

AL HIKMA COLLEGE



ANTI – BULLYING POLICY

Revised and updated March 2023

This policy is pursuant to the requirements set out in section 3.6.2 of the NESA Registered and Accredited Individual Non-Government Schools (NSW) Manual

Rationale

This document sets out the school's policy in relation to the issue of bullying. It reflects a belief that bullying **is NOT ACCEPTABLE UNDER ANY CIRCUMSTANCES AND WILL NOT BE TOLERATED** at Al Hikma College. It also acknowledges that bullying behaviour is problematic for the perpetrator and target alike and embodies support and management strategies that are pragmatic.

Principles

The Al Hikma College Anti-Bullying Policy is of utmost importance to Al Hikma College, as all children have the absolute right to be educated in a safe and secure environment, and to be protected from others who may wish to harm, degrade, or abuse them. At Al Hikma College, our social climate needs to be one where there is warmth and acceptance of all students. We aim to foster a safe environment, where our students grow and learn, free from any form of abuse, and are physically and psychologically protected.

Effective management of bullying is a shared responsibility. By developing and cultivating holistic knowledge, into appropriate action, an acceptable resolution for all parties, i.e., school staff, parents, professionals, and the students who are the targets, transgressors or bystanders is achievable.

Staff/Parents/Guardians need to 'educate/draw out' and most imperatively, be prepared to listen to vital information from the bully, victim, and bystander, via questioning in a mild mannered, caring, and open way, and using a calm voice. This will be done by implementing 'Behavioural Sequence Question/Answer Record' interviews for all involved/ affected by the bullying incident, by the Principal. These will be conducted separately in a one-to-one isolated context. 'Follow up Discussions' of the bullying incident with the bully, victim and bystander (conducted separately), will take place over a period of 2 weeks from the initial incident, with notes recorded from each discussion session. Further to this, parents may be contacted and informed, with ongoing support from Staff. After completing these steps, the bully will be actively involved in the 'Developmental Goal' Plan, as part of the next stage in the facilitation/transformation process.

(Refer to attached 'Behavioural Sequence Question/Answer Record' templates and 'Follow Up Discussion' templates, for The Bully, The Victim and The Bystander/Witness, 'Developmental Goal' Plan document and template, 'Types of Bullying' document, all found in the Appendix Section).

By employing this system, we aim to create an environment that is somewhat proactive rather than purely and wholly reactive. We may be able to counteract potential bullying occurring again. By collecting, gathering and learning from detailed data, we may be able to stop future bullying, by learning of and focusing on the influencing factors that create a bully, and possibly better detecting warning signals and implementing measures to stop bullying before it happens.

Also, by implementing this approach, we can 'de-victimise' the victim so their self-esteem is not negatively affected, as the victims may suffer from humiliation and embarrassment. We can better track and deal with the aftermath of a bullying incident from the perspectives of the bully, victim and bystander. We will be able

to liaise with the parents of the bully, victim and bystander, through having access to more accurate details/information/records, as well as more accurately informed school staff, including our Principal and School Chaplain, and other professionals (such as child psychologists), who may need to become involved if the bully or victim or bystander are continually displaying negative behaviours.

By following these fundamental principles of 'The Al Hikma College Anti-Bullying Policy', we are promoting a safe and secure school environment for all students and staff.

The bully is given opportunities to renew their attitudes and behaviour towards peers over a period of time, the victim is able to build confidence in being themselves, and the bystander is able to foster a sense of social justice, i.e., an upstander.

DEFINITIONS OF BULLYING

What is bullying?

Bullying is intentional/deliberate aggressive behaviour by an individual or a group of people, that involves a perceived power imbalance/ authority, which causes hurt or harm to another person or group of people who feel helpless to respond. Bullying can be repeated multiple times or can continue over a period of time. It is often hidden from adults and will likely continue if no action is taken.

Bullying is not

- single episodes of social rejection or dislike
- single episode acts of nastiness or spite
- random acts of aggression or intimidation
- mutual arguments, disagreements or fights

These actions can cause great distress. However, they're not examples of bullying unless someone is deliberately and repeatedly doing them.

Bullying behaviour can be:

- **Verbal** e.g.: name calling, teasing, abuse, putdowns, sarcasm, insults and threats
- **Physical** e.g.: hitting, punching, kicking, scratching, tripping, spitting and pushing
- **Social** e.g.: ignoring, excluding, alienating and making inappropriate gestures
- **Psychological** e.g.: spreading rumours, nasty looks, hiding or damaging possessions
- **Cyber** e.g.: malicious SMS and email messages and internet chatting, and inappropriate use of camera phones and internet

WHAT CAUSES SOMEONE TO BULLY?

There is a host of factors which contribute to children bullying their peers. For example:

- **Family Factors:** A lack of attention and warmth towards a child, together with the modelling of aggressive behaviour at home, and poor supervision may contribute to bullying behaviour.
- **Personality Factors:** Children with low self-esteem are prone to bullying because it gives them a sense of power and control. They brag about themselves and put others down to cover for a low sense of self-worth. Intolerance and a lack of empathy is another main reason leading to bullying behaviour.
- **School Factors:** Just as low levels of supervision in the home are associated with the development of bullying problems, so too, are poor supervision at school particularly in the school playground, hallways, canteen area and the changeover of periods. Also, poor tracking/communication between staff/ recording of bullying incidents.

POSSIBLE SIGNS OF A STUDENT BEING BULLIED:

Students may:

- Become unwilling to come to school or attend erratically.
- Begin doing poorly in their schoolwork.
- Become withdrawn or isolated, start stammering.
- Have a desire to remain near adults especially at break times.
- Find their possessions going “missing”
- Have unexplained bruises, scratches, or cuts.
- Become distressed, eat very little and
- Refuse to say what is wrong and give improbable excuses to explain any of the above.

UNDERSTANDING THE BULLY, THE VICTIM AND THE BYSTANDER

THE BULLY

Staff dealing with the bullying behaviour need to be aware of what may have caused this negative behaviour to establish motivations behind it, e.g., violence at home, prior disappointment, mental illness, etc. The serious long-term outcomes for bullies are also important to recognise.

THE VICTIM

Staff dealing with the victims need to be aware that their behavioural patterns may go unnoticed in the school. The victim:

- may try to avoid school, and social interaction.
- more likely to be depressed and suffer low self-esteem and
- experience significant psychological harm which interferes with their social, emotional, and academic development.

THE BYSTANDER

Staff dealing with bystanders need to know that they can be affected by the bullying incident by:

- becoming emotionally and psychologically scarred;
- may follow a bully's lead in helping to harass or victimise a particular student.
- see that it has no negative consequences for the bully, will be more likely to use aggression in the future.

Al Hikma College encouraged bystanders to be 'upstanders', i.e., as 'silence breeds consent'.

PROCEDURES AND STANDARDS

STRATEGIES OUR SCHOOL CAN TAKE TO PREVENT BULLYING

Our School can intervene effectively to reduce bullying by developing a safe and supportive school climate. All stakeholders (Staff/Students/Parents) must work together to help create an academic and social environment free from cruel acts of violence and/or verbal abuse.

RESPONSIBILITIES

STAFF

- Behave accordingly to Islamic values and morals.
- Respect and support students in all aspects of their learning.
- Model appropriate behaviour.
- Arrive to class on time and move promptly between lessons.
- Respond in an appropriate and timely manner to incidents of bullying.
- Be both role models and guardians (in loco parentis). That is, we must model respect in our own relationships, and protect the rights and responsibilities of others.
- Demonstrate positive behaviours in our own relationships.
- Be aware of the potential influence, of both our intended, and inadvertent behaviour.
- Prepare lessons that are climate orientated, as well as task orientated.
- Take bullying seriously and find out the facts of any incidents.
- Support all students, those who are the bully, the victim and the bystander.
- Offer generous praise for pro-social and helpful behaviours by students. As well as 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. Students need to view Staff as having a respectful and positive attitude towards them.
- Provide vigilant supervision during recess and lunch.
- Promote specific class rules against bullying and emphasise the immediate consequences of bullying.

STUDENTS

- Behave according to Islamic values and morals.
- Treat one another with mutual respect.
- Play safely and report all bullying incidents.
- Co-operate with other students and staff.
- Refuse to be involved in any bullying situation.
- Behave appropriately, respecting individual differences and diversity.
- Follow the school's ethos.
- Respond to incidents of bullying according to the 'School's Anti-Bullying Policy'.

PARENTS

- Behave according to Islamic values and morals.
- Watch for signs of distress in their child, e.g., unwillingness to attend school, missing equipment, requests for extra money and damaged clothes or bruising.
- Take an active interest in their child's social life and acquaintances.
- Be willing to attend interviews at the school if their child is involved in any bullying incident.
- Be willing to inform the school of any cases of suspected bullying, even if their child is not directly affected.

OTHER CONTACTS

- | | |
|--------------------------|--------------|
| • Campsie Police Station | 9784 9399 |
| • Kids Help Line | 1800 55 1800 |
| • ReachOut/Lifeline | 13 11 14 |

ACTIONS

Preventative measures/actions discussed with students and reinforced in the classroom prior to and when a bullying incident occurs:

VICTIM

- Trust in Allah to help bring about a change in the situation.
- Tell those who are bullying you, “NO” /STOP!” You must do this forcefully and walk away immediately.
- Do not let the bully’s words/actions affect you. Remain calm. Remind yourself that the bully may have their own issues and because of that, they are acting out/lashing out at others. Remind yourself to focus on the behaviour, not the bully.
- Try not to retaliate in a physical or verbal way.
- Don’t keep the incidents a secret. Let family members and trusted friends know about what is happening. It is harder for a bully to pick on you if you have a friend with you for support.
- Tell a teacher. Bullies depend on secrecy. If you need help, do not be embarrassed about asking for it. Everyone needs help sometimes and teachers can only help if they know about the problem.
- Try not to react or show that you are upset or angry.

BYSTANDER

- Be an agent of good. 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.
- Find a teacher immediately and explain what you have seen or heard.

PARENT

If your child is being bullied:

- Parents must NEVER approach a child to deal with a school related matter. Parents are also not encouraged to contact other parents regarding school issues, i.e., disciplinary matters.
- Advise your child to tell a teacher if they are being bullied.
- Inform the School if bullying is suspected and not take matters into your own hands.
- You must not encourage your child to retaliate and to take things into their own hands.
- Help your child build a positive self- image of themselves and remind them of their uniqueness

If your child is engaged in bullying:

- Make it clear to your child that their behaviour is unacceptable.
- With your child, discuss the impact of their behaviour/actions and ask them why they think they are engaging in this type of behaviour. Implement relevant consequences, such as taking away privileges or activities they enjoy.

- Talk to your child to help them recognise how their actions are making the victim feel.
- Spend quality time with your child and show them they are special, to help them gain self-confidence.

If your child is a witness to bullying:

- Notify the school to report what your child has witnessed.
- Encourage your child to support the victim and to stand up for them publicly.
- Remind your child of the consequences of gossiping/backbiting or repeating gossip (even if they think it is true), and the pain that it can cause others.

ACTION TAKEN BY STAFF WHEN AN INCIDENT OCCURS:

STEP	ACTION	WHO	WHEN
1	Intervene immediately. You should respond to any disciplinary incidents immediately and unambiguously even if some aspects of the response are dealt with at a later stage. A teacher's own reactions to incidents will influence the attitudes of the children. For example, failure to respond to an incident may be construed as condoning behaviour. All students involved in the incident, MUST write an initial incident report to recount their version of what happened.	The Staff member who witnesses the incident/ is notified of the incident	<i>Immediately</i>
2	Information/details of the incident are to be relayed to the discipline panel (Principal, Coordinators) in order to determine whether the incident is classified as bullying, based collected/ gathered/detailed data recorded on Sentral.	The Staff member who witnesses the incident/ is notified of the incident	Once information/ details of the incident have been collected
3	If the incident is classified as 'bullying', all parties (bully/victim/bystander) should be interviewed separately , referring to the students' initial incident report as a basis of information. If more than one student is involved in perpetrating the bullying, talk to each of the perpetrators separately. As also, if there are multiple victims and bystanders. Conduct an interview using the 'Behavioural Sequence Question/Answer Record' (see appendix). In this way, incidents may be tracked, details recorded on a set proforma/template to help establish consistency, truth of information revealed (i.e., able to cross-reference details given between the bully, the victim and the bystander). Record all documents in the students' files/Sentral to be used as a guide to facilitate/help/and inform what actions	Principal/ Coordinators/	Immediately /as soon as possible

	are to be taken next and into the forceable future. Also to establish motivations of behaviour.		
5	Three 'Follow Up Discussions' (see appendix) of the bullying incident, with the bully/victim/bystander, conducted separately, will take place (see appendix). Record brief notes regarding reflections, disposition/mental/emotional state of all parties regarding the incident.	Principal/ Coordinators/	Over a period of 2 weeks from the initial incident
6	Findings and results gathered from the 'Behavioural Sequence Question/Answer Record' are to be communicated and relayed to relevant Staff, including the Principal (if not informed already).	Principal/ Coordinators/	Once 'Behavioural Sequence Question/Answer Record' interviews are complete
7	The Principal will then investigate the matter further and will determine whether the incident merits contacting the parents of those children involved, with the Principal being in regular contact with parents to monitor progress, and/or bring on board other professionals. Immediate suspension may follow (as outlined in the Discipline Policy). The length of suspension will be based upon the severity of the bullying behaviour (at the Principal's discretion). In school suspension may be exercised depending on family factors.	<i>Principal</i>	Once 'Behavioural Sequence Question/Answer Record' (including the '3 Follow up Discussions') interviews are complete
8	With the input of the bully, a 'Perpetrator Developmental Goals' plan (see document and template in appendix) is to be filled out and implemented. Objectives of 'developmental goal' plan: To highlight and identify values/ character strengths within the student	'Bully', Class Teacher and Principal/ Coordinators/	Ongoing
9	The bully/victim/bystander can be offered indefinite/ongoing: - counselling in order to develop positive social skills and help prevent any recurrence. Advice and assistance/guidance should be given in short bursts - sessions with the Positive Character Ambassador (role models in the school whom they can look up) to assist them/support them morally/physically/emotionally/socially	'Bully', Class Teacher, Principal and/or external professionals	Ongoing

The Bully's Behavioural Sequence- Question/Answer Record

PRINCIPAL AND/OR SCHOOL COORDINATOR USE ONLY – NOT TO BE PHOTOCOPIED AND GIVEN TO THE CHILD

Name of student displaying inappropriate behaviour: _____ Class _____

Date (D/M/Y): _____ Time of incident: _____ Location of incident: _____

1. What did you do?

When you (insert bully's behaviour) to (insert other student(s) name), [IF APPLICABLE], what were you thinking? What were you feeling?

2. What did (insert victim's name) do?

When they (insert victim's behaviour), what were you thinking? Feeling?

3. What did you do next?

When you..... (insert bully's behaviour) to (insert victim's name), what were you thinking? Feeling?

4. What did (insert victim's name) do next?

When they (insert other student(s) behaviour), what were you thinking? Feeling?

5. After the incident, there was a consequence to your actions. How helpful was your thinking?

6. What do you think could have been more helpful thinking?

FOLLOW UP DISCUSSION

'Follow up Discussions' of an incident, will be held over a 2-week period from the date of the initial incident.

Name of Perpetrator: _____

Class: _____

Date of initial incident (D/M/Y): _____

Time of initial incident: _____

Location of initial incident: _____

Date	Notes regarding discussion with the student

The Victim's Behavioural Sequence- Question/Answer Record

PRINCIPAL AND/OR SCHOOL COORDINATOR USE ONLY – NOT TO BE PHOTOCOPIED AND GIVEN TO THE CHILD

Name of student: _____ Class _____

Date (D/M/Y): _____ Time of incident: _____ Location of incident: _____

1. What did (the bully's name) do?

When they did (insert bully's behaviour), what were you thinking? What were you feeling?

2. What did you do when they did (insert bully's behaviour)?

When you (insert victim's behaviour), what were you thinking? Feeling?

3. What did you do next?

What were you thinking? Feeling?

4. What could you do better next term if you found yourself in the same situation/position?

5. What else could you do?

FOLLOW UP DISCUSSION

'Follow up Discussions' of an incident, will be held over a 2-week period from the date of the initial incident.

Name of Victim: _____

Class: _____

Date of initial incident (D/M/Y): _____

Time of initial incident: _____

Location of initial incident: _____

Date	Notes regarding discussion with target

The Bystander/Witness Behavioural Sequence- Question/Answer Record

PRINCIPAL AND/OR SCHOOL COORDINATOR USE ONLY – NOT TO BE PHOTOCOPIED AND GIVEN TO THE CHILD

Name of student: _____ Class _____

Date (D/M/Y): _____ Time of incident: _____ Location of incident: _____

1. What did (the bully's name) do?

When they did (insert behaviour), what were you thinking? What were you feeling?

2. What did you do when they did (insert behaviour)?

What were you thinking? Feeling?

3. What did you think when you saw (insert summary of incident/behaviour)?

What were you thinking? Feeling?

4. How do you think it could have been better dealt with?

5. What could you do better next time, if you found yourself in the same situation/position? What else could you do?

FOLLOW UP DISCUSSION

'Follow up Discussions' of an incident, will be held over a 2-week period from the date of the initial incident.

Name of Bystander/Witness: _____

Class: _____

Date of initial incident (D/M/Y): _____

Time of initial incident: _____

Location of initial incident: _____

Date	Notes regarding discussion with witness

PERPETRATOR DEVELOPMENTAL GOAL PLAN

OBJECTIVES OF A DEVELOPMENTAL GOAL PLAN

To highlight and identify values/character strengths within the student.

STEPS

- Work with the Perpetrator to identify and list the Values/Character Strengths they see in themselves
- Plan with the Perpetrator ways of enhancing and using their character strengths, while upholding their values.
- Identify similar Values/Character Strengths the Perpetrator and the victim have in common and discuss ways they can reconcile and ask for forgiveness from the Victim.
- The Perpetrator, Class Teacher and Principal/ Coordinators should meet on a fortnightly/monthly basis (depending on development of the perpetrator) to discuss personal growth and development.

Perpetrator Developmental Goals Plan Template

Date: _____

Name of perpetrator: _____

Class: _____

Brief description of the bullying incident:

List of the perpetrator's Values/Character Strengths identified:

Putting these into action- How?

Type of bullying behaviour identified: _____

Related Ayat/Hadith discussion point:

Commonalities identified regarding Values/Character Strengths between the student displaying the perpetrator and the victim:

Ways to reconcile with and seek forgiveness from the target:

Ongoing personal growth and development notes:
