

MUSLIM GIRLS GRAMMAR SCHOOL

ANTI-BULLYING POLICY

Last updated March 2026

CONTENTS

1. Rationale
2. Aim
3. Key Definitions
4. MGGS Zero-Tolerance Statement
5. Identifying Bullying
6. Proactive Prevention (MGGS Model)
7. Responsibilities
8. Management
9. Procedures
10. Support for Students
11. Monitoring and Review
12. Communication

1. RATIONALE

Muslim Girls Grammar School (MGGS) is an inclusive environment where individual differences are respected and where all students are entitled to learn in a safe, structured and disciplined environment. Bullying in any form at MGGS is not tolerated and will be dealt with firmly, consistently and without delay.

This policy reflects the values of Islam, promoting:

- Respect
- Justice
- Accountability
- Responsibility

2. AIM

MGGS aims to:

- Proactively prevent bullying through education and leadership
- Explicitly teach students to identify and respond to bullying
- Maintain a zero-tolerance environment
- Ensure clear consequences and accountability for behaviour
- Work in partnership with families to address behaviour.

3. KEY DEFINITIONS

To ensure clarity and consistency, MGGS adopts the following definitions:

Bullying
The repeated misuse of power by an individual or group towards another person, resulting in harm, distress, fear or intimidation. Bullying may be verbal, physical, social, psychological or online.

Anti-Bullying
A whole-school approach focused on the prevention, identification, and response to bullying through education, policy, and intervention strategies.

Zero-Tolerance
A firm position where bullying is:

- not accepted
- not minimised
- consistently addressed with consequences

3. KEY DEFINITIONS CONTINUED

PEOPLE

Bully

A bully is an individual or group who deliberately engages in behaviour that misuses power to harm, intimidate, control or distress another person.

This behaviour may be:

- repeated or ongoing
- physical, verbal, social, psychological or online
- direct or indirect

At MGGS, a student is identified as engaging in bullying behaviour where their actions:

- create a power imbalance
- cause harm or fear
- negatively impact another student's wellbeing

A student who engages in bullying behaviour will be held accountable and required to participate in behaviour reform processes.

Victim (Target)

A student who is subjected to bullying behaviour. MGGS may also use the term "target" to emphasise support and avoid labelling.

Bystander

A person who witnesses bullying behaviour. Bystanders play a critical role and are expected to report or intervene safely.

3. KEY DEFINITIONS CONTINUED

TYPES OF BULLYING

Covert Bullying
Subtle or hidden bullying that is often difficult to detect but equally harmful. Examples include deliberate exclusion, silent treatment, indirect comments, or manipulating friendships.

Cyberbullying
Bullying conducted through digital platforms including social media, messaging, email, images, or online forums. Examples include sending abusive or threatening messages, Posting or sharing harmful, humiliating or false content, creating fake accounts to impersonate or target others, sharing images or information without consent, excluding or targeting individuals in group chats, encouraging others to participate in online harassment.

Emotional Bullying
Behaviour that causes emotional harm, distress, or damage to a person's self-esteem. Examples include humiliation, ridicule, constant criticism, mocking, or deliberately embarrassing someone in front of others.

Group Bullying
Bullying carried out by a group towards an individual, often amplifying the impact and creating a power imbalance.

Identity-Based Bullying
Bullying directed at a person because of their identity or personal characteristics. This may include discrimination or harassment based on religion, race or ethnicity, gender, disability, appearance.

Online Harassment
Repeated or targeted inappropriate behaviour online that may not always fit traditional bullying definitions but causes harm or distress.

3. KEY DEFINITIONS CONTINUED

Physical Bullying

Any form of physical aggression or unwanted physical contact intended to harm or intimidate another person. Examples include hitting, pushing, kicking, tripping, spitting, damaging belongings, or threatening physical harm.

Psychological (Mental) Bullying

Actions that undermine a person's confidence, sense of safety, or mental wellbeing through intimidation or manipulation. Examples include threats, coercion, controlling behaviour, persistent intimidation, or creating fear.

Social (Relational) Bullying

Behaviour that harms a person's social relationships, reputation or sense of belonging. Examples include exclusion, spreading rumours, gossiping, forming cliques to isolate others, or encouraging others not to associate with someone.

Verbal Bullying

The use of spoken or written words to harm, intimidate or humiliate another person. Examples include name-calling, insults, threats, teasing, or offensive remarks relating to identity, appearance, or ability.

NOTE: The above are examples of bullying - this is not a complete list. bullying includes but is not limited to these types.

3. KEY DEFINITIONS CONTINUED

APPROACHES

Collaborative Approach
A partnership between school, students and families to address behaviour and support positive outcomes.

Intervention
Targeted action taken by staff to address bullying behaviour and prevent recurrence.

Proactive Approach
A preventative approach focused on education, early intervention and building positive relationships, rather than reacting only after incidents occur.

Reform (Behaviour Reform)
A structured process through which a student:

- acknowledges behaviour
- engages in intervention
- demonstrates measurable improvement

Restorative Practice
An approach that focuses on:

- repairing harm
- rebuilding relationships
- promoting accountability

This may include reflection, mediation and structured conversations.

Wellbeing Support
Support provided to students through:

- counselling, monitoring and follow-up
- staff intervention
- school programs
- family involvement

4. MGGS ZERO-TOLERANCE STATEMENT

MGGS is a zero-tolerance school for bullying.

- Bullying is not accepted, minimised, or excused
- All incidents are investigated
- Serious or repeated behaviour will result in:
  - Reform programs
  - Counselling
  - Suspension
  - Recommendation for withdrawal
  - Expulsion

MGGS holds both the student and their family accountable in addressing bullying behaviour.

MGGS adopts a zero-tolerance approach to bullying behaviour, meaning all incidents are taken seriously and addressed consistently.

MGGS requires full cooperation from families in addressing bullying behaviour. Failure to engage constructively with the school may impact a student's ongoing enrolment.

5. IDENTIFYING BULLYING

Bullying is the deliberate misuse of power by an individual or group towards one or more people, usually on a continuing basis, causing distress, fear or harm.

Bullying includes:

- Verbal
- Physical
- Social
- Psychological
- Cyberbullying

Bullying may occur:

- At school
- Online
- Outside school where it impacts student wellbeing

Bullying may be reported by the victim, victims family and bystanders. In all cases, it will be investigated.

MGGS reserves the right to act on any behaviour occurring outside of school hours where such behaviour impacts the safety, wellbeing or reputation of students or the school.

False, malicious or vexatious reports of bullying will be treated seriously and may result in disciplinary action.

6. PROACTIVE PREVENTION

MGGS adopts a highly proactive approach with two who school programs designed to build strong, resilient learners who recognise their values and responsibilities.

EmpowerHer (introduced 2025)

- Teaches:
  - What bullying is
  - How to identify it
  - How to respond

5b5 / Career Safari (introduced 2025)

- Builds purpose, belonging and identity
- Reduces social conflict

Classroom programs aligned to relevant syllabuses

- English based texts
- PDHPE lessons

Peer Support

Year 10 Peer Support Training (Whole Cohort)

- Focus on:
  - Inclusivity
  - empathy
  - responsible bystander behaviour

Year 7 Peer Support Program

- Led by trained Year 11 students
- Focus on:
  - Transition
  - belonging
  - early intervention.

7. RESPONSIBILITIES

Students

- Treat others with respect
- Report bullying (including as a bystander)

All staff

- Intervene immediately
- Record incidents on Sentral
- Report directly to a member of Executive Staff
- Follow procedures

Senior Executive

- Act on incidents immediately
- Notify relevant staff and families
- Liaise with Coordinator Wellbeing, Counsellor and Stage Advisors
- Action disciplinary action, as deemed relevant.

coordinator of Wellbeing

- Develop and implement the Empower Her Bullying Program
- Gather reports
- Contact families
- Liaise with Counsellor and Stage Advisors
- Communicate with Seior Executive

Counsellor

- Support victim and families
- Implement restorative and reform programs with bully and her family
- Support Coordinator Wellbeing and Stage Advisors

Stage Advisors/Year Advisors

- Support victim and families
- Regularly check-in on the wellbeing of the target
- support the development of restorative counselling for the bully
- liaise with families, as required
- support the HoD wellbeing/

Parents

- Support school decisions
- Engage constructively
- cooperate with school directives in behaviour matters.

8. MANAGEMENT

MGGS manages bullying through:

Prevention

- PDHPE and wellbeing programs
- Empower Her and Career Safari
- Peer support structures

Intervention

- Immediate staff response
- Escalation where required

Support

- Victim support
- Behaviour intervention for perpetrators

9. PROCEDURES

All incidents will be:

- Reported
- Recorded on Sentral
- Investigated
- Actioned

Tiered Response Model

Level 1 – Minor Behaviour

- Teacher intervention
- Warning
- Parent Contact
- Recorded

Level 2 – Repeated Behaviour

- Head Teacher / Wellbeing referral
- Parent contact
- Behaviour intervention

Level 3 – Serious Behaviour

- Executive staff involvement
- Formal consequences
- Possible suspension

Level 4 – Severe / Ongoing Behaviour

- Suspension
- Behaviour contract
- Recommendation for withdrawal/Expulsion

All incidents, actions taken, and outcomes will be formally documented.

10. STUDENT SUPPORT

Students experiencing bullying

- Immediate protection
- Counselling support
- Ongoing monitoring

Students engaging in bullying

- Structured intervention
- Behaviour correction
- Family involvement

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Accountability and Intervention

Students who engage in bullying:

- Must take responsibility
- Participate in intervention programs
- Demonstrate behaviour change

Failure to improve will result in escalated consequences.

11. MONITORING AND REVIEW

MGGS will:

- Track incidents via Sentral
- Monitor patterns
- Review effectiveness of programs
- Review this policy annually

12. COMMUNICATION

This policy will be:

- Communicated to students, staff and parents
- Uploaded to Sentral and our school website
- printed, in an abridged version, in the student and parent handbook
- printed in full in the staff handbook
- Reinforced through programs and assemblies

Policy Information

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Approved by: Principal

Next Review: March 2027

Empowerment through faith and knowledge

68-80 South Street Granville NSW 2144 02 8111 5600 www.mggs.nsw.edu.au admin@mggs.nsw.edu.au