



1. RATIONALE

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

2. PURPOSE

To function as a Christian community in supporting families by providing quality education to develop the whole person in a Christ-centred, caring environment for life and eternity.

3. THE BIBLICAL MANDATE

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

Love the Lord your God with all your heart and with all your soul and with all your mind and with all your strength (verse 30) and

Love your neighbour as yourself (verse 31)

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

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

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

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

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

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

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

Bullying cannot be tolerated because it:

- is not **Christlike** behaviour
- does not build a **positive** and **caring community**
- is the opposite to the **attitudes and values** found in the **Bible**

4. THE LEGAL MANDATE

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

The Toongabbie Christian College anti-bullying policy operates in conjunction with the following policies: Welfare Policy and Child Protection Policy. It reflects general principles adopted to deal with complaints or grievances, with specific reference to processes for raising and responding to matters of concern identified by students, teachers /staff or parents. As such, it follows procedural fairness. Procedural fairness refers to what are sometimes described as the 'hearing rule' and the 'right to an unbiased decision'.

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

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

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

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

▪ SUPPORT SERVICES

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

School Liaison Police:

Quakers Hill & Blacktown LAC'S
Telephone 8805-4744 | Fax 9625-6140

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

▪ PART 1: WHAT IS BULLYING?

As defined by the NSW Education and Communities legislation 'Bullying: No Way!', 'Keep them Safe' and the 'National Safe Schools Framework', bullying is:

"...repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. Bullying can involve humiliation, domination, intimidation, victimisation and all forms of harassment including that based on sex, race, disability, homosexuality or transgender or spiritual beliefs."

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

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

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

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

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

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

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

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

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

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

Cyber Bullying This can be defined as: any material posted (in any form – photos, print) on a website or sent on the internet or any technological device which identifies, bullies, embarrasses or harasses individual students, groups, parents and families, staff or others in the school community. This applies both at and away from the geographical school location.

It can include:

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

The TCC Cybersafety Use Agreement. (See Appendix 2)

▪ PART 2: OUR RESPONSE TO BULLYING

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

In our responses to bullying, we seek to:

- Protect individuals
- Protect groups (students, teachers, and parents)
- Follow procedurally fair investigations
- Teach wisdom by rebuking and diminishing foolishness
- Enforce our code of conduct
- Assist, guide and admonish the bully and protect and support the victim
- Teach, model and live the Christian perspective on love

- Help all students understand and act with empathy and compassion
- Discipline where necessary with the goal of life transformation
- Offer and assist in facilitating redemption and reconciliation where possible and appropriate

■ PART 3: PREVENTING BULLYING

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

A. Staff

General strategies employed by the staff to prevent bullying include:

- Support the College in resolving bullying situations.
- Pedagogically enacting a Christian education in the context of classroom nurture, chapel services, assemblies, camps and everyday teacher-student relationships.
- A purposefully designed curriculum where the value of the individual is affirmed and the importance of qualities such as compassion, kindness, tolerance and respect are encouraged.
- Role modelling examples of how to relate to one another with love and acceptance. This can either come in the form of staff-student and staff-staff practice, as well as staff-student mentoring.
- Staff have an awareness of the signs of insecurity, discomfort and suspected incidents of bullying.
- Staff make effort to reduce opportunities for bullying by proactively managing students in the classroom, playground, excursions, camps and other off-site activities.
- Staff arrive at class and to playground supervision on time in order to limit the opportunity for students to be unsupervised.
- The College Leadership ensures that all staff (including casual staff) are trained to quickly act on bullying situations by following the appropriate procedure(s) (see Responsive Strategies).
- Within the limitations of privacy and confidentiality, the College Leadership communicate to staff individual needs of students through management plans. These aid to protect and assist students in the classroom and playground.
- Staff explain the legal ramifications and consequences of cyberbullying.

B. Parents

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

- Support the College in resolving bullying situations.
- Explain that conflicts between children are not necessarily bullying.
- Clearly state to children that bullying, in any form, is never acceptable.
- Help children understand what bullying is and how it manifests itself.
- Teach a Christian understanding of the need to be loving to all around us.
- Help students understand the legal ramifications and consequences of bullying.
- Discussing the College's policy on a zero tolerance toward bullying.
- Be alert to any signs of distress or anxiety, unwillingness to attend school, missing equipment, damaged clothing or bruising. If any of these signs become visible, parents are to contact the College.
- Listen to their children.
- Contact the appropriate staff members on a regular basis to monitor their child's progress.
- Reassure children who are being bullied, of their value.
- Ensure that there are no bullying behaviours displayed in the home - either by siblings, parents or other members of the extended family.
- Do not encourage children to "fight back" or "hit them back". Educate children about the need to tell a responsible adult.
- Attend any parent education seminars the College runs throughout the year where bullying and other welfare and discipline issues are discussed.

- Read material distributed by the College concerning bullying (i.e. Parent Information Letters, the College newsletter: The Meeting Place, Welfare brochures)
- Know Child Protection groups and contact numbers that exist to prevent bullying (such as Kid's Helpline, BeyondBlue, Bullying: No way!)
- Monitor their children's online activity across all media. Keep a copy of any evidence and supply it to the College.

C. Students

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

- Support the College in resolving bullying situations.
- Students need to be aware that bullying is not acceptable in any form and that there are serious consequences, both in the College community and in society.
- Students need to challenge or report bullying. They need to break the code of silence and tell a parent or a staff member.
- Students need to be able to walk away from a situation where they are being bullied rather than responding in a negative way. That student must then tell a trusted adult who can help them.
- Students are encouraged to know that if they have been or are being bullied, that it is not their fault, or that people care for their safety. Talk to a trusted teacher, a senior student (such as a Peer Support Leader or Prefect), or their parents.
- Students should encourage others to make a stand against bullying in an appropriate way.
- Students should embrace the opportunity to attend, learn from and discuss during the Welfare Education programs that are run during the year.
- Place posters up around the College which advocate against bullying.
- Know Child Protection groups and contact numbers that exist to prevent bullying (such as Kid's Helpline, BeyondBlue, Bullying: No way!)
- Access the Toonie Net website links to anti-bullying sites

■ PART 4: PREVENTION STRATEGIES

There are a variety of strategies to prevent bullying. (See Appendix 3)

■ PART 5: RESPONSIVE STRATEGIES TO BULLYING INCIDENTS

General Process

In the event of a bullying situation, the following are strategies which will be employed to respond to the situation. The principles of procedural fairness must govern the response process. Procedural fairness includes making available to students and parents or caregivers the policies and procedures under which disciplinary action may ultimately be taken. It also includes providing details of an allegation relating to a specific matter or incident. This will usually involve providing an outline of the allegations made in witness statements and consideration of witness protection. Considering the multicultural nature of our College, as part of ensuring the right to be heard, Toongabbie Christian College will attempt to provide interpreter services for parents / caregivers if needed.

Step 1: Personnel involved and immediate response

- a) In the event of a situation arising, either in the form of being noticed by a teacher, witnessed by a student, reported by a parent, the incident is referred to the Deputy Principal, or relevant Head of Stage as soon as possible. At the discretion of the DP or Head of Stage, and depending on the confidentiality and seriousness of the situation, other staff may be involved to assist in the following process.
- b) If the situation is volatile, all parties are immediately separated and contained to promote safety and protection.
- c) Parents of the students involved will be informed about a matter of serious concern.
- d) The suggested process for investigation will be explained to the parents.

Step 2: Reporting

When a bullying situation becomes apparent, it is to be reported to the Deputy Principal or Head of Stage as soon as possible. Where appropriate, a written report is requested. It can be done either in the form of a letter or email. Parents are encouraged to contact one of the Heads of Stage. They may compose a letter or email enquiries@tcc.nsw.edu.au or use the 'Contact Us' link on the Toongabbie Christian College website. All modes of communication will be kept confidential and treated with due care and diligence.

Except for a general inquiry, classroom teachers who become aware of a possible bullying situation cannot conduct a personal investigation without the approval of the Heads of Stage. A procedurally fair investigation process must occur before a decision is made and sanctions are carried out.

All alleged bullying situations must be referred to Heads of Stage but in the event of a mandatory reporting situation these reports must be made directly to the College Principal.

Step 3: Investigation

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

The Process:

- a) An investigation commences with the unbiased judgement and hearing rule firmly established as guiding principles. Confidentiality and witness protection will also be provided during the process.
- b) An investigation plan is devised. (See Appendix 4).
- c) General principles of the investigation process include:
 - i) Students will be offered a support person during the interview.
 - ii) It will be reinforced that no conclusion has been made prior to the interview. The process aims to gather information about a situation. Therefore, procedural fairness is provided.
 - iii) Parents of students involved will be regularly updated about the development of the process.

Step 4: Explanation of the Findings of the Investigation

- a) An interview is arranged between the Investigator, Adjudicator and the parents of alleged victim. The process and findings of the investigation are discussed. If the allegation is sustained, a variety of supportive measures will be provided for the victim.
- b) An interview is arranged between the Investigator, Adjudicator and the parents of the alleged bully. The process and findings of the investigation are discussed. If the allegation is sustained, the proposed consequences will be discussed with the parents and the student. The student involved is made clearly aware of why their behaviour was wrong, why it cannot be continued and how they will prevent it in the future. Ideally, the student should be able to articulate why they are receiving a consequence.
- c) In extremely serious cases of a proven allegation, either related to excessive violence, long-term verbal or emotional abuse, sexual misconduct or serious cyber bullying, the police will be contacted and they will lead the investigation. In these cases, the College will inform parents of their right to contact the police.
- d) In the event of a police investigation, the College will provide all records pertaining to the investigation.

Step 5: Discipline

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

Step 6: Appeal Process

In the event of a parent being dissatisfied with the process or outcome of the investigation, the parent is to be directed to the College's Grievance policy.

Step 7: Process of Reconciliation

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

If reconciliation is unwanted, then students are to be indefinitely separated and monitored closely. Class compositions may be altered to ensure this is the case. Even if a reconciliation process occurs and seems successful, students are still monitored by the teaching staff.

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

▪ THE OFFICE OF THE CHILDREN'S ESafety COMMISSIONER

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

RESPONSIVE STRATEGIES TO BULLYING INCIDENTS: CHECKLIST

Name of person completing this form _____

- **STEP 1: PERSONNEL INVOLVED & IMMEDIATE RESPONSE**
- **STEP 2: REPORTING**

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

- Parent/s _____
- Teacher/s _____
- Student/s _____

Referred to (name & date):

- Deputy Principal _____
- Head of Stage _____
- Written report provided (email or letter) _____
- Principal (if Mandatory Reporting) _____

Parents:

- Informed (name & date) _____
- Suggested process for investigation explained to parents (date) _____

- **STEP 3: INVESTIGATION**

Investigation led by (name & date) _____

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

- **STEP 4: EXPLANATION OF THE FINDINGS OF THE INVESTIGATION**

- Interview between Investigator, Adjudicator & Parents of alleged victim (date) _____
- Interview between Investigator, Adjudicator & Parents of alleged bully (date) _____
- Police contacted (if applicable) _____

- **STEP 5: DISCIPLINE**

- Discipline Issued / Management Plan (name & date) _____

- **STEP 6: APPEAL PROCESS**

- Parent appeal via Grievance Policy _____

- **STEP 7: PROCESS OF RECONCILIATION**

- Consent granted by parties & parents (name & date) _____

Signature _____ Date _____

Counselling and Support Options for Students and Families

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

Psychological & Mental Health Support

ATAPS Children's Mental Health Service

ATAPS is funded by the Commonwealth Dept of Health & Ageing and is managed locally by Western Sydney Medicare Local. This service is provided free of charge to parents of children up to 12 years experiencing behavioural and emotional difficulties. The program allows GPs, paediatricians and College counsellors to refer children to participating local mental health professionals. If your child requires support beyond the College counselling service, your GP may be able to arrange referral to a local ATAPS provider.

Better Access (Medicare)

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

Crisis/Urgent Assistance

In the event of an emergency, dial 000.

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

Phone Support

Mental Health Line: 1800 011 511

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

Kids Helpline (ages 5-25)

To talk to someone about anything that's going on in your life. Kids Helpline has phone counselling 24/7 as well as online text chat

1800 55 1800 or www.kidshelp.com.au

Eheadspace (ages 12-25)

To talk to someone and discuss advice about tough issues

1800 650 890 www.eheadspace.org.au

Parentline: Free, professional help for parents & carers of children 0-18 years who live in NSW.

1300 1300 52. www.parentline.org.au

Web-sites

Australian Parenting Website: <http://raisingchildren.net.au/>

Australian resource for parenting newborns to teens

Resourcing Parents: <http://www.resourcingparents.nsw.gov.au/>

Resourcing Parents provides parenting education information to parents and carers of children aged 0-18 years. The calendar of Parenting Education programs is current and the site is funded by the NSW government to support families

Youth Beyondblue: www.youthbeyondblue.org.au

Beyondblue's dedicated site for young people. Information, resources & support for young people dealing with depression and/or anxiety.

Biteback: www.biteback.org.au

The Black Dog Institute's site for young people

Local Family Support Services & Family Counselling

Hills Family Centre: Phone (02) 8805 7288

Quakers Hill Family Centre: Phone: (02) 9626 6620

Centacare Blacktown: www.centacare.org.au & follow links to the local area

Unifam: www.unifamcounselling.org

We have tried our best to ensure that this information is up to date and accurate, but we apologise if there is any change.

—The Counselling Team

APPENDIX 2

STUDENT CYBER SAFETY USE AGREEMENT

INSTRUCTIONS CHECKLIST

- Please read this document carefully. If there are any points you would like to discuss with the College, let the College Office know as soon as possible by email to enquiries@TCC.nsw.edu.au
- Please discuss the Student Cyber Safety Use Agreement with your child.
- Please sign page 4 and keep Sections A and B for future reference.
- Parents/Carers and students need to sign Section C of the Agreement Form (page 5) and return it to the College.
 - Primary (K-6) forms to classroom teacher
 - Secondary (7-12) forms to College Office
 - New enrolment (K-12): include page 5 with Enrolment Application documents

IMPORTANT TERMS USED IN THIS DOCUMENT

- (a) **'The Agreement'** refers to the Student Cyber Safety Use Agreement.
- (b) The abbreviation **'ICT'** in this document refers to the term 'Information and Communications Technology'.
- (c) **'Cyber Safety'** refers to the use of the Internet and all ICT equipment/devices in keeping with supporting a safe and supportive learning environment.
- (d) **'College ICT'** refers to the College's ICT network, Internet access, computers, and all other College ICT equipment/devices as outlined in (e) below.
- (e) The term **'ICT equipment/devices'** used in this document, includes but is not limited to, computers (such as desktops and laptops), storage devices (such as USB and flash memory devices, CDs, DVDs, iPods), cameras (such as video, digital, webcams), all types of mobile phones, gaming consoles, video and audio players/receivers (such as portable CD and DVD players), and any other, similar, technologies as they come into use.

SECTION A: INTRODUCTION

This Cyber Safety Use Agreement applies to:

- the use of the TCC network and all TCC ICT equipment & devices whether on or offsite
- all privately owned ICT equipment/devices that access the TCC network

The measures to ensure the Cyber Safety of Toongabbie Christian College outlined in this document are based on our core values, and legislative and professional obligations. It is expected that students will be wise and discerning users of technology. All students will be issued with a Student Cyber Safety Use Agreement from here onwards referring to as the Agreement, and once signed consent has been returned to the College, students will be permitted to use the College's ICT network, equipment/devices.

The Agreement refers to information about obligations and the nature of possible consequences associated with Cyber Safety breaches that undermine maintaining a safe and supportive learning environment.

The College's ICT network, Internet access, computers and other College ICT equipment/devices are for educational purposes aligned with the College's ethos. This applies to all ICT equipment/devices regardless of ownership used on or off the College site.

The College will both store history of Internet use and filter the Internet usage of students whilst at College. This is applicable to all devices that are brought to school and connected to the College's WiFi.

The College may audit its computer network, Internet access facilities, computers and other College ICT equipment/devices or commission an independent forensic audit.

The College recognises that parents/carers may feel the need to check the materials their child is accessing on their nominated device that has a College password. In this circumstance, parents/carers can request their child to log into the computer for them.

Please note: This agreement for your child will remain in force for the duration of their enrolment. If it becomes necessary to amend any information or rule, parent/carers will be advised in writing.

SECTION B: CYBER SAFETY USE AGREEMENT

As a safe and responsible user of ICT I will help keep myself and other people safe by following these rules appropriate to my particular year group:

▪ KINDERGARTEN TO YEAR 4

1. I can only use the computers and other College ICT equipment/devices for my schoolwork.
2. If I am unsure whether I am allowed to do something involving ICT, I will ask the teacher first.
3. I will log on only with my user name and will not allow anyone else to use my user name.
4. I will not tell anyone else my password. If I need to show my parent/carer something which is password protected, I agree to log in with them.
5. I can only go online or access the Internet at school when a teacher gives permission and an adult is present. I can only access websites that my teacher directs me to use.
6. I understand that I must not, at any time, use the Internet, email, mobile phones or any ICT equipment/device to be mean, rude, offensive, or to bully, harass, or in any way harm anyone else connected to our College, or the College itself, even if it is meant as a "joke".
7. While using a computer I will not:
 - attempt to search for things online I know are not acceptable at our College. This could include anything that is rude or violent or uses unacceptable language such as swearing
 - make any attempt to bypass security measures, monitoring and filtering that is in place at the College.
8. If I accidentally find anything mean or rude or things I know are not acceptable at our College on any ICT, I will:
 - not show other students
 - turn off the screen or minimise the window
 - immediately report the incident to a teacher.
9. I understand that I must not download or install any files such as music, videos, games or programs without the permission of a teacher. This is to ensure we are following copyright laws.
10. The College Cyber Safety rules apply to any ICT equipment/devices brought to College including mobile phones.
11. I will not supply any personal information online unless I have my teacher's permission as personal information can identify you.

Personal information includes but is not limited to:

 - Name
 - Address
 - Email address
 - Phone numbers
 - Photos
12. I will respect the College's ICT network and will treat all ICT equipment/devices with care. This includes:
 - not intentionally disrupting or interfering with any College network and systems
 - not attempting to gain unauthorised access to the College's ICT network and system
 - using my allocated computer in computer rooms/classrooms
 - only doing my own work on the computer
 - not misusing equipment or changing settings
 - staying in my seat unless I have permission to move around the room
 - following all College Cyber Safety rules, and not joining in if other students choose to be irresponsible with ICT
 - not having food or drink near equipment
 - reporting any breakages/damage to a staff member.
13. I understand that if I break these rules, the College may need to inform my parent(s)/carer(s). In serious cases, the College may take disciplinary action against me. I also understand that my family may be charged for any repair costs.
14. I cannot use College ICT equipment/devices until my parents and I have read, signed and returned the Agreement (Section C) to the College.
- 15.

■ YEARS 5-12

1. In relation to logons and passwords, I will:
 - only log on to the TCC network using my user name
 - not allow anyone else to use my login
 - not tell anyone else my password
 - log off or shut down at the end of a session in a computer room
 - not leave a logged-on device unsupervised
 - log in whenever my parent/carer requests to view my work or my online history.
2. Whilst at College, I will only use my College ICT account.
3. I understand that whilst using the College network the College will:
 - use filtering software to restrict access to certain sites and data, including email
 - capture Internet use history.
4. In relation to Internet sites, I understand that whilst at College or at home, I:
 - will not access, or attempt to access, inappropriate, age restricted, illegal or objectionable and offensive material (such as, but not limited to, pornography, sexting, cruelty, or violence) that is incompatible with the Christian ethos of the College
 - will not download, save or distribute such material
 - will not make any attempt to bypass security and filtering that is in place at College
 - will act responsibly if I accidentally access inappropriate material by
 - not showing others
 - turning off the screen or minimising the window
 - reporting the incident to a teacher immediately.
5. In relation to the use of a personal device(s) using the College's BYOD, I will follow all College expectations, including:
 - provide a personal device(s) that fulfil(s) the published specifications of the College
 - have it ready for use, fully charged each day
 - only use as directed by the teacher.
6. If I bring a mobile phone to School, it will remain in my bag and on silent throughout the day. I will not use it without permission during School hours. After School hours, whilst on College premises, I may use it to contact my parent/carer for organisational reasons.
7. I will obey copyright regulations. I understand that I must not download any files such as music, videos, games or install or run programs without the permission of a teacher.
8. I will ask a teacher's permission before giving out any personal information (including photos) online about myself or any other person. I will also gain permission from any other person involved. Personal information includes but is not limited to name, address, email address, phone numbers, photos or links to social media.
9. I will not copy any software or files (including photos) from the TCC network without permission from a staff member.
10. I will respect all ICT systems in use at College and treat all ICT equipment/devices with care. This includes:
 - not intentionally disrupting the running of any College ICT network or systems
 - not attempting to gain unauthorised access to any restricted areas of the network, or the personal data files of others
 - following all College Cyber Safety rules, and not joining in if other students choose to be irresponsible
 - not interfering with computer settings and cabling as set by IT staff
 - reporting any potential security problems to a staff member
 - immediately reporting any breakages/damage to a staff member
 - obeying all computer classroom rules assigned by the teacher.
11. I will obey the privacy laws surrounding the capturing and sharing of images and video. Specifically, I will not:
 - capture photos or videos of members of the TCC School Community travelling to or from College, at College, or at College-organised events
 - post any such images or videos on any social networking and/or image/video sharing websites.
12. I will not participate in any in social networking conversations that is:
 - of a libellous nature about another member of the College Community
 - that involve comments that would bring TCC into disrepute.
13. In relation to maintaining safe and supportive relationships, I must not use ICT at College or elsewhere, to put myself or anyone else at risk of this, even as a joke.

14. I will not engage in cyber bullying behaviour directed to another member of our College Community and outside of this Community, both at and away from the geographical College location using College or privately owned devices. Cyberbullying can take many forms including: any material posted (such as photos, videos or writing) on a website or sent on the Internet or any technological device which identifies, upsets, offends, harasses, vilifies, threatens or in any way harms or embarrasses individual students, groups, parents and families, staff or others in the College Community. It can include:
 - annoying/repeated phone calls
 - harassing, offensive or obscene emails
 - threatening emails or text messages
 - defamatory, embarrassing or personal information on message boards or chat rooms
 - posting information or photos without the victim's permission with the intent to cause hatred
15. When necessary, I will complete the NESA 'All My Own Work' course in preparation for Preliminary and HSC courses. This course informs students about appropriate practices in relation to avoiding plagiarism.
16. I understand that if I break these rules, the College may inform my parent(s)/carer(s). In addition, I may be subject to loss of Internet/ICT privileges and may incur other disciplinary actions, including suspension from College.
17. I understand that my family may be charged for ICT equipment repair costs.
18. If illegal material or activities are involved, it will be required of the College to inform the Police.

▪ COLLEGE RESPONSIBILITY

Toongabbie Christian College will:

- implement cyber safe strategies by maintaining an effective Cyber Safety program. This includes working to restrict access to inappropriate, harmful or illegal material on the Internet or College ICT equipment/devices at College or at College-related activities, and implementing this Agreement
- retain a copy of this Agreement
- respond to any breaches of this Agreement
- provide members of the College Community with Cyber Safety education designed to complement and support this Agreement
- address enquiries from Students or Parent(s)/Carer(s) in relation to this Agreement.

▪ STUDENT RESPONSIBILITIES

After carefully reading this Agreement, I will fulfil my responsibilities, to comply with the Agreement.

I have read and understood my responsibilities, and I know that if I breach this Agreement there may be consequences.

Student name	Student signature *	Date
	* Dependent on handwriting ability	

Parent/Carer Agreement: After carefully reading this Agreement, I will:

- discuss it with my child so there is a clear understanding of their responsibilities in maintaining a safe and supportive learning environment for the whole College Community
- encourage my child to obey this Agreement
- contact the College if there is any aspect of this Agreement I would like to discuss.

Parent/Carer signature	Name printed	Date
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Parent/Carer signature	Name printed	Date
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Parent(s)/Carer(s): Please keep pages 1-4 of this Agreement for your own records

SECTION C: TOONGABBIE CHRISTIAN COLLEGE CYBER SAFETY USE AGREEMENT FORM [This page to be returned to College]

STUDENT NAME: _____ GRADE _____ YEAR _____

To the Student and Parent/Carer, please:

1. Read the agreement carefully to check that you understand your responsibilities under this agreement.
2. Sign and keep the Cyber Safety Use Agreement document, Sections A and B, pages 1 to 4 for future reference.
3. Detach and return **this page only** to the College.
 - Primary (K-6) forms to classroom teacher
 - Secondary (7-12) forms to College Office
 - New enrolment (K-12): include this page (page 5 only) with Enrolment Application documents

▪ COLLEGE RESPONSIBILITY

Toongabbie Christian College will:

- implement cyber safe strategies by maintaining an effective Cyber Safety program. This includes working to restrict access to inappropriate, harmful or illegal material on the Internet or College ICT equipment/devices at College or at School-related activities, and implementing this Agreement
- retain a copy of this Agreement
- respond to any breaches of this Agreement
- provide members of the College Community with Cyber Safety education designed to complement and support this Agreement
- address enquiries from Students or Parent(s)/Carer(s) in relation to this Agreement.

▪ STUDENT RESPONSIBILITIES

After carefully reading this Agreement, I will fulfil my responsibilities, to comply with the Agreement.
I have read and understood my responsibilities, and I know that if I breach this Agreement there may be consequences.

Student signature *

Date

* Dependant on handwriting ability

Parent/Carer Agreement: After carefully reading this Agreement, I will:

- discuss it with my child so there is a clear understanding of their responsibilities in maintaining a safe and supportive learning environment for the whole College Community
- encourage my child to obey this Agreement
- contact the College if there is any aspect of this Agreement I would like to discuss.

Parent/Carer signature

Name printed

Date

Parent/Carer signature

Name printed

Date

Please return this page only to the College.

APPENDIX 3

▪ WHOLE COLLEGE PROGRAMS & EVENTS TO PREVENT BULLYING

- A Parent Education Evening with various experts, including our College's counselling team, senior welfare staff, our Police Liaison Officer or a specialist on bullying prevention.
- A K-12 Anti-bullying Day organised by the College counselling team and welfare staff.
- A series of novels about bullying available for students to borrow from the library.
- Posters about bullying around the College grounds.

▪ PRIMARY SCHOOL PROGRAMS AND EVENTS TO PREVENT BULLYING

Early Stage 1 & Stage 1

- Biblical focus in Kindergarten is on kindness. This focus is woven throughout all KLA's.
- Social skills program. Stop, Think and Do.

Stage 2

- Stage 2 Meet-the-Teacher night provides parents with teaching on Cybersafety.
- Social Skills program – Friendly Kids, Friendly Classrooms, incorporating the unit on bullying.
- Some classes use the SEAL strategy as outlined in Queen Bees & Wanna Bees for settling disagreements.

Stage 3

- Stage 3 students study a unit called "Words", which relates to Social Skills, Mental Health and Cybersafety.
- Stage 3 Meet-the-Teacher night addresses specific issues such as Cybersafety and mental health.
- Year 6 camp strongly focuses on relationships including rejection and words and loving one another.
- Grade meetings addressing specific topics.

Primary School Strategies

- Devotions - Focus on caring for one another incorporating strong links with biblical teaching.
- English units - For example, Year 3 – Best Friends Forever is a novel about social relationships in a small town, bullying included.
- Cybersafety Agreements - Class teachers discuss these in detail.
- Assemblies - Talks on the variety of ways students can care for one another.
- PAC topics, for example, Inner World, in Year 4 incorporates teaching on bullying. The Stage 3 topics of Time to Change and Multicultural Australia involve teaching on bullying.
- Strong relationships between teachers and students, enabling teachers to effectively monitor student issues.
- Excellent pedagogy to ensure safe and supportive classes.

▪ SECONDARY SCHOOL PROGRAMS AND EVENTS TO PREVENT BULLYING

Whole of Secondary School Strategies

- In Term 1 of each year, Blacktown Police Liaison Officer Presentations. One hour presentations to two groups of students: Years 7 – 9 and Years 10-12.
- In Term 3, Blacktown Police Liaison Officer Presentation at the Secondary School assembly.
- Liaison between the Blacktown Police Liaison Officer, Principal and Deputy Principal regarding advice on bullying situations.
- Years 7 – 10 PDHPE syllabus content that deals with bullying.

Stage 4

- Two gender-based meetings led by the Homeroom teacher – the topics include: defining bullying, the different types of bullying preferred by boys and girls and the nature of cyberbullying.
- Stage 4 Presentations on bullying led by counselling team.
- Building positive relations program.
- Year 7 and 8 camps.

Stage 5

- The Big Day In – Year 9 students learn about the psychological effects of bullying through small group discussion and analysing excerpts from contemporary media.
- Year 9 Gender – based Camps – The focus of these camps is developing godly relationships. Included in the teaching is dealing with bullying.
- Year 10 Biblical Studies Day – Year 10 students learn about post-modern worldviews and aspects of sexuality. They are warned against vilification and bullying on the basis of sexuality and gender.

Stage 6

- Year 11 Study Day – Looking at cyber safety and cyberbullying and the use of the College iPad.
- Year 11 Camp – considering some aspects of post school relationships and responsibilities with groups such as employees, employers; and tertiary educational institutions. Personal responsibilities are considered eg sensible alcohol use and driving.
- Yr 12 Canberra excursion
- Inclusion of a biblically focused subject called Introduction to Biblical Theology. This allows students to examine a variety of ethical issues.

▪ THE BULLYING INVESTIGATION PLAN

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

1. Identification of the person who will make the final adjudication. (Usually the Principal).
2. Selection of investigator/s to minimise a conflict of interest. Investigations must be neutral, impartial and objective and seen to be so.
3. Collection of preliminary information including the notification documents such as a written complaint.
4. Notification to the parents of the student alleged to have bullied the complainant.
5. Collection of information.
 - a. Names of people to be interviewed listed, including the complainant.
 - b. Selecting a person to write a transcript of the interview.
 - c. Selecting open ended interview questions to ask during interviews.
 - d. A time frame set in which to conduct interviews
6. The order of people to interview determined
7. The interview times determined
8. Obtain other relevant evidence, photos, documents, printed cyber activity.
9. After the initial interview stage, complete a review of the Investigation Plan. A revised plan of the investigation may be prepared.
10. Interview the student alleged of bullying the complainant.
11. Review evidence.
12. Write report.
13. Submit to the person adjudicating the allegation.