maintain adult supervision and accountability to leadership

3.9   Christians can build strong relationships that will weather the storms if certain scriptural principles are followed. The same is true of CHCS staff as they seek to build positive and uplifting relationships with their students through the application of effective and biblical behavior management strategies.

3.10   The **first principle** is that relationships should be redemptive based on forgiveness instead of revenge. CHCS staff should never hold grudges, discipline unfairly, fail to forgive students or attempt to pay students back for poor behavior.

3.11   The **second principle** is that CHCS staff should care for their students, seeing them as unique people crafted in the image of God.

3.12   The **third principle** is that CHCS staff need to be prepared to go the extra mile, to turn the other cheek and to persist in interceding before God for the students they teach.

3.13   The **fourth principle** is that relationships are to be based on respect. If we believe that our students are made in the image of God then the way we speak to them, listen to them, relate to them and care for them ought to be respectful.

3.14   When student behaviour is not appropriate, the school has a process for applying corrective action. The relationship between school and home is a vital part of this process and relies on open communication. Support between school and home reinforces the behaviour management programs that are devised for individual students.

3.15   The goal of any corrective action is to bring about a change in attitude of the student concerned, to produce responsible behaviour and to restore relationships.

3.16   A teacher's positive personality, demeanor and real empathy for children may engender discipline in the real sense of the word sometimes without having to say a word. When a teacher is neither domineering nor submissive, but definitely in control, the learning atmosphere is best – all are members of a team, with the teacher in control.

3.17   Finally it should be noted that a sound behavior management strategy will have a consistency of approach so that teachers are not giving mixed messages to students in the playground when enforcing campus guidelines. This requires staff to communicate often with each other.

4.   Definitions

LMS	Learning Management System
Physical & Verbal aggression	Physical and verbal aggression may include, but is not limited to, shouting, swearing, name calling, threats of violence, hitting, pushing, throwing items at someone or punching them.

5.   Guidelines

5.1   Where possible we should be endeavouring through the application of positive measures to encourage and reward responsible behaviour. To this end the following strategies are used to both encourage and discipline students.

5.2   The following guidelines are developed for teachers to follow when managing student behaviour:

a   Always seek to be loving, just and encouraging - provide a role model of Christ-like behavior.

b   Be positive - seek to reward good behaviour as well as correcting poor behavior.

c   Be consistent, persistent and persevering - unacceptable behaviour is not to be tolerated, standards not compromised.

d   Make sure students know your expectations - always give a warning before acting and continually revise and consolidate guidelines.

e   Be understanding about circumstances and individual needs.

f   Rewards and punishments need to be appropriate.

g   Always be fair - never play favourites.

h   In dealing with misbehaviour, look to heart attitudes and root causes, call students to repent and follow up with forgiveness and restoration.

i   Seek to motivate students by a call to honour God rather than using extrinsic rewards or corrective measures, whilst understanding that not all children have a faith in God or desire a faith in God.

j   Work with other staff members so that student behaviour is monitored consistently in all facets of life at school, and while upholding confidentiality requirements, ensure that other staff are kept informed.

k   Staff members operate in 'loco parentis' and, therefore, need to be in touch with parents when necessary. Teachers should always notify their Head of School before contacting parents.

l   Always ensure that you are in control, free from the influence of anger, frustration, revenge motives, etc when dealing with students. If it is needed, you should ensure there is a 'cool down' period for yourself and your students.

m Be flexible and creative in dealing with problems - behaviour modification programs may be needed and peer influence may be harnessed for positive results.

n   Avoid the use of continual warnings without action .

o   Avoid humiliating students, yelling, using scapegoats or bluffing.

p   Be wise in your choice of corrective measures.

q   Never discipline out of anger.

r   Avoid putting yourselves or students into a win/lose situation.

s   Don't get involved in arguments about behavior within the classroom - sort this out in private with the relevant student.

t   Don't discuss other students in public places (staffroom, main office, cafés, supermarkets etc) and with people other than their parents or a relevant supervisor. Such discussions ought to occur with the appropriate people in private classrooms or offices.

u   Prevent bad behaviour by forestalling it.

v   Use routines.

w   Appear confident – children readily detect embarrassment or indecision.

x   Be sincere – a sincere interest in the children's work ensures that no child feels neglected.

y   Order and obedience – be firm, steady, insistent, and consistent – avoid promises or threats.

z   Praise should be used with discretion. Nevertheless, every child should have the satisfaction of doing something praiseworthy. Success breeds confidence.

aa Punishments – purpose should be positive, rather than negative. Seek the cause rather than treat the symptom. 'Never use a crowbar when a key can be applied.'

ab Remember that the classroom is for working - that is the most important thing that ought to be happening and all behavior management strategies need to be aimed at ensuring a workable learning atmosphere is apparent at all times.

ac Poor behavior in the playgrounds needs to be dealt with by the teacher on duty or the teacher who has seen the bad behavior. Where appropriate, report this to a class teacher or supervisor.

Specific Directions - Classroom Management

5.3   The management of classroom behaviour is essentially the responsibility of the teacher of that class. Class teachers are to deal with the day to day behaviour, focusing upon positive reinforcement, but not tolerating disruptive behaviour.

5.4   Typical behaviours that can be managed by the classroom teacher include:

●   Talking and making noises that are not appropriate to the discussion
●   Consistently calling out and interrupting
●   Entering the class late after specialists lessons, recess and lunch

5.5   A variety of methods can be used within the classroom, always beginning with the least intrusive method and gradually moving towards more serious methods of intervention. Remember that the primary task of a classroom is to have an effective learning environment so any discipline must quickly and effectively allow that atmosphere to be restored. Teachers should use the following strategies in class:

a   Step 1: A verbal or non-verbal reminder to a student to get back on task

b   Step 2: Name on the board - Give specific instruction/direction to a student to get back on task

c   Step 3: Cross next to name - Move the student within the classroom

d   Step 4: Two crosses next to name - Move the student to another classroom for a period of time

e   Step 5: Three crosses next to name – relocated to the Head of School or office for a period of internal suspension.

5.6   The following is a list of suggested consequences for poor behaviour in class:

a   Students may lose time during their recess or lunch break (up to 20 minutes) to catch up on work not completed or for poor behavior.

b   Students may write out an explanation/essay/set of guidelines which seeks to change their thinking. Younger students may be asked to explain orally their understanding and knowledge of the guidelines.

c   Students may clean or tidy up any mess or defacing that has occurred.

d   Students may lose the privilege of using a certain part of the playground or of playing a specific game or using a piece of play equipment.

e   Students may be required to miss out on specialist lessons.

f   Students may do monitor-type duties eg cleaning the floor.

Specific Directions - Involvement of Head of School or Support Person

5.7   Support from other staff, Heads of School, Assistant Principal or Principal will be available when required to assist teachers and classes in establishing an effective and harmonious working environment. Note that the teacher is in charge so in any discipline situation it is their responsibility to follow through with consequences. Heads of school can help and intervene, but ultimately the classroom teacher must take on the responsibility for dealing with discipline measures.

5.8   All classrooms will have access to two laminated behaviour management cards.

a   The orange card, when sent with a student to the office, is asking for help but not immediately.

b   The red card, when sent with a student to the office, is asking for immediate help.

c   Phones are installed in every classroom so the office can be contacted for support.

5.9   Typical behaviours that may involve the Head of School or support person include:

- Unchanging class behaviour having a negative impact on learning of students and classmates.
- Rough play, unsafe practices or conflict with other students
- Inappropriate language directed at/towards someone
- Destruction of property
- Severe disrespectful behaviour to fellow students, staff or volunteer
- Breach of ICT policy
- Any negative online behaviour
- A serious offence which jeopardises the safety and security of him/herself or of others, or which seriously reflects on the reputation of the school.

5.10   Possible actions for students at this level of behaviour management may include:

- Time Out Room
- Withdrawal from class activity/lesson
- Daily behaviour sheet
- Individual classroom strategies
- Adjustment of student timetable/learning program
- partial or full day internal suspension
- External suspension

5.11   There are two types of suspension that can be administered.

- Internal Suspension: The student attends the School but is not permitted to enter the regular classroom activities for the set period. The student will complete the assigned work under the supervision of a school leadership member.
- External Suspension: The Student is required to stay at home for a set period. Prior to recommencing back at the school, the student must attend a briefing session with the Head of School or School Principal.

Specific Directions - Timeout Room

5.12   The Time Out Room (TOR) is available during recess and lunch breaks as a withdrawal room for any incidents of unsafe or inappropriate behaviour during break times. Duty teachers can send students to this supervised room and should contact the TOR teacher by phone to provide further detail.

5.13   Heads of School may utilise the TOR as a part of their consequences for behaviour management of students. Teachers should not send students to the TOR for poor behaviour in class without Head of School permission. Students sent to the TOR in these circumstances will be recorded in a Timeout Room list.

5.14   The TOR teacher will ask each student sent to fill out a form in order to reflect on their behaviour and consider more appropriate choices. The TOR teacher will then have a conversation with the students to reinforce expected and positive behaviour before releasing them.

Specific Directions - Enrolment Review and Termination of Enrolment

5.15   If the enrolment of a student is deemed to be in jeopardy, the Assistant Principal may liaise with the Principal to recommend the student and their parent(s) meet with the Enrolment Review Committee to discuss the issue and decide on the future enrolment of the student.

5.16   The Enrolment Committee will consist of the Principal, at least one Board delegate and any other member of staff invited by the Principal.

5.17   An Enrolment Review may typically occur in the following circumstances:

- Chronic unacceptable behaviour after a child has already served a time of suspension.
- A particularly serious offence which jeopardises the safety and security of other members of the school community or which seriously imperils the reputation of the School.
- The possession or use of an illegal or dangerous substance.
- Any physical or verbal attack on a teacher

5.18   After meeting with the student and their parents, The Enrolment Committee may recommend that the student remain enrolled under probation for a period of time, or

their enrollment be terminated. This recommendation will be communicated to the parents via a formal letter.

Specific Directions - Recording of Behavioural Management

5.19   The whole school has a reporting and recording process to follow in regard to student behaviour. This is recorded in the Learning Management System. For more serious instances, further communication documentation may be used.

5.20   Staff are encouraged to maintain regular communication with parents, even in small breaches of the Student Behaviour Management policy.

6.   Expectations of Staff and Students

6.1   Teachers have the right to teach and students have the right to learn in a secure and friendly environment without distraction.

6.2   Staff and students are expected to arrive at lessons on time.

6.3   Students must bring all appropriate equipment to each lesson so that they can learn effectively.

6.4   Students are expected to comply with any reasonable requests from staff and others in a position of authority.   Failure to do so, or refusal to do so, will be regarded as disobedience and dealt with accordingly.   (NOTE – in this context, please refer to Appendix 1 which contains guidelines around the confiscation of, and searching of, student property.)

6.5   Students are expected to abide by the guidelines of all school policies.

6.6   Staff and students are expected to arrive on time to their commitments, and deadlines of any kind should be respected.

6.7   Staff and students are to respect and care for school buildings and grounds.

6.8   Staff and students are to respect and care for each other.

6.9   All staff and students are expected to dress as per school policies.

6.10   Students and staff need to feel safe and happy

6.11   School classrooms should be safe, pleasant and clean environments.

6.12   School buses should be safe, pleasant and clean environments.

6.13   The school expects clear and open communication about school matters between parents, students and staff.

7.   Process for dealing with instances of physical confrontation between students

7.1   This process has been put in place to deter students from being physically aggressive or retaliatory and to provide staff with a consistent means of dealing with these problems when they occur.

7.2   Staff will use the following process in an attempt to defuse the situation:

a   Ascertain the root cause of the confrontation and deal appropriately with a bully or an instigator as well as the person who is physically aggressive.

b   Warn the student/s of the consequences of further misbehavior

c   Isolate the student/s from others during breaks for a period of up to 2 days

7.3   If a physical or verbal confrontation takes place, staff will use the following procedure:

a   The students involved will be separated and spoken to.

b   Once it has been ascertained what did occur, the offending student/s will be either sent home or suspended internally, at the discretion of the Assistant Principal and relevant Head of School.   Parents will be notified as soon as possible.

c   If there is a pattern of this type of behaviour the enrolment review committee will meet with the student and their parents to discuss the issue and to decide on a process to assist the student to change their behaviour.

d   If the student does not show a repentant attitude and/or there is no feeling of confidence that more confrontations will not occur, the student's enrolment may be terminated.

Accountabilities

Heads of School	Support the teacher, follow up with parents as needed, and implement the processes in this policy
Assistant Principal	Liaise with heads of school and keep the Principal informed.
Enrolment Review Committee	Convenes an enrolment review interview based on recommendations from the Management team

References

Legislative and other external references

Policies

- EMP 1-9   Relationships
- ENR 3-0   Student Enrolment Review
- STU 1-5   Uniform
- STU 1-6   Student Welfare

Register of Forms

- ENR   College Handbook
- ENR   Middle School Handbook
- ENR   Junior School Handbook

POLICY STU 1-6
STUDENT WELLBEING

Circular Head Christian School is a non-denominational Christian School that emphasises Biblical values as we seek to put God first in all that we do.

We believe that all people are made in the image of God and He sees them as unique, loved, gifted and full of potential. For that reason, all people are to be equally valued, equally respected, equally loved and equally cared for, irrespective of any differences they may exhibit.

We promote the word of God (the Bible) as relevant to all situations and capable of informing our words, actions and practices.

This policy is therefore built on the foundational view that all people are to be treated with respect because they are image bearers of God. A truly inclusive culture enables all stakeholders to have a strong understanding of this and a sense of belonging. This policy is an expression of how that belief is to be worked out when we look at student welfare at CHCS.

We aim to develop the God-given potential of each student enabling them to serve the community and beyond as disciples of Christ.

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Student Welfare Policy

1   Purpose & Scope

1.1   As a school community we aspire to live by the commandments of Jesus to create an inclusive school community; Matthew 22:35 - 40 says to love God with all your heart, soul, mind and strength and to love your neighbor as yourself.

1.2   At Circular Head Christian School, we value, care for and respect each other because we are all made in the image of God. We partner with parents to care for and develop the whole person - body, soul and spirit. We foster a sense of belonging, celebrate one another's achievements and choose to be grateful for our school and each other.

1.3   At Circular Head Christian School we encourage all students to strive to do their best in all aspects of school life: in study, work, and in relationships with God and people.

1.4   We believe that God equips every person with gifts and abilities. We seek to instill in our students a strong desire to apply themselves wholeheartedly in all they do, an attribute that will long outlive their school years.

1.5   Our goal is to equip students with the necessary skills and understanding to make wise and Godly choices, and to live resilient, fulfilled, and productive lives.

1.6   This policy is designed to provide an environment where children can develop positive and supportive relationships with one another and with the staff who are supporting them in their learning and development. (refer to the Relationships Policy)

1.7   We recognise that at times students may question their identity and may seek support from those around them.

1.8   This policy is to provide clarity for staff, students and parents by elaborating on the school's Statement of Faith as referenced in the CHCS Constitution with particular regards to our expectations on how to treat all people, irrespective of their different traits. This includes but is not limited to: faith, race, sex, gender, sexuality, physical and mental abilities, intellect, socio economic status, or disability.

1.9   This policy will guide how to best support children and young people to mature in their identity. This will be informed by our foundational Christian beliefs and convictions, and with respect to relevant guidelines and legislation.

1.10   The beliefs outlined in this policy are also of relevance to staff employment and should be read alongside offers of employment and Codes of Conduct. For parents, the beliefs outlined in this policy should be read in conjunction with the Enrolment, Behaviour Management, Targeted learning and Relationships policies.

2   Biblical Basis

Matthew 22:37-38	Jesus replied: Love the Lord your God with all your heart and with all your soul and with your entire mind. This is the first and greatest commandment. And the second is like it. Love your neighbour as yourself.
Genesis 1:27	So God created man in his own image, in the image of God he created him, male and female he created them.
Ephesians 4:3	Make every effort to keep the unity of the Spirit through the bond of peace.

2   Biblical Basis

Colossians 3:12-14	Therefore as God's chosen people, holy and dearly loved, clothe yourselves with compassion, kindness, humility, gentleness and patience. Bear with each other and forgive whatever grievances you may have against one another. Forgive as the Lord forgave you. And over all these virtues, put on love.
Ephesians 4:29	Do not let any unwholesome talk come out of your mouths, but only what is helpful for building others up according to their needs, that it may benefit those who listen.
1 John 3:18	Dear children let us not love with words or tongue but with actions and in truth.
Proverbs 31: 8-9	Speak up for those who cannot speak for themselves; ensure justice for those being crushed. Yes, speak up for the poor and helpless and see that they get justice.

Biblical Threads - from Transformation by Design:

Challenging Distortions	Students identify and critique areas impacted by sin and then discern God's purposes
Embracing Diversity	Students respect and celebrate the built-in differences between cultures and peoples given for the enhancement of all
Imitating Humility	Students gratefully accept God's grace and respond by humbly serving Him
Loving God	Students respond to God's love by loving God in return and their neighbour as themselves

The Board desires to see the teaching staff embrace the fundamentals of these Biblical Threads and live them out as they fulfill their roles at Circular Head Christian School.

3   Definitions

Bullying	Bullying is when people repeatedly and intentionally hurt or cause harm to another person through the use of degrading words or actions including exclusion.
	We believe that bullying is the intentional targeting of an individual repeatedly over time, using physically or psychologically aggressive or manipulative behaviours that are intended to enforce or maintain an imbalance of power through domination.
Bystanders (witnesses)	Those who overhear or witness an act of bullying and are neither the bully nor the person being bullied.
Disability	A disability is any condition of the body or mind (impairment) that makes it more difficult for the person with the condition to do certain activities (activity limitation) and interact with the world around them (participation restrictions).

Faith	Hebrews 11:1 – "Now faith is the assurance of things hoped for, the conviction of things not seen." From this particular passage we see that the central feature of faith is confidence or trust. In the Bible, the object of faith is God and his promises.
Gender	Gender refers to the characteristics of women, men, girls and boys that are socially constructed. This includes norms, behaviours and roles associated with being a woman, man, girl or boy, as well as relationships with each other.
Gender Dysphoria	Gender dysphoria is the term for a deep sense of unease and distress that may occur when your biological sex does not match your gender identity.
Gender Expression	Gender expression is how a person publicly expresses or presents their gender. This can include behaviour and outward appearance such as dress, hair, make-up, body language and voice. A person's chosen name and pronoun are also common ways of expressing gender.
Gender Fluidity	Gender fluid means a person embraces an adaptable nature to the concept of gender identity and gender expression. They can be one gender, multiple genders, or no gender.
Gender Identity	Gender identity is defined as a personal and internal sense of oneself as male, female, or other. Gender expression is defined as the way in which an individual publicly expresses their gender, for example, through aspects such as clothing, hair, makeup, and body language
Gender Questioning	Someone who is not willing or not yet able to say what your gender identity is. A gender-questioning teen may feel their body was formed in a way that doesn't fit who they are
Identity	Identity is the unique set of characteristics that can be used to identify a person as themselves and no one else. The word can be used in different ways in different contexts. On a personal level, identity often refers to a person's sense of self, meaning how they view themself as compared to other people.
Intellect	The power or faculty of the mind by which one knows or understands, as distinguished from that by which one feels and that by which one wills; the understanding; the faculty of thinking and acquiring knowledge.
Intersex	Intersex is a general term used for a variety of situations in which a person is born with reproductive or sexual anatomy that doesn't fit the boxes of "female" or "male."
Mental Ability	Evaluations that gauge a person's cognitive and intellectual capabilities. Assessments are made to gauge a person's capacity for thought, reasoning, problem-solving, and decision-making.

Physical Ability	Physical abilities refer to physical fitness or motor fitness which includes the development of spiritual, emotional, social and physical fitness.
Race	Race refers to the concept of dividing people into groups on the basis of various sets of physical characteristics and the process of ascribing social meaning to those groups.
Religion	Human beings' relation to that which they regard as holy, sacred, absolute, spiritual, divine, or worthy of especial reverence. It is also commonly regarded as consisting of the way people deal with ultimate concerns about their lives and their fate after death.
Sex	The term 'sex' refers to a person's biological characteristics. A person's sex is usually described as being either male or female.
Sexuality	A person's behaviors, desires, and attitudes related to sex and physical intimacy with others.
Socio economic	Is the social science that studies how economic activity affects and is shaped by social processes. In general it analyzes how modern societies progress, stagnate, or regress because of their local, regional or global economy.
Transgender	A person whose gender identity is different from the sex they were assigned at birth.

4   Philosophy

4.1   The belief that we hold is that God made humanity in His own image, giving all people immeasurable dignity and worth.

4.2   God's design of male and female is a good gift that reflects God's ordered glory and we therefore hold to a traditional Christian ethic concerning sex, marriage and sexuality.

4.3   The Bible is the inspired and infallible Word of God that speaks with final authority concerning truth, morality and the proper conduct of humankind.

4.4   The Bible is the authority that governs education in our schools and illumines all learning and every dimension of life.

4.5   Creation and the Bible have come from the same God of truth (see our Statement of Faith).

4.6   The Bible speaks often about God's acceptance of us and how we should be accepting of others. When Jesus walked on earth, He was our perfect example of accepting others, no matter their sin or choices. Jesus extended grace and forgiveness to all and we are commanded to do the same.

5 Principles

5.1 Students have the right to be safe at school and learn, free from intimidation and fear.

5.2 Staff and volunteers have a right to be safe at school and teach, free from intimidation and fear.

5.3 Reported incidents of discrimination, harassment or bullying will be taken seriously and thoroughly investigated following CHCS procedures.

5.4 All students will be listened to and treated with respect.

5.5 Support will be provided for all parties.

5.6 Students proven to be demonstrating discriminatiive or bullying behaviour will be assisted to change their behaviour.

6 Inclusive Practices

6.1 Each individual is created by God as an integrated person, body and soul together, with capacity for physical and spiritual life which is experienced through relationships in this God-created world.

6.2 As created persons, made in the image of God, we each reflect aspects of God's character and nature, though the effects of the fall may damage, distort or confuse this reflection of God's goodness and perfection.

6.3 When caring for all students we are to show love and care, particularly for the vulnerable.

6.4 We are called to honour our civic authorities through our submission to their laws. Similarly we maintain our identity as a Christian learning community by delivering Christ-centred, biblically-based education to students, often in tension with what many non-Christians believe. (see Statement of Faith; 'A Christian').

6.5 We acknowledge the pain and distress that identity issues can cause young people. This can stem from religious backgrounds, sexuality, gender issues, racial concerns, sporting identity or a range of other forms.

6.6 With grace and love, we will work with a pastoral heart in the hope that this distress will reduce over time as students grow in their God-given identity.

6.7 In partnership with families, staff will accommodate for the specific needs of each student as practicably possible. This may include adjustments such as with the student's daily timetable, individual work spaces, aide support, counselling sessions or chaplain support, adjustments to uniform requirements, etc (It is important to note that not all requests may be possible or practical in the school setting).

6.8 Encouraging, teaching and training all students to accept one another in love.

7 Guidelines

Application to the School Situation

7.1 The Circular Head Christian School has always been, and will continue to be, a school that is completely opposed to discrimination, harassment and bullying in all forms. This is not to say that this will not occur, but to state that we will not turn a blind eye to these behaviours when notified, investigated and proven. Any of these behaviours at any level will not be tolerated.

7.2 We aim to build a nurturing and caring culture of respect and a climate where intimidation, discrimination, aggression and bullying are not used to gain popularity, maintain leadership or influence others. The school clearly sees these behaviours as an act of aggression or intimidation which is not to be accepted in any form.

7.3 It is part of our Christian ethos to foster a physically and psychologically healthy environment in which all members of the school are treated with dignity and respect. This school puts student safety and well-being at the top of our priority list and believe that the whole school community should be involved in combating bullying, intimidation, and discrimination.

7.4 The members of this school community; staff, students, parents and others, believe that everyone in it has the right to feel safe here and it is everyone's responsibility to ensure that others not only feel safe, but are safe. This includes, but is not limited to, students looking out for the needs of others, students including others in activities, bystanders assisting bullied victims, and witnesses reporting incidents of bullying, discrimination and harassment to teachers.

7.5 All unacceptable behaviour will be dealt with in accordance with the Behaviour Management policy (code)

8 Guidelines to understanding bullying

8.1 We believe that bullying is the intentional targeting of an individual repeatedly over time, using physically or psychologically aggressive behaviours that are intended to enforce or maintain an imbalance of power through domination.

8.2 Bullying can happen anywhere. It can be in schools, at home, at work, in online social spaces, via text messaging or via email. Bullying can be physical, verbal, emotional, and it also includes messages, public statements and behaviour online intended to cause distress or harm. http://bully.enoughisenough.org.au. Young children can bully others without it always being noticed.

8.3 Bullying includes, but is not limited to, the following actions and behaviours that are deliberate, intimidatory and sustained:

Physical: spitting, hitting, shoving, burning, kicking or any other act that can cause hurt or injury to another person.

Verbal: name calling, taunts, put-downs, belittling, ridiculing, teasing, sarcasm, insults, sexual harassment, sexist or racist remarks.

Social or Emotional: behavior that isolates and excludes the victim. These include: spreading nasty rumors, gossip or negative information about the victim, freezing out by persistently ignoring or excluding them from activities such as games, sports or any group activity.

Cyber Bullying: This is when digital technology such as cameras, phones, the internet and any type of social media, is used to bully or harass others. It can occur in school hours and outside of school hours. It can happen at any time.

Terror Tactics: threats, intimidation, mind games, abuse, persecution, obscenities and the use of any overt peer pressure to hurt the victim.

Behavioural: demanding money, often on a daily basis. This may cause the victim to steal from home, which makes it particularly difficult to confide in parents as the victim has become a thief.

Sexual: can be physical or verbal harassment by sexual innuendos or acts.

8.4   Some bullying may require mandatory reporting; especially any bullying of a sexual nature or that might constitute child abuse.

8.5   At all times, the intended approach of this policy is to bring about a change in the behaviour of the persons involved whilst also ensuring there are clear consequences for those who are mistreating others.

8.6   The school will work with all persons involved to bring about genuine repentance, change and restoration.

9   Responsibilities of all Stakeholders

9.1   **Staff**: the school and its staff will aim to treat all members of the school community with dignity and respect and:

- Foster in students self-esteem, self-respect and respect for others and their property by continuing to use inclusive practices in all aspects of school life.
- Demonstrate, by example, the high standards of personal and social behaviour we expect of our students.
- Have ongoing discussions with classes about inclusion, so that every student knows what exclusion and bullying is and isn't and learns about the damage it causes
- Support and encourage all students to be included in class and play time activities
- Alert students to the importance of reporting unacceptable behaviours
- As part of an annual health program, educate students about the crucial role that can be played by the bystanders in giving a voice to those being bullied, getting the bully to stop and alerting teachers if the situation continues.
- Be alert to signs of distress and other possible indications of bullying.
- Listen carefully to what is said by students and act assertively when inappropriate things are heard.
- Listen to children who say they have been bullied, take what they say seriously and act to support and protect them while it is being investigated.
- Report suspected cases of bullying to their appropriate Head of School.
- Follow up any complaint by a parent about bullying and report back promptly and fully on any action that has been taken.
- Deal with observed instances of violence, unkindness, teasing and other actions that, if left alone, could become bullying, doing this promptly and effectively through discussion, correction.
- Investigate complaints of bullying and cyberbullying in a manner that respects the dignity and privacy of those involved.

9.2   **Students** will aim to treat all members of the school community with dignity and respect and:

- Follow the school's student welfare policy and responsible use of technology guidelines regarding student/student and student/staff relationships.
- Participate in learning experiences that address understandings, values and skills relating to resilience, anti-bullying and responsible use of technology.
- Refrain from becoming involved in any kind of bullying, even at the risk of incurring temporary unpopularity.
- To not become passive bystanders who, by their silence and inaction, give tacit approval to the bullies and their actions. Be prepared to say stop.
- Intervene to protect the student being bullied, unless it is unsafe to do so.
- Report to a teacher any witnessed or suspected instances of bullying, to dispel any climate of secrecy and help to prevent further instances.
- If being bullied, to not suffer in silence, but have the courage to speak out, to put an end to their suffering and that of other potential targets.
- Agree that any social networking site that identifies the school by name, image or implication is part of the school environment and may be dealt with according to the school's policies in these matters.
- Keep evidence of alleged bullying and produce it upon request (phone text messages, snapchat photos, emails).

9.3   **Parents/Carers** have a responsibility to treat all members of the school community with dignity and respect. All parents/carers are expected to follow the Parent Code of Conduct. We ask our parents to engage in open communication with the school being mindful of how they communicate issues publicly and support their children and the school by:

- Watching for signs of distress or unusual behavior in their children, which might be evidence of bullying.
- Knowing whether things that occur are bullying or are not bullying and helping their children to understand this.
- Advising their children to report any bullying to their teacher or Head of School and explain to them the implications of allowing the bullying to continue unchecked.
- Advising their children not to retaliate violently to any forms of bullying.
- Being sympathetic and supportive towards their children.
- Informing the school of any suspected bullying, even if their child is not involved.
- Cooperating with the school if their child is accused of being the bully, allowing investigations to occur in order to ascertain the truth.
- Reporting serious matters of bullying and cyberbullying that occur out of school hours to the Police or other appropriate authorities such as Internet Service Providers and also make sure the school is informed.

9.4 The responsibilities of **ALL**

- Everyone should work together to combat bullying with the aim of eradicating it from our school.
- Everyone should be careful not to label every unkind action as bullying. It is important to know what bullying is and what it isn't.
- Everyone should accept that bullied people need to be protected and helped and bullies need to be assisted to change their behaviour.

9.5   The school's student welfare policy will be made available to the whole school community at the beginning of each school year and will be periodically reviewed by all stakeholders.

9.6   The school will provide for, and make known to students, ways for students, who either witness an incident of bullying or are bullied themselves, to report the incident to a trusted teacher or Head of School.

9.7   When a complaint is received the behaviour management policy and any other relevant policy will be followed.

Accountabilities

Heads of School	The person to whom complaints in each sub school are directed. They will investigate all claims.
Principal	Responsible for ensuring this policy is communicated to staff, students and parents.

References

Legislative and other external references

- Disability Standards for education 2005
- Disability Discrimination Act 1992 (DDA)
- Sex Discrimination Act 1984 (Cth)
- Privacy Act 1988 (Cth)
- Anti-Discrimination Act 1998 (Tas)
- Births, Deaths and Marriages Registration Act 1999 (Tas)

Policies

- STU 1-9   Mobile Phone Policy
- STU 1-3   Computer, Internet & Multi-Media Policy
- STU 1-16   Disability Standards for Education at CHCS

Register of Forms