



ANTI BULLYING POLICY - STUDENTS

This Version:

Policy Reference	TNS-035
Prepared by	Head of School
Approved by	TNS Board of Directors
Approval date	22 Apr 2026
Page numbers	9
Next review	March 2028

Version history:

1.0	04 May 2018	Draft
1.1	16 May 2018	Final
1.2	29 March 2019	Reviewed
1.3	6 March 2023	Position update
2.0	22 April 2026	Review re: NSW Anti Bullying Framework

1. Purpose

- TNS is committed to a whole-school approach to prevent and address student bullying. This policy outlines: what bullying means
- how the School implements the NSW Anti-Bullying Framework;
- the procedures the School has in place for formal bullying investigations;

Please refer to TNS-036 Discrimination, Harassment and Bullying Policy – Staff, Contractors and Volunteers in relation to bullying between staff, contractors and volunteers (including community members, members of the Board of Directors, and parents / carers).

2. Context

TNS recognises that an effective approach to bullying requires both proactive prevention and responsive intervention. Responses to bullying are proportionate and educational in nature, in order to:

- restore safety and wellbeing
- support students who are impacted by bullying
- teach skills to students who need to change their behaviour because they are engaging in bullying
- prevent recurrence

As responding to bullying is a shared responsibility, TNS acknowledges the important role families have in partnering with the school to address bullying concerns.

The NSW Anti-Bullying Framework is embedded within this policy. (See Appendix A)

Related TNS policies	TNS-012 Behaviour Management and Discipline Policy TNS-004 Safe and Supportive Environment Policy TNS-014 Grievance Resolution Policy TNS-015 Wellbeing Policy TNS-016 Disability Inclusion Policy TNS-036 Discrimination, Harassment and Bullying Policy – Staff, Contractors and Volunteers
----------------------	--

3. Policy

TNS implements a whole-school, evidence informed, and multi-tiered approach to preventing and responding to bullying, in order to maintain a respectful and productive learning environment for all students. This includes universal prevention strategies for all students, targeted support for students at risk of engaging in bullying behaviours, and individual interventions as required. TNS regularly reviews data and practices to ensure continuous improvement in student wellbeing in relation to bullying.

This policy applies to all students and applies to behaviour:

- at School, including while engaged in School-related activities outside of normal School hours;
- while undertaking School-related activities away from the School, for example, excursions or sport activities;
- at School-related events; and
- online

4. Definitions

Bullying – ongoing, deliberate and repeated behaviour, whether overt or covert, which is intended to cause physical, social or psychological harm. It may be physical, verbal, or social. It may be individual or group based, and may involve a misuse of power in relationships. It may occur in person or online (cyberbullying). It is difficult for the target to stop it from happening to them, and is a violation of their right to dignity, safety and education.

Examples of Bullying

Examples include but are not restricted to the following:

Physical: pushing, shoving, poking, tripping, intimidating or offensive gestures, invasion of personal space, taking or damaging another's property, physically targeting

Social: (also called relational bullying) exclusion, isolation, manipulation, spreading rumours, gossiping, intentionally embarrassing, relational aggression, cyberbullying

Psychological: mocking, name calling, offensive language, hurtful comments, put downs, sniggering and whispering, making threats, cyberbullying

5. Procedures

5.1 School practices

In line with the NSW Anti-Bullying Framework, TNS addresses bullying by preventing incidents, responding when they do occur, partnering with families and communities, and implementing effective systems.

5.1.1 Preventing: TNS seeks to build a whole-school culture that promotes respect, safety, kindness, inclusion, and positive relationships. These values and social-emotional skills are explicitly taught, modelled and reinforced.

Practices to **prevent** bullying at TNS include but are not limited to:

- explicitly teaching social and emotional skills, and emotional regulation
- displaying clear behaviour expectations to ensure student wellbeing and safety
- using circle times (Primary), wellbeing meetings (Secondary) and community meetings to build trust and resolve issues
- actively building a positive and inclusive whole-school culture
- implementing cross-grade initiatives and buddy programs
- establishing multidisciplinary wellbeing teams to provide confidential support, early intervention and referrals
- providing professional learning to staff

5.1.2 Responding: TNS seeks to consistently report, record and respond to issues with urgency and care. Structured triage systems and ongoing support, in conjunction with active engagement from families, reduce harm caused by bullying.

Practices to **respond** to bullying at TNS include but are not limited to:

- providing multiple ways for students to report
- ensuring consistent reporting by teachers in online student management system
- establishing structured triage systems to categorise incidents and provide support
- initiating support for targeted students ideally within two school days
- conducting regular anonymous student surveys (Secondary) and analysing data
- encouraging teachers to record informal observations of student behaviour, peer dynamics and emerging concerns
- actively engaging with families in designing support plans (see also 5.1.3)

Where bullying incidents are categorised as high risk, due to serious impact caused, harm disclosed, or significant recurrence, the Head of School or Assistant Head of

School must be notified. (See also 5.2 Responding to Serious Bullying Concerns or Allegations)

5.1.3 Partnering: TNS seeks to maintain active partnerships within the school, and with families and communities, to build strong networks of support. TNS students are provided with regular and ongoing opportunities for their voices to be heard.

Practices to **partner** with students, families and community in response to bullying at TNS include but are not limited to:

- providing multiple avenues for students to have input into bullying responses, wellbeing initiatives, and school culture
- involving students in decision making
- offering multiple ways for families to engage with the School
- recognising and honouring cultural diversity within the School
- establishing shared expectations with students and families regarding respectful communication and collaboration
- integrating partnerships with community groups in relation to bullying

5.1.4 Implementing: TNS seeks to effectively implement evidence-informed, multi-tiered systems of support, and regularly review data. TNS provides ongoing professional learning and resources to staff.

Practices to **implement** the antibullying framework at TNS include but are not limited to:

- establishing clear, positive expectations for learning and play, including online contexts
- reviewing and analysing data regularly and adapting approaches in response
- sharing de-identified data with families
- maintaining regular, specialised, multidisciplinary wellbeing meetings
- discussing wellbeing needs regularly at Staff meetings to share findings and co-design solutions
- ensuring smooth handover notes when students transition between grade levels

providing proactive and responsive professional learning to teaching and support staff

5.2 Responding to Serious Bullying Concerns or Allegations

Bullying is viewed as a major breach of the School rules and behavioural expectations and therefore follow up action will align with TNS-012 Behaviour Management and Discipline Policy.

Where bullying incidents are categorised as high risk, due to serious impact caused, harm disclosed, or significant recurrence, a formal bullying investigation may be undertaken.

5.2.1 Procedures for conducting a formal bullying investigation

- A parent or guardian should be present at formal meetings regarding allegations of serious bullying concerns.
- Procedural fairness must be adhered to, including the hearing rule and the right to an unbiased decision, as per TNS 012 Behaviour Management and Discipline Policy.
- To ensure an unbiased decision, it is preferable for the Assistant Head of School (or an appropriate Coordinator) to conduct the formal bullying investigation and the Head of School to make a determination.
- Where it is not possible for different people to carry out the investigation and decision-making, the Head of School may undertake both roles, however they must be reasonable and objective, act justly, and be seen to do so. It is preferable for a second member of staff to be present as an observer.
- Records must be kept of all meetings and interviews conducted as part of the investigation.
- In making a determination and, where necessary, discerning an appropriate consequence, the Head of School will consider the collective welfare of the School community and the individual needs of the student.

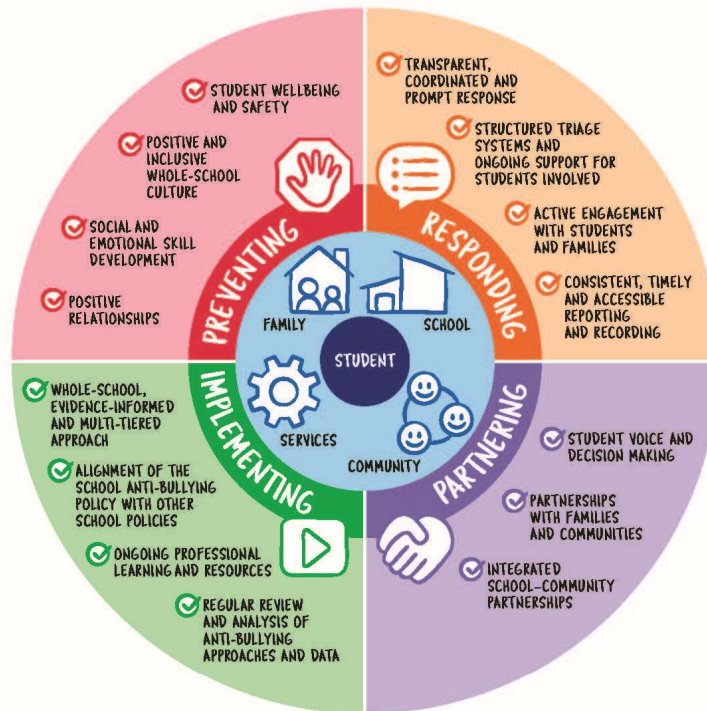
- The Head of School or Assistant Head of School will communicate the outcome in writing to the parent or guardian, including how to seek review of any decision made in relation to the allegation.

5.3 Police Youth Engagement Officer

Should it be required for either support in preventing bullying, addressing ongoing bullying issues, or for serious breaches of this policy requiring a report, the Head of School may directly contact the Police Youth Liaison Officer.

Appendix A – NSW Anti-Bullying Framework

NSW Anti-Bullying Framework



Preventing

Building a whole-school culture promoting positive relationships, inclusion, safety and kindness, creates school environments where every student feels valued, connected, and supported. When these values and social and emotional skills are consistently modelled and reinforced across the school, the school community is more likely to treat each other with respect, resolve conflicts peacefully, and contribute to an environment where bullying is less likely to occur or persist.



Responding

Responding effectively and reducing harm from bullying demands a whole-school approach where every incident is consistently reported, recorded and responded to with urgency and care. When school staff effectively manage bullying incidents and support students who experience bullying in a coordinated and timely way, it builds trust, ensures accountability, and helps prevent further harm.



Partnering

Active partnerships with the school sector, within the school and with families and community services that build a strong network of support around students, are essential to reducing the harm caused by bullying. When the education sector and whole-school community work together in a coordinated and caring way, students feel safer, more connected, and confident that bullying will be taken seriously and addressed effectively.



Implementing

Effective implementation of whole-school, evidence-informed multi-tiered systems of support provides a coordinated, consistent approach to preventing and responding to bullying across all levels of the school community. When supported by aligned policies, ongoing teacher professional learning, and regular monitoring, these systems create safer environments where student wellbeing is actively protected, and harm is significantly reduced.

Bullying behaviour is typically:

- ongoing and deliberate
- a misuse of power in relationships
- repeated covert/overt verbal, physical and/or social
- online and/or offline
- individual or group-based
- intended to cause physical, social and/or psychological harm
- difficult for the target to stop it from happening to them
- a violation of the right to dignity, safety, and education.