



Policy Category: Student Duty of Care

Status: Board Approved



Bullying Prevention Policy

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Guidance: the School will have adopted bullying prevention programs, curriculum activities and support programs - this policy provides a minimum policy position and should be edited and tailored to reflect your program, activities, and support.

The School has developed the following Bullying Prevention Policy. This policy establishes the foundations for the School's approach to preventing, identifying, and responding to bullying in all forms, including cyberbullying, harassment and other behaviours that cause harm. It ensures that all responses are fair, lawful, and guided by dignity, safety, and the wellbeing of every student.

The policy provides a consistent and transparent framework that upholds principles of child safety, procedural fairness, natural justice, and restorative practice. It supports the School's commitment to maintaining a safe, inclusive, and positive learning environment for all students, staff, and members of the School community.

This policy applies to all bullying incidents and concerns, including those that occur on-site, off-site, online or in connection with School-endorsed activities, programs, or external providers.

The policy is communicated through the School's public website, newsletters, annual report, induction programs and staff and volunteer portals to ensure that students, parents, and carers understand the expectations, processes and supports relating to bullying prevention and response.

The Bullying Prevention Policy has been approved and endorsed by the School Board and is reviewed every two years, or earlier if required by changes to legislation, Ministerial Orders, or regulatory standards.

1 Policy Objective

1.1 Scope

This policy applies to all students, staff, volunteers, contractors, and external providers who engage with or support students at the School. It covers all forms of bullying, including cyberbullying, harassment, discrimination, aggression, and any behaviour that undermines the dignity, safety, or wellbeing of others.

The policy applies to all School environments, including classrooms, playgrounds, specialist learning areas, excursions, camps, sporting activities, online platforms, and digital communication systems. It extends to any situation where the School has a duty of care for student safety and wellbeing or where student behaviour has a clear and demonstrable connection to the School.

The scope includes incidents that occur on-site, off-site, inside, or outside normal School hours or through online or electronic means where the behaviour affects, or has the potential to affect, the safety, wellbeing or learning environment of students or staff.

The scope reflects the School's commitment to the dignity of every person. It affirms that bullying, cyberbullying, and disrespectful behaviour are incompatible with the School's responsibility to maintain a respectful, safe, and supportive learning environment for all learners.

1.2 Purpose

The purpose of this policy is to provide a consistent, transparent, and lawful framework for preventing, identifying, and responding to bullying in all its forms, including cyberbullying, harassment, and aggression. It upholds the dignity of every student and supports the School's commitment to a safe, respectful, and inclusive learning environment.

This policy aims to:

- Clearly define bullying and cyberbullying and outline the processes, responsibilities and preventative measures used to address them.
- Promote a culture that is firm about unacceptable behaviour and supports positive and respectful relationships.
- Ensure that all responses to bullying are timely, fair, and consistent with relevant legislation, the Child and Youth Safe Standards and the School's duty of care.
- Actively promote anti-bullying messages, support digital citizenship, and equip students and staff to recognise, prevent and report bullying behaviours.
- Protect the rights, safety, and wellbeing of every student, including students with disability, by ensuring appropriate supports, adjustments, and restorative practices.
- Uphold the School's obligations under applicable Education Acts, regulatory standards, and child safety frameworks across LEVNT jurisdictions.

This policy operates alongside the School's Child Safety and Wellbeing Policy, Child Safety Code of Conduct, ICT Acceptable Use agreements and Behaviour Support Frameworks to ensure a coherent and integrated approach to student safety, wellbeing, and respectful relationships.

1.3 Statement of Commitment

The School is committed to providing a safe, respectful, and inclusive environment where bullying in any form is unacceptable. We uphold the dignity of every student and act in accordance with child safety obligations and our duty of care.

All staff, volunteers and contractors must respond to bullying concerns with fairness, integrity and empathy and must follow the procedures set out in this policy. Responses will be informed by restorative practice, early intervention and collaboration with parents, carers, and relevant professionals where appropriate.

The School will ensure that staff receive appropriate training in bullying prevention, digital safety, and child safety requirements. This policy is binding on all staff and is publicly available through the School website, staff platforms and policy handbooks.

2 Policy Principles

2.1 Policy Statement

The School believes that every student has the right to learn, feel safe and be treated with dignity and respect. All members of the School community share responsibility for creating a positive environment where bullying, cyberbullying, harassment, and discrimination are not tolerated.

The School is committed to fostering a culture that values diversity, promotes inclusion and supports respectful relationships. Parents and carers are key partners in ensuring student safety and wellbeing.

This policy is grounded in the principles that:

- Every person has the right to be safe and feel safe from verbal, physical, emotional, and online harm.
- The School community is actively involved in shaping and supporting policies that promote positive behaviour.
- Early identification, reporting and intervention are essential to preventing harm and supporting student wellbeing.
- Individuals who raise concerns or make a complaint will be protected from victimisation.

- Students are responsible for their choices and actions and must respect the rights of others.
- Learning technologies must be used ethically and responsibly to minimise the risk of harm.
- Communication must be respectful and uphold the dignity of all members of the School community.
- School policies must be regularly monitored with improvements made where appropriate.

The School's Student Behaviour Policy outlines expectations for student conduct. This Bullying Prevention Policy operates alongside that policy to ensure all concerns are addressed promptly, fairly and in accordance with child safety and wellbeing obligations.

This policy has been developed in consultation with students, staff and parents and carers, and will continue to be reviewed with input from the School community to ensure it remains effective and relevant.

2.2 Definitions

Bullying – is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.

Bullying can happen in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records).

Bullying of any form or for any reason can have immediate, medium, and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

Categories of Bullying – Bullying may occur in the following broad forms:

1. **Direct Physical Bullying:** This form includes hitting, tripping, pushing or damaging property.
2. **Direct Verbal Bullying:** This form includes name calling, insults, homophobic or racist remarks or verbal abuse.
3. **Indirect Bullying:** This form includes harming someone's social reputation or causing humiliation through behaviours such as spreading rumours, encouraging exclusion, mimicking, playing nasty jokes or cyberbullying behind the person's back.

Cyberbullying – The use of digital technologies to threaten, harass, intimidate, or humiliate another person. This includes harmful or offensive text, images, recordings, or posts shared through email, messaging apps, social media, gaming platforms or other online environments.

Exclusion Bullying – Deliberately and repeatedly leaving someone out of activities, conversations, or social situations to cause distress or harm.

Extortion Bullying – Using power, threats, or intimidation to force another person to give up possessions, money or participate in unwanted or unsafe activities.

Gesture Bullying – Non-verbal actions used to intimidate, threaten, or silence another person, including menacing looks, signals, or deliberate body language.

Harassment – Unwelcome behaviour that offends, humiliates, or intimidates another person. Harassment may be verbal, physical, visual, or online and can be sexual or non-sexual in nature. Harassment can occur as part of bullying but can also occur as a single incident.

Physical Bullying – Any intentional physical contact meant to harm, intimidate, or control another person, including pushing, shoving, fighting or unwanted physical contact.

Sexual Bullying – Unwanted sexual comments, jokes, gestures, touching, imagery, or questions about someone's private life. May include sharing sexualised material or using sexual language to humiliate or intimidate another person.

Verbal Bullying – Spoken or written words used to humiliate, intimidate, or degrade another person. This includes insults, put-downs, threats, and comments about identity, appearance, or background.

Visual Bullying – Displaying offensive material, graffiti, drawings, images, or written content intended to threaten, shame, or upset another person or damaging another person's belongings.

What Bullying is Not

Many distressing behaviours are not examples of bullying, even though they are unpleasant and often require intervention and management. There are three socially unpleasant situations that are often confused with bullying including:

- **Mutual Conflict** – A disagreement or argument between individuals where there is no power imbalance. Both parties are upset, but both have some capacity to resolve the issue. Mutual conflict may escalate into bullying if one person begins to target the other repeatedly.
- **Single-Episode Behaviour** – A one-off act of nastiness, aggression, or conflict. While concerning and requiring intervention, a single incident does not constitute bullying unless it becomes repeated or part of a pattern of harm.
- **Social Rejection or Dislike** – Being left out or not included by others. Social rejection is not bullying unless it is deliberate, repeated and intended to cause distress or harm.

2.3 Roles and Responsibilities

All members of our School community must be aware of the possibility of bullying and take action to prevent bullying if it is reasonably foreseeable.

A. The School

The School will respond to all reports of bullying or cyberbullying, whether perceived or actual, in a sensitive, fair, and timely manner. The School will:

- Use a documented Anti-Bullying Response Pathway to guide a consistent and thorough response to all incidents.
- Implement an Anti-Bullying Action Plan for individual matters to ensure coordinated intervention and support.
- Keep written records of all bullying investigations, actions, and outcomes in accordance with recordkeeping requirements.
- Encourage students, staff, parents, and carers to report bullying or cyberbullying to a teacher or directly to the Principal.

- Investigate complaints in a way that respects the dignity, privacy, and safety of all involved.
- Ensure that responses are culturally sensitive and considerate of individual student circumstances, including disability or additional needs.
- Nominate a staff member to coordinate strategies for resolving reported bullying incidents.
- Inform parents and carers of bullying incidents involving their child and invite appropriate collaboration in decision making.
- Notify the Principal of any serious or complex incident.
- Contact Police or a Police Youth Liaison Officer when bullying involves violence, threats of harm or suspected criminal behaviour.
- Maintain accurate records of bullying incidents and interventions in line with Public Record Office Victoria Standards or applicable jurisdictional requirements.
- Conduct Student Safety Audits at least annually to identify risks and promote safe, inclusive, and respectful environments.
- Promote student voice and empowerment, including through student leadership groups, to support a culture of safety and respect.
- Review and evaluate the Bullying Prevention Policy and the ICT Acceptable Use Policy procedures to ensure they remain effective.
- Engage with parents and carers as part of ongoing policy review and improvement processes.

B. Staff

Staff at the School must treat all members of the community with dignity and respect and build positive, supportive relationships with students. Staff will:

- Implement the Bullying Prevention procedures and ICT Acceptable Use procedures by responding promptly and appropriately to reported incidents, with sensitivity to the diverse backgrounds and circumstances of students.
- Model respectful, inclusive, and safe behaviour and actively promote positive behaviour and digital citizenship.
- Engage in professional learning that supports effective anti-bullying responses, including cyber safety, restorative practices, mediation, and social skills development.
- Support and uphold all related School policies that promote student safety and wellbeing.
- Remain vigilant in monitoring student use of technology and intervene where behaviours present a risk to safety or wellbeing.
- Embed critical thinking, respectful relationships, empathy, and values-based learning into classroom practice.
- Provide age-appropriate guidance, boundaries, and support to help students develop self-regulation and respond constructively to bullying and cyberbullying concerns.

C. Students

Students at the School are expected to use technology and interact with others in a safe, respectful, and responsible manner. With support and guidance from staff, students will:

- Follow the Bullying Prevention procedures and the ICT Acceptable Use procedures.
- Seek help immediately from a trusted adult if they witness, experience, or become aware of bullying or cyberbullying.
- Ask for support rather than retaliate when experiencing bullying.
- Understand that any online space, platform, or social networking site that identifies the School by name, image or implication is considered part of the School environment.
- In age-appropriate circumstances, keep evidence of alleged bullying (such as screenshots or messages) and provide it when requested during an investigation.

D. Parents, Guardians, Carers

Parents, guardians, and carers play an important role in supporting safe, respectful, and responsible behaviour. The School will work in partnership with families to address bullying and cyberbullying concerns. Parents, guardians, and carers are encouraged to:

- Reinforce safe, respectful, and responsible use of technology at home and support the School's expectations regarding digital citizenship.
- Report any known or suspected bullying or cyberbullying incident to the class teacher or directly to the Principal as soon as possible so concerns can be addressed promptly.
- Model respectful, calm, and constructive behaviour in all interactions with students, staff, and members of the School community.
- Report serious matters of out-of-school-hours bullying or cyberbullying to Police or other relevant authorities such as an Internet Service Provider and notify the School where the matter affects their child's safety or wellbeing.
- Engage in discussions, planning and decision making about interventions, supports and follow-up actions for bullying incidents involving their child, where appropriate and in partnership with the School.

2.4 Prevention Strategies

The School will implement proactive strategies to reduce the likelihood of bullying and cyberbullying and promote a safe and inclusive environment. Prevention measures include:

- Teaching social and emotional learning, respectful relationships, empathy and conflict resolution through curriculum and wellbeing programs.
- Providing age-appropriate digital citizenship education that promotes safe and ethical online behaviour.
- Maintaining visible, active, and well-supervised environments in classrooms, playgrounds, and high-risk locations.
- Encouraging student voice and leadership through forums, student councils and wellbeing feedback mechanisms.
- Creating clear and consistent expectations for behaviour across all School settings.
- Supporting students with disability and diverse needs through reasonable adjustments, social supports, and personalised wellbeing planning.
- Maintaining a positive School culture where respectful relationships and inclusion are actively modelled and reinforced.
- Displaying anti-bullying messaging, help-seeking information, and online safety resources throughout the School.
- Ensuring all staff receive training on recognising early signs of bullying and promoting protective factors that reduce risk.

2.5 Early Identification and Early Intervention

The School prioritises early identification of concerns to prevent escalation. Staff will:

- Monitor changes in student behaviour, engagement, friendships, or participation.
- Encourage students to report concerns early, even when uncertain.
- Intervene promptly when observing unkind, unsafe, or exclusionary behaviour.
- Record and follow up low-level behaviours that may lead to bullying if not addressed.
- Provide brief interventions such as check-ins, mediation, restorative conversations, or increased supervision.
- Contact parents or carers early where emerging concerns are identified.
- Provide targeted supports for students at higher risk, including those with disability, trauma backgrounds or social vulnerabilities.

Early intervention aims to resolve issues before they become patterns of bullying.

2.6 Responding to Bullying

All reports of bullying or cyberbullying will be treated seriously. The response process includes:

1. Immediate Safety

- Ensure the immediate safety of all students involved.
- Separate students if required.
- Provide first aid, well-being support or supervision adjustments.

2. Initial Assessment

- Determine the nature of the concern (bullying, conflict, single incident).
- Begin a preliminary information-gathering conversation.
- Assess risk, including ongoing safety, potential retaliation, or escalation.

3. Investigation

- Interview involved students individually.
- Consider student voice and ensure procedural fairness.
- Collect evidence (screenshots, messages, witness statements).

4. Decision Making

- Determine whether the behaviour meets the definition of bullying.
- Document findings, actions, consequences and supports.

5. Parent/Carer Involvement

- Inform parents or carers of students involved.
- Invite input where appropriate.

6. Follow-up Actions

- Implement Safety Plans, Support Plans, or behaviour plans.
- Provide monitoring, check-ins, and adjustments.
- Ensure supports are provided to the target, aggressor, and bystanders.

7. Closure and Review

- Finalise documentation.
- Review incident after a set period to ensure concerns have resolved.

2.7 Cyberbullying Response

Where bullying occurs online or through digital means, the School will:

- Secure evidence (screenshots, posts, messages).
- Assist students in blocking, reporting, or removing harmful content.
- Contact online platforms or service providers where necessary.
- Consider whether eSafety Commission reporting is appropriate.
- Notify Police where behaviour constitutes a threat, stalking, image-based abuse, or other criminal conduct.
- Address online harm even when occurring off-site if it affects student safety, wellbeing, or School relationships.
- Review device use expectations and digital citizenship support.
- Work with parents or carers to reinforce digital safety at home.

2.8 Information Sharing and Privacy

The School will collect, use, and share information about bullying incidents in accordance with relevant privacy legislation. Information will be shared:

- On a need-to-know basis to protect the safety and wellbeing of students.
- In accordance with the Child Information Sharing Scheme (CISS), Family Violence Information Sharing Scheme (FVISS) and MARAM Framework where applicable.
- With parents or carers unless doing so places a student at risk.
- With external agencies such as Police, eSafety, therapists or well-being professionals where required.

All personal information will be managed in accordance with the School's Privacy Policy.

2.9 Support for Students

The School will provide supports to all students involved in bullying incidents.

Support for Students Who Experience Bullying

- Safety planning, check-ins, and increased supervision.
- Counselling or well-being support.
- Support to rebuild confidence, friendships, and participation.

Support for Students Who Engage in Bullying

- Behaviour support planning.
- Restorative conversations and teaching of prosocial skills.
- Monitoring and follow-up to ensure behaviour change.
- Referral to well-being services where appropriate.

Support for Bystanders or Witnesses

- Encouragement to report concerns.
- Guidance on safe and appropriate help-seeking.
- Wellbeing support if affected.

2.10 Complaints and Feedback

Students, parents, and carers may raise concerns about bullying responses through the School's Complaints and Grievances Policy. The School will ensure:

- Concerns are taken seriously and addressed in a timely, transparent manner.
- Students and families feel safe to raise complaints without fear of retaliation.
- Adjustments are provided for students with disability to access complaint processes.
- Complaints relating to child safety are prioritised and escalated according to mandatory reporting obligations.

Unresolved complaints may be escalated to the School Board or external agencies where appropriate.

2.11 Risk Management

The School will proactively identify, assess, and manage risks associated with bullying and cyberbullying. Risk management strategies include:

- Recording bullying-related risks in the School Risk Register.
- Adjusting supervision, physical spaces or class groupings where required.
- Reviewing high-risk areas identified through Student Safety Audits.
- Monitoring patterns of behaviour or recurring concern.

- Ensuring staff understand the relationship between bullying prevention and the Child Safe Standards.
- Including bullying-related lessons in staff induction, emergency management and wellbeing planning.

Effective risk management supports a safe environment and continuous improvement.

2.12 Curriculum

The School implements a preventative and educative approach to bullying and cyberbullying through its curriculum. This includes the use of the Choicez curriculum, a Christian-based wellbeing and protective behaviours program, to support students' social, emotional, and spiritual development.

The Choicez curriculum explicitly teaches students respectful relationships, empathy, resilience, responsible decision-making, and appropriate online behaviour. Learning is age-appropriate and reinforces the School's Christian values, Child Safe Standards, and behaviour expectations. Curriculum delivery aims to equip students with the knowledge and skills to recognise bullying behaviours, seek help safely, and contribute to a positive and inclusive school culture.

2.13 Implementation

This policy will be implemented through coordinated actions that ensure bullying and cyberbullying are prevented, identified, and addressed consistently across the School. Implementation will include:

- Ongoing staff training to build capability in recognising, preventing, and responding to bullying, cyberbullying, and online safety risks.
- Effective communication processes so students, staff and families understand how to report concerns and what to expect during a response.
- Clear incident notification pathways for staff, students, and families, including escalation procedures for serious matters.
- Structured documentation and reporting systems for recording bullying incidents, investigations, actions, follow-up supports and monitoring.
- Use of a formal Anti-Bullying Response Pathway and Action Plan to ensure consistency and transparency.
- Regular monitoring of compliance with this policy and relevant legislation, regulatory standards and LEVNT guidance.
- Initiation of corrective or improvement actions where patterns, risks or gaps are identified.
- Integration of bullying prevention strategies into curriculum, wellbeing programs and digital citizenship education.
- Collaboration with parents and carers to strengthen understanding and support consistent approaches between home and School.

The Bullying Prevention Policy will be communicated through staff induction, staff handbooks, the School website, enrolment information, student diaries and regular community updates.

2.14 Training and Awareness

All staff will receive ongoing training to ensure they understand their obligations, recognise early warning signs, and respond to bullying and cyberbullying with confidence and consistency. Training will include:

- Annual professional learning on bullying prevention, child safety obligations and reporting pathways.
- Training on cyber safety, online harm, digital citizenship, and emerging online risks.
- Capacity building in restorative practices, conflict resolution and trauma-informed approaches.

- Awareness of cultural, linguistic, disability and individual factors that influence student experiences and responses.
- Induction training for new staff, volunteers, and contractors to ensure clear understanding of expectations from commencement.
- Regular updates through briefings, newsletters, or professional learning communities to reinforce policy requirements.

Students and families will also be provided with age-appropriate information and education to support understanding, prevention and reporting of bullying and cyberbullying.

2.15 Record Keeping

The School will maintain accurate, secure, and complete records for all bullying and cyberbullying matters. Records will include, where relevant:

- Reports and notifications of bullying or cyberbullying concerns.
- Investigation notes, evidence collected, interview records and outcomes.
- Anti-Bullying Action Plans, Safety Plans or Support Plans developed for students involved.
- Records of communication with parents, carers, and external agencies.
- Documentation of monitoring, follow-up actions and any adjustments or supports provided.
- Risk assessments and any supervision or environmental adjustments implemented.

All records will be retained in accordance with:

- The Public Records Act 1973 (Vic) or equivalent jurisdictional legislation.
- Public Record Office Victoria Standards or relevant state recordkeeping standards.
- The School's Records Management Policy and Child Safety records requirements.

Records relating to student safety, wellbeing, discrimination, or misconduct will be kept for a minimum of seven years after the student reaches 18 years of age, or longer if required for compliance, investigation, or audit purposes.

2.16 Review and Oversight

The Principal is responsible for consistent implementation of this policy and for ensuring that all staff adhere to the procedures for preventing and responding to bullying and cyberbullying.

Oversight responsibilities include:

- Ensuring that all reported incidents are responded to promptly, documented accurately and resolved in accordance with policy.
- Conducting an annual review of bullying and cyberbullying data to identify trends, risks, locations of concern and opportunities for improvement.
- Reporting findings to the School Board and to LEVNT as required.

The School Board will:

- Review and approve this policy at least every two years, or earlier if required due to changes in legislation or regulatory standards.
- Monitor policy implementation, annual data and identified risks to ensure compliance and effectiveness.

LEVNT will:

- Provide system-wide oversight of compliance with legislative and regulatory requirements.
- Support the School through updated procedures, policy templates, professional learning and audit reviews.

- Monitor systemic trends and provide guidance to strengthen bullying prevention and response practices.

3 Policy Compliance

3.1 Policy Breach

As policy documents provide direction and protection for the staff, parents, and students of Sunshine Christian School it is an important requirement that high and medium risk policies contain a statement on the implications of a breach.

All breaches, near misses and risks related to this policy should be reported to the Principal: principal@scs.vic.edu.au

Compliance with this policy will be monitored by the Principal and Business Manager and this may include independent audits and reviews.

If you believe that the School has breached its obligations, please contact the Principal in writing or by telephone. The School will investigate your notification and will inform you of the outcome as soon as is practicable after a decision has been made.

The School Principal can be contacted on:

- Telephone: 03 9312 1253
- In Writing: 81-83 Westmoreland Road Sunshine North, Vic 3020
- Email: principal@scs.vic.edu.au

Alternatively, the Business Manager can be contacted on:

- Telephone: 03 9312 1253
- In Writing: 81-83 Westmoreland Road Sunshine North, Vic 3020
- Email: finance@scs.vic.edu.au

Certain incidents might be covered by the School Whistleblower Policy O:Policies.

The Principal is responsible for ensuring that all breaches of this Policy and underlying policies, guidelines and procedures are escalated to the School Board as soon as possible.

A breach of this Policy may lead to disciplinary action including possible termination of employment or appointment and/or referral to the appropriate authorities.

4 Related Policies, Procedures and Legislation

4.1 Sunshine Christian School Policy and Procedure Linkage

- Child Safety and Wellbeing Policy
- Child Safety Code of Conduct
- Behaviour Support Policy
- Student Engagement and Wellbeing Policy
- ICT and Responsible Use of Technology Policy
- Privacy Policy
- Complaints and Grievances Policy

- Duty of Care Policy
- Records Management Policy
- Supervision Policy
- Risk Management Framework and Risk Register
- Staff Code of Conduct

4.2 Related Legislative Instruments (Victoria)

- *Education and Training Reform Act 2006 (Vic)*
- *Ministerial Order 1359 – Child Safe Standards*
- *Crimes Act 1958 (Vic)*
- *Equal Opportunity Act 2010 (Vic)*
- *Public Records Act 1973 (Vic)*
- *Privacy and Data Protection Act 2014 (Vic)*
- *Health Records Act 2001 (Vic)*
- *Child Information Sharing Scheme (CISS)*
- *Family Violence Information Sharing Scheme (FVISS)*
- *Children, Youth and Families Act 2005 (Vic)*
- *Australian Human Rights Commission Act 1986*
- *Disability Discrimination Act 1992*
- *Disability Standards for Education 2005*
- *eSafety Commissioner Act and Online Safety Act 2021*
- *Criminal Code Act 1995 (Cth)*

4.3 External Resources

- *Department of Education Bully Stoppers Resources*
- *Bullying Response Step-by-Step Guide*
- *Bullying Behaviour Response Template*

4.4 Further Information

If you would like further information about the way the School manages its policy management framework, the first point of contact is with the Principal.

Policy Control & Approval Information

Policy Category	Risk Rating	Approver	Date Approved	Next Review
Student Duty of Care	High	Board	29/07/2026	07/2028