1 RATIONALE

At the Islamic College of Melbourne, we provide a positive culture where bullying, including cyber bullying, is not accepted, and in doing so, everyone will experience the right of respect from others, the right to learn or to teach, and the right to feel safe and secure in their school environment.

2 DEFINITION

Bullying:

A person is bullied when they are intentionally exposed regularly and over time, to negative or harmful actions by one or more people. Bullies are people who deliberately set out to intimidate, exclude, threaten and/or hurt others repeatedly. Bullying is a clear form of harassment, which is an aggressive pressure or intimidation by the bully to his or her subjects. It is an ongoing, intentional pattern of unwelcomed and unwanted behaviour that hurts, intimidates, or discriminates against an individual or group of individuals. It can take many forms including, but not limited to deliberate and repeated physical, verbal, emotional, threatening behaviours, abuse of property and / or cyber-bullying (social media: i.e. Facebook, Twitter, Snapchat, Tiktok, Instagram, recordings, pictures, messages, emails…etc.)

Bullying affects the dignity of both victims and perpetrators and therefore, action must be taken to eliminate it from school environment. Such action must itself be consistent with Islamic principles and be based on sound educational practices. It must also involve all members of the community – parents and guardians, staff, and students – and be directed towards enhancing the dignity of all and securing a safe, supportive learning environment.

Bullying can take many forms as outlined in the table below:

Type	Examples of Repetitive Behaviours
Physical	• Hitting, kicking, punching • Pushing shoving, spitting • Taking or damaging other people's things • Forcing others to hand over food, money or something that belong to them • Making someone do something that hey do not want to through coercion or manipulation
Verbal	• Name Calling • Teasing • Threatening • Making fund of someone because of appearance, physical characteristics or cultural backgrounds • Making fun of someone's actions • Spreading untrue stories about others
No-Verbal/Indirect	• Making threatening/obscene gestures

	• Excluding others from a game or group • Removing/hiding others' belonging
Cyber Bullying	• Emails, text messages, chat room conversations and other multi-media forums designed to intimidate or offend
Racial/Religious/Sexual/Disability	• Inappropriate touching and actions • Inappropriate conversations/comments

Harassment
Harassment is any behaviour that is uninvited, unwelcomed, and unwanted that can cause another person to feel hurt or uncomfortable

Bystanders
A bystander is someone who sees bullying occurring or knows that it is happening to someone else. Bystanders fall into the following categories:

a. Supporters: These individuals support the person who is doing the bullying, either by helping the person to bully or by encouraging them to bully.
b. Spectators: These individuals gather or deliberately stay to watch a bullying incident
c. Witnesses: These individuals are aware that a bullying incident is occurring or can see it from a distance.

3 AIMS

At the Islamic College of Melbourne, we aim to:

a. Reinforce within the school community an understanding of the nature of bullying and the fact that it is unacceptable.
b. Be alert to signs and evidence of bullying and to exercise our responsibility in relation to this.
c. Ensure that all reported incidents of bullying are followed up appropriately and documented; giving due consideration to procedural fairness (restorative practices) and that support is given to both victims and perpetrators.
d. Always seek parental and peer-group support and co-operation.

4 IMPLEMENTATION

a. Provision of information for parents so as they are aware of the nature of bullying, including cyberbullying, the school's position on bullying and the procedures taken to address bullying within the school community.
b. Creating clear rules and school consequences to bullies and making sure all students are made aware of it.
c. Modelling of appropriate behaviour by all staff members.

d. Investigating of alleged incidents without bias and giving all parties the opportunity to respond to allegations.

5 FOUR-PHASE APPROACH TO BULLYING

The four phase approach to bullying is:

a) Primary Prevention by:

a. Raising community awareness and input relating to bullying, its characteristics and the school's programs and response.
b. The provision of educational programs within the curriculum
c. The provision of educational programs through school assemblies/homerooms and extracurricular activities.
d. The implementation of a bullying survey and yard survey.
e. Develop staff awareness of school policies and procedures on how to manage and deal with bullying, including cyber bullying.
f. Provide staff with internal and external professional development on bullying and bullying prevention.

b) Early Intervention by:

a. Encouraging children to report bullying incidents involving themselves or others.
b. Teachers reporting concerning behaviours, including to counsellors, to provide early de-escalation.
c. Teachers reminding students to report incidents, and that reporting is not dobbing.
d. Encouraging parents to contact school if they become aware of a problem.
e. Publicly recognising and rewarding positive behaviour and resolution of problems.

c) Intervention by:

Speaking to identified, bully, victim and witnesses and fully investigating and documenting all incidents or allegations of bullying.
Conducting a process through which all parties can respond to allegations.

6 PROCEDURES FOR MANAGING BULLYING CASES

The process includes:

a. Submitting an incident/accident report about the bullying incident or incidents and their nature in detail.
b. Arranging a meeting between the class teacher, year level coordinator and/or behaviour coordinator, and the relevant person to discuss the complaint.
c. The opportunity to be heard without bias.
d. The setting of actions because of the meeting to resolve the situation.

e. If required a subsequent meeting with other parties to allow them to be heard without bias and the setting of actions because of the meeting to resolve the situation.
f. If required, an additional meeting with the principal for further investigation and conciliation. This investigation includes the opportunity for all parties to respond to any allegations.
g. The setting of further actions resulting from this meeting
h. Monitoring of actions.
i. Offering both bully and victim counselling and support.
j. All the proceeding of the investigations, interviews, and the action points must be documents and stored in the respective students' files.

7 POST VIOLATION AND RETURN TO WELLBEING BY

a. Ongoing counselling for both victim and bully by a qualified staff member or an appropriate agency.
b. Ongoing monitoring of identified bullies.
c. Rewarding positive behaviour.

8 DOCUMENT CONTROL INFORMATION

Approval Date	23 November 2025
Approved By	Board Chair
Supersedes	Previous
Date of Last Review	5 March 2022
Date for Next Review	3 year cycle