



MINARAH
RABBI ZIDNI ILMA

Anti-Bullying Policy

February 2024

Purpose

This policy builds on the school's Welfare Policy to provide clear and agreed procedures and strategies for combating bullying in the school, responding to bullying behaviors and protecting and supporting all parties involved.

Date of last review:	February 2024	Author:	Principal/s
Date of next review:	February 2025	Owner:	Principal/s
Type of policy:	State-wide (DoE) Tailored by school	Approval:	School Board
Key contract email:	principal@minarah.nsw.edu.au	Key Contact Name:	Principal/s

Positioning Within Minarah Operational Model

Component	Element
<input type="checkbox"/> Strategic Leadership and Planning	
<input type="checkbox"/> Monitoring, Reporting and Data	
<input type="checkbox"/> Governance and Accountabilities	
<input type="checkbox"/> Teaching and Learning	
<input checked="" type="checkbox"/> Culture, Ethos and Wellbeing	
<input type="checkbox"/> Curriculum and Assessment	
<input type="checkbox"/> Pathways and Enrichment	
<input type="checkbox"/> Parents and Community	
<input type="checkbox"/> Finance, IT & Estates	

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1.0 Introduction

At Minarah, we believe that all students have the right to a safe environment where they can play, learn, and express themselves without fear of victimisation and be free from bullying. We aim to provide an environment that is physically, emotionally, and intellectually safe for all members of our community. Students attend school to participate in quality education that will help them to become self-directed and lifelong learners who can create a positive future for themselves and the wider community.

Mission

Students, teachers, ancillary staff, parents, caregivers, visitors, and members of the wider school community have a shared responsibility to create a safe and supportive environment, free from all forms of bullying and where all members of the school community feel are shown respect and show respect to one another.

We aim to achieve this by:

- Preventing bullying through educating students on establishing positive relationships and rights and responsibilities of all school members
- Developing individual self-esteem and respect for others through Minarah CHARACTER pad, Taleem sessions, roll call activities and inclusion in the curriculum delivery
- Establishing various antibullying campaigns within the school
- Implementation of firm & consistent consequences as outlined in the policy.

Goals and Objectives

- To raise awareness of bullying, as an unacceptable form of behaviour within the school
- To create a school ethos that acknowledges, accommodates, and respects diversity of persons in the school (including [Disability Standards for Education 2005](#))
- To take practical actions to prevent incidents of bullying behaviour e.g., to ensure comprehensive supervision in all areas of the school
- To put into effect procedures for reporting and recording incidents of bullying behaviour on Sentral.
- To put into effect procedures for investigating and dealing with incidents of bullying behaviour.
- To develop a programme of support for those affected by bullying behaviour and those involved in bullying behaviour.

2.0 Bullying

Definition

Bullying is defined as on-going deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm ([National Centre Against Bullying](#)).

Bullying can be overt (obvious) or covert (hidden) and can be any in various forms or for many reasons leaving a long-term effect on those involved including the bystanders.

Examples of bullying include:

- physical (hitting, pushing, tripping, kicking, punching)
- verbal (using offensive names, ridiculing, racist remarks, teasing, abuse)
- non-verbal: writing offensive names or graffiti about others,
- psychological (spreading rumours, excluding someone from social groups, making inappropriate gestures, malicious SMS, and email messages, hiding or damaging possessions).
- Relational bullying: repeatedly ostracising others by leaving them out of groups or excluding/rejecting an individual or a group, threatening to share another person's personal information

- property: stealing, hiding, damaging, or destroying property
- Cyber: hacking into online accounts, sending of hurtful messages, creation and use of fake social media accounts to spread rumours and/or harass other students). (Refer to Cyberbullying Policy)
- Sexual bullying: sneers about body parts and development, teasing about sexual orientation and unsolicited sexual attention from another.

What is not bullying?

It is not bullying when:

- students have an occasional conflict or quarrel
- Once-off incident of a negative behaviour such as a hurtful text- message, a one-off argument.

These negative behaviours will be dealt with separately through the Minarah Students Code of Conduct Policy.

3.0 When does this policy apply?

This policy applies to several times and places including:

- School times (during lessons, between classes, break times)
- Going to and from school
- School excursions/incursions
- Anywhere within school grounds
- Extra-curricular activities (including open days, festivals, sporting fields – parks and hall)

4.0 The Cycle of Bullying

According to according to research (Olweus & Limber, 2010) there are three interrelated reasons as to why students bully:

- students who bully have a strong need for power or dominance
- students who bully find satisfaction in causing injury and suffering to other students
- students who bully are often rewarded in some way for their behaviour with material or psychological rewards

One in five students in an average classroom is experiencing bullying in some way and the rest of the students', called bystanders are also affected by the bullying. According to (Olweus & Limber, 2010) bullying prevention program students involved or witnessing bullying situations are described in having a role in the bullying circle as outlined in the model below:

Bullying Circle

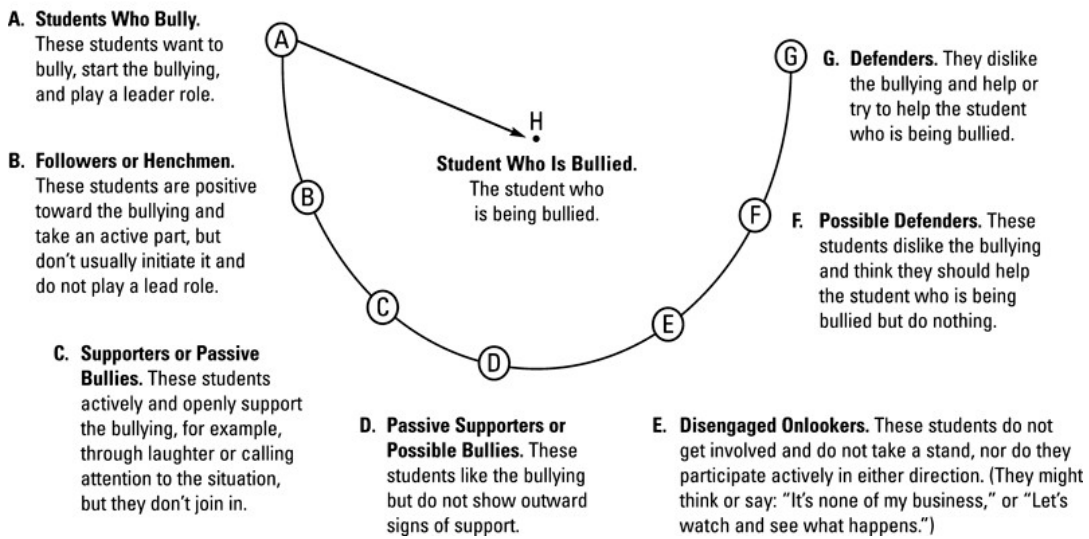


Figure 1 Bullying in School: Evaluation and Dissemination of the Olweus Bullying Prevention Program. *American Journal of Orthopsychiatry*, Volume: 80, Issue: 1, Pages: 124-134, First published: 09 April 2010.

5.0 Signs and Indicators of Bullying

Individual student who has been bullied who is bullying others or is a bystander will respond and that differently. A student's behaviour and emotions can also change for a variety of reasons. Being able to identify these signs in a student may help them speak out of incidences related to bullying.

The following as some of the signs that may indicate a student is experiencing bullying:

Psychological	Behavioural
<ul style="list-style-type: none"> • anger • anxiety • distress • frustration • depression • panic • indifference • fear • attempted suicide • shame and feelings of worthlessness • loss of trust in friends and their inability to support and protect 	<ul style="list-style-type: none"> • increased irritability and nervousness • unexplained changes in mood • increased aggressiveness • may believe that they deserve to be bullied • becoming withdrawn • excessive tearfulness or sensitivity to criticism • substance abuse • becoming obsessive • nightmares

<p>Physical Manifestations</p> <ul style="list-style-type: none"> • chest pains • pattern of minor illness • insomnia • stomach problems • eating problems • fatigue and lethargy • headaches • sweats • inconsistent explanations for cuts and bruises 	<p>Social, Interpersonal and School Related</p> <ul style="list-style-type: none"> • anxiety about travelling to and from school • mitching • late home from school without any plausible explanation • fear of using school toilet during breaks • fear of being out of sight of adults • becoming isolated in class • becoming withdrawn • reluctance to discuss the problem • unwilling to go to school • lack of creativity and initiative • beginning to bully small/younger students • possessions missing or damaged • increased and excessive requests for money • deterioration in school performance and motivation • loss of interest or concentration in school • unusual concerns about physical appearance, attributes, mannerisms etc.
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Some of these signs would be picked up by parents and related to you as a staff.

Impact on Bystanders

Students who see bullying happen also may feel that they are in an unsafe environment.

Effects may include feeling:

- Fearful
- Powerless to act
- Guilty for not acting
- Tempted to participate

6.0 Roles and Responsibilities

Students Responsibility

- behave appropriately, respecting individual differences and diversity.
- follow the school's policies.
- respond to incidents of bullying according to the School's Anti-Bullying policy.
- treat one another with mutual respect.
- behave according to Islamic values and morals.
- play safely and report all bullying incidents.
- co-operate with other students and staff and refuse to be involved in any bullying situation.
- Be honest in reporting matters.

Staff Responsibility

- respect and support students in all aspects of their learning.
- be both role models and guardians. That is, we must model respect in our interaction with students and colleagues and protect the rights and responsibilities of others.
- demonstrate positive behaviours in our own interactions.
- be aware of the potential influence of both our intended and inadvertent behaviour.
- report any incident of bullying.
- offer generous praise for pro-social and helpful behaviours by student also praise friendly and supportive behaviours of students toward one another on a frequent basis.
- teach non-violent, non-racist, and non- sexist ideas, values, and behaviours, as a core part of the every-day curriculum.
- teach social skills, including communication, making friends, accepting feedback from others, conflict resolution and appropriate assertiveness.
- promote positive relationships and enhance the school experience for students by developing a good rapport with them.
- provide better supervision during recess and lunch and,
- promote specific class rules against bullying and emphasise the immediate consequences of bullying.
- model appropriate behaviour.
- arrive to class on time and move promptly between lessons.
- respond in an appropriate and timely manner to incidents of bullying
- encourage and assist children to work towards mutual goals
- assist children to try to see the situation from different points of view
- help children to learn how to communicate their feelings by suggesting words to use or alternative way to express their emotions.
- encourage all parties to be honest with their opinions and feelings. Remember apologies may be useful, however only if offered sincerely.
- Be honest in reporting matters.

Responsibility of Parent/ Caregiver is to:

- support their children in all aspects of their learning
- assist their children in understanding bullying behaviour
- help their children learn negotiating and mediating skills
- discourage their child from fighting back
- assist children to try to see the situation from different points of view
- encourage and assist children to work towards mutual goals
- watch for signs of distress in their children, e.g.: unwillingness to attend school, missing equipment, requests for extra money and damaged clothes or bruising; take an active interest in their children's social life and acquaintances.
- advise their children to tell a teacher if they are being bullied.
- inform the school if bullying is suspected and not take matters into their own hands.
- must not encourage their children to retaliate.
- be willing to attend interviews at the School if their children are involved in any bullying incident and abide by instructions given by the School.
- be willing to inform the School of any cases of suspected bullying even if their children are not directly affected.
- Be honest in reporting matters.

7.0 Procedures to deal with Bullying

Student being bullied:

- Try to ignore the bullying or say 'No' firmly then turn and walk away. You must do this forcefully and walk away immediately.
- Try not to retaliate in a physical or verbal way.
- Try not to show that you are upset or angry. If you can hide your emotions the bully will get bored and leave you alone.
- Tell a friend and ask him/her for help. It is harder for a bully to pick on you if you have a friend with you for support.
- Try to avoid being alone in places where the bully is likely to pick on you.

Student bystander:

- Find a teacher straight away and explain what you have seen or heard.
- Do not ignore the bullying. Everyone has a responsibility to prevent bullying. (Think how you would feel if it was happening to you)
- Make sure that you do not get involved in the bullying.

Staff member

- Intervene immediately. The care of the victim of bullying should be your priority.
- Teachers should respond to any incidents of bullying immediately and unambiguously even if some aspects of the response are dealt with at a later stage. A teacher's own reactions to incidents of bullying will influence the attitudes of the children. For example, failure to respond to an incident may be construed as condoning bullying behaviour.
- When an incident of bullying is witnessed, the teacher should, as soon as possible write a report of the incident and notify Heads of Wellbeing immediately.
- All serious incidents must be reported to the Wellbeing Team, or the Deputy Principal.
- The Head of Wellbeing/Deputy Principal/Associate Deputy Principal will then investigate the matter further and will determine whether the incident merits contacting the parents of those children involved.
- Immediate suspension may follow (as outlined in the Wellbeing Policy). The length of suspension will be based upon the severity of the bullying behaviour (at the Head of Wellbeing's/ Associate/Deputy Principal's discretion).
- Both the perpetrator and the victim will be offered counselling to develop positive social skills and help prevent any recurrence.

8.0 Reporting Procedures for Students

Who to tell?

Students who believe they are being bullied should communicate to any one of the following person (s):

- Parents
- Any staff member with whom the student is comfortable
- Friend who can speak on their behalf
- Deputy Principal
- Stage Advisor
- School Counsellor
- Student mentor
- Roll call teacher
- School chaplain

How to report?

Students can use any of the following methods of communications:

- Direct approach to teacher at an appropriate time, e.g., after class, hand in a note to teacher
- Make a phone call to the school to speak with a teacher in the school
- Email a teacher using school email (firstname.surname@gvic.nsw.edu.au)
- Get a parent or friend to speak on your behalf
- Parent can inform the Wellbeing Team
- Witnesses or bystanders can report to the Wellbeing team or any teacher on duty

9.0 Reporting Procedures for Staff

Procedures for Teachers

If a student informs you of an incident of bullying either affecting themselves or a friend, the following needs to be done:

- listen, take notes- record all details such as date, time, location, name (s) of those involved, witnesses etc. Students own words must be recorded.
- reassure; inform the student that help is available, action will be taken to investigate, and they will not be facing this on their own
- check yourself that no student is in immediate danger
- confidentiality is respected and the student's privacy is protected but a teacher must not give guarantees not to tell anyone
- complete incident report on Sentral, notifying Heads of Wellbeing

Procedures for staff member investigating the reported incident

Actions may include the following elements and more than one may be used in response to addressing bullying behaviour based on the intensity of bullying. these responses include disciplinary approach, strengthening the victim, mediation, restorative practice, and support group.

When dealing with bullying:

- have the student reporting bullying write down the behaviours and how it's affecting them as early as possible
- speak with the alleged bully about their behaviour and their experiences of incidents
- have the alleged bully right down in account of their behaviour and their effects as soon as possible
- challenge the bullying behaviour as being unacceptable
- discuss possible solutions with both parties separately/together if appropriate
- write down a record of all on Sentral
- organise counselling for both the victim and are alleged bully
- make for the appointment to discuss situation with complainant and/or are the relevant individuals
- it is vital that the person reporting the incident is protected from alleged bully and Whoever is dealing with the incident must be discreet and careful. Staff will continue to support students who report bullying by conducting follow-up meetings with them
- Immediate suspension may follow (as outlined in the Welfare Policy). The length of suspension will be based upon the severity of the bullying behaviour (at the Head of Wellbeing/ Associate/Deputy Principal's discretion).

Follow-up steps to be taken

- Students involved will be monitored on a regular basis by informal discussions
- counselling is to be offered to all concerned to develop positive social skills and avoid recurrence of bullying incidents
- if necessary, parents will be invited to a meeting with the Wellbeing team
- if bullying persist, the Principal/s will be informed for further consequences

10.0 Preventative Strategies

Minarah's Preventive Strategies

- Education and promotion of the school's Anti bullying Policy through assemblies and posters
- Tell the children from Day One that bullying (verbal or physical) is not tolerated in the school)
- Preventative curriculum measures for raising awareness e.g., topics such as racism, religious studies, etc.
- Classroom rules applied consistently
- Develop classroom management plans
- Ample supervision of students during breaks, on playground ovals etc.
- Active intervention when bullying occurs
- Student code of conduct
- Welfare policy
- Peer support/ mediation
- Peer tutoring during Roll Call time
- Incidents reported to Heads of Wellbeing for taking appropriate actions.
- Promote the concept of active bystanders
- Sanctioning students who repeatedly used racial, homophobic, misogynistic, and discriminatory language and gestures even if it is meant in a friendly jovial manner
- Monitoring staff and parents use of language walls engaged in school activities to ensure that racial homophobic misogynistic and discriminatory language is not used
- educating parents and staff on the differences between antisocial or negative behaviours and bullying
- Coaching staff to actively supervise whilst on duty so that there is a pervasive sense of staff presence
- Emphasising antibullying guidelines during new staff inductions

Minarah College's Guidelines Against Bullying

Minarah College does not tolerate bullying in any form. All members of the School Community are committed to ensuring a safe and caring environment which promotes personal growth and positive self-esteem for all. The consequences of unacceptable behaviour are clearly stated in the School's Wellbeing Policy.

The school recognises that quality education requires effective communication between stakeholders. It has established both formal and informal mechanisms to facilitate such communication. Our School can intervene effectively to reduce bullying by developing a safe and supportive school climate.

We must all work together to help create an academic environment free from cruel acts of violence.

By following our School's Anti-Bullying policy, we are promoting for all students and staff a safe and secure school environment.

11.0 Reference

Olweus, D., & Limber, S. P. (2010). Bullying in School: Evaluation and Dissemination of the Olweus Bullying Prevention Program. *American Journal of Orthopsychiatry*, 80(1), 124-134.

Document Control

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Approved by:	Minarah Board	Meeting Date:	

Revision History

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v1.0	Authored	Jay Halai	February 2021
v1.1	Review – links to research, where the policy applies, who to report, the procedure for reporting	Ifroza Anwar Jessica Whiteoak	October 2021
V1.2	Format Update	Davindar Singh	February 2023
v1.3	Key Contact Name Change	Samina Ali	February 2024