



臺北復臨美國學校

Taipei Adventist American School

校園霸凌防制整體計畫

School Bullying Prevention and Intervention Plan

Academic Year 2025–2026

前言與宗旨

本計畫旨在建立安全、尊重、互助的校園環境，明確預防、偵測、通報、調查、處理及輔導霸凌事件之程序，並落實保密、無報復原則與必要之追蹤與轉介機制，保障學生身心健康與學習權利。計畫依相關法令與學校既有之申訴調查架構擬定、並針對學生霸凌做專門化調整。

Preface and Purpose

This plan aims to establish a safe, respectful, and supportive school environment, with clear procedures for preventing, identifying, reporting, investigating, addressing, and counseling bullying incidents. It emphasizes confidentiality, non-retaliation, and the necessary mechanisms for follow-up and referral, ensuring the physical and emotional well-being and learning rights of all students.

This plan is developed in accordance with relevant regulations and adjusted based on the school's existing complaint and investigation framework, with specific focus on student bullying cases.

第一章：適用範圍與定義

1. **適用對象**：本計畫適用於全校學生、教職員、志工、家長及所有校內外與學生互動之人士（含校外活動、線上互動等）。
2. **霸凌定義（含範例）**：
 - **肢體霸凌**：推、打、搶奪、強迫行為等。

- 語言霸凌：辱罵、嘲笑、威脅、散播謠言等。
- 社交霸凌（排擠/孤立）：有意排擠、故意不讓參與、散布排斥訊息等。
- 網路/電子霸凌：透過社群、簡訊、遊戲平台或其他電子媒體進行之騷擾、羞辱或散播私密資訊。
- 任何反覆、蓄意且造成受害學生身心傷害或學習障礙之行為，皆屬霸凌行為。

Chapter 1: Scope and Definitions

1.1 Scope of Application

This plan applies to all students, staff members, volunteers, parents, and anyone who interacts with students both on and off campus (including off-site activities and online interactions).

1.2 Definition of Bullying (with Examples)

- **Physical bullying:** pushing, hitting, taking belongings, coercion, etc.
- **Verbal bullying:** insults, teasing, threats, spreading rumors, etc.
- **Social bullying (exclusion/ostracism):** intentional exclusion, preventing participation, spreading messages encouraging rejection.
- **Cyber/Electronic bullying:** harassment, humiliation, or distribution of private information using social media, messaging apps, gaming platforms, or other digital tools.

Any repeated, intentional behavior that causes physical or emotional harm or significantly disrupts a student's learning is considered bullying.

第二章：預防與教育（校園文化建立）

1. **入校前與人員篩選：**延續既有員工/志工聘任篩選（含無犯罪記錄查核），並強化與兒童、青少年互動之背景審查與宣導。
2. **全校宣導與課程化：**每學年規劃霸凌防制課程，納入品格教育、數位素養、情緒管理、同理心訓練與同儕支持技巧（by stander intervention）等，針對不同年齡設計適齡教材。2025-2026 學年度，本校採取 Second Step 教材教導霸凌防制課程以及學生與校園安全之宣導。
3. **教職員培訓：**定期（例如每學期）對全體教職員與志工進行霸凌識別、通報義務、調查程序、輔導與法律責任等專業培訓。原性騷擾防制辦法中關於定期培訓之規定可作為參考。
4. **家校合作：**定期舉辦家長座談與說明會，分享霸凌警訊、網路安全與居家支持策略，建立通報與關懷網絡。

5. **友善校園環境**：在校園內設置安全角落、巡視頻次（含課間/午休/放學）、加強監視重點場域（但勿侵犯隱私），並於班級層級推動友善大使、同儕輔導制度。

Chapter 2: Prevention and Education

2.1 Pre-Employment Screening

The school continues implementing background checks for staff and volunteers (including criminal record checks) and reinforces screening and training for adults who interact closely with children and adolescents.

2.2 School-wide Awareness and Curriculum Integration

Each school year, bullying-prevention lessons are planned and incorporated into character education, digital citizenship, emotional regulation, empathy-building, and bystander intervention.

For the 2025–2026 school year, the school will use **Second Step** curriculum to teach bullying prevention and promote student and campus safety.

2.3 Staff Training

All staff and volunteers receive regular (e.g., each semester) professional training on identifying bullying, reporting duties, investigation procedures, counseling approaches, and legal responsibilities. Provisions in the school's current sexual harassment prevention policy can be used as reference for training frequency.

2.4 School–Home Partnership

The school hosts parent meetings and workshops to share warning signs of bullying, online safety, and strategies for supporting children at home, building a strong communication and care network.

2.5 Creating a Friendly Campus Environment

The school will establish safe zones, increase supervision during transition times (recess, lunch, dismissal), improve monitoring in high-risk areas (while respecting privacy), and promote classroom-based peer-support programs such as student kindness ambassadors.

第三章：通報制度（舉報）

1. **通報管道**：提供多元、易近的通報管道：班導師、輔導老師、學務處、校安信箱、學生專用 email/匿名投訴系統（例如 antibullying@taas.tw）、校內安全熱線與面對面通報。
2. **通報義務與保護**：凡目擊或懷疑霸凌情事之教職員、志工與第三方（含家長）應立即向學校通報；依法負有通報義務者受保護，不得因通報遭受報復。
3. **匿名通報與緊急通報**：允許匿名通報，且遇緊急情況（例如人身安全迫切威脅）應立即聯絡校方與相關保護機構或緊急救護單位。

Chapter 3: Reporting System

3.1 Reporting Channels

Multiple accessible reporting options are provided:

- Homeroom teacher
- School counselor
- Discipline Office
- Safety mailbox
- Student email / anonymous reporting system (e.g., antibullying@taas.tw)
- Face-to-face reporting

3.2 Reporting Obligations and Protection

Staff, volunteers, and third parties (including parents) who witness or suspect bullying must report it immediately.

Individuals legally required to report are protected and may not be retaliated against.

3.3 Anonymous and Emergency Reporting

Anonymous reporting is allowed.

In emergencies (e.g., immediate danger to safety), the school and appropriate child protection or emergency services must be contacted right away.

第四章：調查與處理程序

1. **初步評估**：接獲通報後，依校園安全法規定於 24 小時內做通報且指定專責人員在最短時間內（例如 48 小時內）進行初步事實確認與緊急保護措施（隔離、分班、暫停接觸等）。
2. **成立調查小組**：依案件性質以及校園霸凌防制準則成立調查小組／處理委員會。可能的建議架構：校長（或其代表）為當然委員，另包含年級代表、輔導教師、行政代表及至少一名外部專家，以保障獨立性。原處理委員會組成原則可作為參考（成員與性別比例規定等），但針對學生案件作調整。
3. **調查原則**：調查過程須保密、迅速、公正，並紀錄訪談筆錄與相關證據（文字、影像、通訊紀錄）。涉及學生受傷或刑事嫌疑時，應通知家長並依法定程序向主管機關報告。
4. **當事人權益保障**：被害人與被申訴人均享有陳述與申辯權，調查期間視情形可採行保護措施（例如臨時調整席位、課表或暫停校內活動）。如被申訴者為教職員，處理程序可參考原文件關於行政休假與權益保障之規定。
5. **決議與處分**：調查結束後依事實認定提出建議處分（包括但不限於口頭或書面勸導、停課、轉班、輔導、行政處分、通報主管機關），並將決定以書面方式通知當事人與家長（涉及未成年者）。

6. **禁報復與誣告處理**：學校禁止任何對通報者或受害者之報復；若經證實有故意虛偽之指控，學校得依規定處分。

Chapter 4: Investigation and Handling Procedures

4.1 Preliminary Assessment

Upon receiving a report, the school will follow safety regulations to submit official notification within 24 hours and assign personnel to conduct a preliminary fact-check and implement emergency protection measures (e.g., separation, class adjustment) within approximately 48 hours.

4.2 Formation of the Investigation Committee

In accordance with bullying prevention guidelines, the school will form an investigation committee appropriate for the case.

Suggested membership includes:

- Principal (or representative)
- Grade-level representative
- Counselor
- Administrative representative
- At least one external expert (to ensure neutrality)

Guidelines from the existing “handling committee” structures may be used for reference.

4.3 Investigation Principles

- The process must be confidential, timely, fair, and impartial.
- All interviews, statements, and evidence (including text, images, or communication records) must be documented.
- If injuries or potential criminal activity are involved, parents must be notified and the case reported to authorities following legal procedures.

4.4 Protection of Rights

Both the victim and the accused have the right to state their case and respond.

Protection measures may be implemented during the investigation (e.g., temporary seat arrangements, schedule adjustments).

If the accused is a staff member, procedures follow existing personnel policies.

4.5 Decisions and Disciplinary Measures

After completing the investigation, the committee proposes appropriate actions (e.g., verbal/written warning, suspension, counseling, administrative actions, referral to authorities). Written results are provided to the parties involved and their parents (for minors).

4.6 Anti-Retaliation and False Accusations

The school prohibits retaliation against reporters and victims. If a report is found to be intentionally false, disciplinary action may be taken.

第五章：輔導、轉介與追蹤

1. **校內輔導**：受害學生與加害學生皆應接受適切的心理與行為輔導（由校內輔導教師執行或協調）。
2. **外部轉介**：若需專業醫療或心理治療，學校應協助轉介至適當醫療、社會或司法單位。
3. **追蹤監測**：事件處理結案後，學校應定期追蹤—例如 1、3、6 個月回訪，確保無復發與報復情事，並評估輔導成效。

Chapter 5: Counseling, Referral, and Follow-up

5.1 Internal Counseling

Both victims and offenders shall receive appropriate psychological and behavioral counseling from school counselors or referred personnel.

5.2 External Referral

If needed, the school will assist in referring students to medical, social welfare, or legal agencies for professional support.

5.3 Follow-up Monitoring

After case closure, the school must conduct follow-up checks—e.g., at 1, 3, and 6 months—to ensure no recurrence or retaliation and to evaluate the effectiveness of counseling.

第六章：紀律與行政措施

1. **處分級距**：依霸凌行為之性質與嚴重度，擬定處分級距（勸導、家長會談、短期停課、輔導令、長期停學、校內紀律處分或轉介司法等）。
2. **員工違規處分**：若施暴者為教職員或志工，依既有員工紀律程序處理，必要時實施行政休假並配合司法或主管機關調查，並可依原文件規範辦理。

Chapter 6: Disciplinary and Administrative Measures

6.1 Levels of Student Discipline

Depending on the severity of the bullying, disciplinary actions may include:

- Counseling
- Parent conference
- Short-term suspension
- Counseling directive
- Long-term suspension
- School disciplinary record
- Referral to legal authorities

6.2 Discipline for Staff and Volunteers

If the offender is a staff member or volunteer, disciplinary actions follow existing personnel procedures. Administrative leave may be implemented when necessary, and staff must cooperate with investigations.

第七章：保密、迴避與申復機制

1. **保密**：參與調查或知悉案件內容者應遵守保密義務，違者將視情節處分。
2. **迴避規範**：若調查人員與案件有利害關係或可能有偏頗情形，應自行迴避並由主管另行指派。
3. **再評議與申訴**：當事人不服處理結果，得在規定期限內申請再評議或向主管機關申訴，學校應提供清楚時限與申請程序。

Chapter 7: Confidentiality, Recusal, and Appeal

7.1 Confidentiality

All individuals involved in or aware of case details must maintain confidentiality. Violations result in disciplinary action.

7.2 Recusal

Personnel who have conflicts of interest or relationships that could bias the investigation must recuse themselves. Replacements will be assigned by administration.

7.3 Reconsideration and Appeal

If parties disagree with the outcome, they may request reconsideration or file an appeal within the designated timeframe.

The school will clearly inform parties of deadlines and procedures.

第八章：紀錄管理與法令遵循

1. 記錄保存：所有通報、調查、決定與追蹤記錄應依法保存，並遵守個資保護與隱私相關規定。
2. 法令配合：處理涉及刑責或兒少保護之案件時，學校應依法向兒少保護機構或司法單位通報並配合調查。

Chapter 8: Record Management and Legal Compliance

8.1 Record Retention

All reports, investigation documents, decisions, and follow-up records must be preserved according to legal requirements and privacy regulations.

8.2 Legal Coordination

For cases involving criminal liability or child protection, the school must notify child protection agencies or law enforcement as required and cooperate with investigations.

第九章：執行、檢討與落實

1. 責任單位：由校長負最終責任，學務處、輔導處與人事處分別擔任執行、輔導、行政與調查協調之工作。

2. **年度檢討**：每學年度進行一次計畫成效檢討與修正，評估通報數、介入成效、復發率與培訓覆蓋率，並公開彙整不具名之統計報告以利改善。
3. **資訊揭示**：在不侵害當事人隱私下，於適當場合向師生及家長公告本計畫之要點與通報管道，確保透明與可得性。

Chapter 9: Implementation, Review, and Accountability

9.1 Responsible Units

The Principal holds ultimate responsibility.

The Discipline Committee, Counselor, and Administration Office carry out implementation, counseling, administrative actions, and coordination.

9.2 Annual Review

Each school year, the plan is evaluated and revised by reviewing reporting data, intervention effectiveness, recurrence rates, and training completion.

An anonymized statistical report may be shared for school improvement.

9.3 Information Disclosure

Without compromising privacy, the school will inform students, staff, and parents of the plan's key points and reporting channels, ensuring accessibility and transparency.