



Islamic School of Canberra

Anti-Bullying Policy

1. Purpose

This policy establishes the school's commitment to providing a safe, respectful, and inclusive learning environment where all students feel valued and protected. It outlines the definitions, prevention strategies, reporting processes, response procedures, and consequences for bullying in accordance with the **Education Act 2004 (ACT)** and relevant ACT Education Directorate guidelines.

2. Policy Statement

Bullying is an act of aggression which causes someone to feel fearful, threatened, embarrassed, excluded over an isolated period of time or repeatedly of an extended period of time. The school has **zero tolerance** for bullying in any form. Every student has the right to learn in a safe environment, and every staff member has the right to work without fear of harassment or intimidation. Bullying behaviours will be addressed promptly, fairly, and consistently.

3. Definitions

3.1 Bullying

Bullying is **repeated, unreasonable, and intentional** behaviour that causes physical, social, emotional, or psychological harm. It involves a misuse of power and can occur in person or online.

3.2 Types of Bullying

- **Physical:** hitting, pushing, damaging property
- **Verbal:** name-calling, insults, threats
- **Social/Relational:** exclusion, spreading rumours, encouraging others to reject someone
- **Cyberbullying:** harmful online messages, impersonation, sharing images without consent

- **Discriminatory bullying:** targeting based on race, religion, disability, gender, or other protected attributes

3.3 Not Bullying

Single incidents of conflict, arguments, or social disagreements are not classified as bullying but will still be addressed through restorative and behaviour-support processes.

4. Prevention and Whole-School Strategies

- Promote a culture of respect, kindness, and Islamic values of compassion and justice.
- Teach explicit social-emotional skills across all year levels.
- Provide staff training on recognising and responding to bullying.
- Maintain active playground supervision and safe physical environments.
- Implement student leadership structures (SRC, captains) to promote student voice.
- Engage parents through communication, workshops, and partnership programs.
- Use wellbeing programs, incursions, and clubs to build belonging and resilience.

5. Reporting Bullying

5.1 Students may report bullying to:

- Any teacher or staff member
- Wellbeing team (counsellors, behaviour coordinators, chaplain)
- Front office

5.2 Parents may report bullying by:

- Emailing or phoning the school
- Requesting a meeting with the class teacher, Year Coordinator, or any of the leadership team

5.3 Staff must:

- Take all reports seriously
- Document incidents promptly
- Notify the relevant coordinator or Deputy Principal

6. Response Procedure

Step 1: Immediate Safety

- Ensure the student is safe and supported.
- Separate students if necessary.
- Provide first aid if required or wellbeing support

Step 2: Initial Investigation

- Interview the targeted student, alleged student(s), and witnesses.
- Collect evidence (screenshots, statements).
- Record all findings in the school's behaviour management system.

Step 3: Determination

- Determine whether the behaviour meets the definition of bullying.
- If not bullying, address through conflict resolution or restorative practice.
- If bullying is confirmed, proceed to Step 4.

Step 4: Intervention

- Notify parents of all involved students.
- Develop a behaviour support or safety plan.
- Apply consequences consistent with the **Education Act 2004 (ACT)** and school behaviour policy.
- Provide counselling or wellbeing support to both the targeted student and the student displaying bullying behaviour.

Step 5: Monitoring

- Follow up within 48–72 hours.
- Continue monitoring for 4–6 weeks.
- Adjust support plans if needed.

Step 6: Escalation (if behaviour continues)

- Referral to senior leadership.
- Formal behaviour contract.
- Suspension or exclusion processes as permitted under the Education Act.

7. Consequences (Aligned with the Education Act 2004 (ACT))

Consequences will be **fair, proportionate, and educational**, and may include:

- Verbal warning and restorative conversation
- Loss of privileges
- Parent meeting
- Behaviour contract or monitoring plan
- Withdrawal from class or playground
- Internal suspension
- External suspension (short or long)
- Expelling (in extreme or repeated cases, following ACT Education Directorate procedures)

The **Education Act 2004 (ACT)** requires that consequences:

- Support the safety and wellbeing of all students
- Are reasonable and age-appropriate
- Are documented and communicated to parents
- Are accompanied by support strategies to change behaviour

8. Support for Students

- Access to school counsellors
- Chaplaincy support
- Behaviour coordinators for primary and secondary
- Restorative meetings
- Peer support programs
- Individual wellbeing plans

9. Roles and Responsibilities

School Leadership

- Ensure policy implementation
- Provide staff training
- Oversee investigations and consequences

Staff

- Model respectful behaviour
- Supervise actively
- Report and document incidents
- Support students involved

Students

- Treat others with respect
- Report bullying
- Participate in restorative processes

Parents

- Support the school's approach
- Communicate concerns promptly
- Reinforce respectful behaviour at home

10. Review

This policy will be reviewed every **three years** or earlier if required by legislative changes or school needs.

16. References:

Education Act 2004 (ACT)



Disability Discrimination Act 1992

Human Rights and Equal Opportunity Commission (HREOC) Act 1986

Racial Discrimination Act 1975

Racial Hatred Act 1995

Sex Discrimination Act 1984.

Version: 26	
Approved by Board member/director	
Signature	
Approval Date	June 2026