



Anti-Bullying Policy

Australian Islamic College

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Preventing and Managing Bullying Policy

OBJECTIVE

This policy aims to enable the College to respond to bullying in a timely and effective manner that promotes healthier social behaviour between students, both face-to-face and in the online world.

OUTCOMES

1. Teachers, students and parents are aware of the College's processes for responding to bullying.
2. Students who report bullying feel supported.
3. Combating bullying by processes of reconciliation, support (which may include involvement by parents, school counsellors and as deemed necessary by the Program Coordinators)
4. Preventing the occurrence of bullying, we do this by education students on establishing positive relationships and reinforcing the rights and responsibilities of all school members.

RATIONALE:

All members of our College community are committed to ensuring a safe and supportive environment where all members have the right to be respected and have a responsibility to respect each other.

WHAT IS BULLYING?

Bullying is when an individual or group misuses power to target another individual or group to intentionally threaten or harm them on more than one occasion. This may involve verbal, physical, relational and psychological forms of bullying. Teasing or fighting between peers is not necessarily bullying.

Bullying may involve:

- **Verbal Bullying**: The repeated use of words to hurt or humiliate another individual or group. Verbal bullying includes, for example, using put-downs, insulting language, name-calling, swearing, nasty notes and homophobic, racist or sexist comments.
- **Emotional/Psychological Bullying**: Includes repeated stalking, threats or implied threats, unwanted email or text messaging, abusive websites, threatening gestures, manipulation, emotional blackmail, and threats to an individual's reputation and sense of safety.

- **Relational Bullying:** Usually involves repeatedly ostracising others by leaving them out or convincing others to exclude or reject another individual or group, making up or spreading rumours, and sharing or threatening to share another’s personal information.
- **Physical Bullying:** Includes repetitive low level hitting, kicking, pinching, pushing, tripping, ‘ganging up’, and unwanted physical or sexual touching and damage to personal property. More serious violent behaviours are not necessarily treated as bullying and may be better managed through the College’s discipline processes.
- **Cyber Bullying:** Involves the use of information and communication technologies such as email, text messages, instant messaging, websites and social media to engage in the bullying of other individuals or groups. This technology can create additional means for verbal, relational and psychological forms of bullying.
- **Bystanders:** Bystanders are those who are aware of, or witnesses to, bullying but are not directly involved in bullying or being bullied themselves.

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Preventing and Managing Bullying Policy – PROCEDURES OVERVIEW

STAGE 1: STUDENTS

- Share feelings & concerns with others, including teachers
- Be supportive of each other. No-one deserves to be bullied
- Initially try to ignore the behaviour. If the bully has no response and is not encouraged then s/he may stop
- Remember though, if this does not work then:
 - Seek help. Find an adult you trust and ask for their help.
 - They will be able to get help or give strategies to help respond and cope
 - Do not retaliate as this is rarely effective and often escalates
 - - Seek support from class teacher, HoLA, Year Coordinator, Student Services or the College administration

PARENTS

- Awareness that negative behaviour is not necessarily bullying
- Reassure the child being bullied that the fault does not lie with them
- Support the child by listening, not interrogating
- Year Co-ordinator can support with understanding of bullying and ways to confront the issue
- Need to be careful not to ignore or give the impression that the issue is unimportant
- Support child to follow procedures and seek support from teacher, HoLA, Year Coordinator, Students Services or the College administration

Increase Support



Repair & Rebuild



STAGE 2: TEACHERS

Use of Classroom Management Strategies (CMS)

- Building a positive relationship
- Creating a cohesive classroom group
- Letter, email or telephone call regarding concern(s)
- Establish, as a class, a clear set of class rules
- Outline expected behaviour (reinforce often)
- Establishing mutual respect
- Appropriate, engaging & relevant curriculum
- Letter, email or telephone commendations
- Resolve conflict with low key response
- Reward systems

Implement 'Friendly Schools' strategies

When a bullying incident is first reported:

- Meet with those students concerned individually (Bully and the student being bullied)
- Complete SEQTA entries of student account of events and inform parents and Year Coordinator

Depending on the range of seriousness:

- Meeting with parent and student to implement Class Behaviour Contract

Refer to **Stage 3** – Head of Program Coordinators for support as required

Increase Support



Repair & Rebuild



STAGE 3: HOLA

Support of classroom teacher in implementing CMS

- Support classroom teacher with Restorative Practices
- Possible lunch or recess detentions
- Formal parent contact– by this stage the parents must be contacted (Recommend a phone call indicating a level of seriousness)
- Document strategies used and teacher follow up required on TASS

Refer to **Stage 4** – Student Services support as required

Increase Support



Repair & Rebuild



STAGE 4: STUDENT SERVICES

Year Coordinator

Continued use of CMS and conflict resolution strategies:

- Formal meeting with parents
- Review meetings with students, and teachers if necessary
- Provide support to build resilience in bullied students

Program Coordinator

- Support with documented planning
- Coordinate and manage resolutions
- Follow up with Year Coordinator and teachers as necessary
- Parent contact and a formal meeting with a Deputy Principal if necessary

**STAGE 5: Program
Coordinator/Deputy
Principal/Principal**

SERIOUS INCIDENTS

- Physical violence
- Abusive behaviour
- Threats and Intimidation
- Sexual Harassment