



Anti-Bullying Policy

This policy addresses issues in relation to:
Safe and Supportive Environment – Student Welfare 3.6.2

(See also Policies on Behaviour Management; Student ICT Acceptable Use; Welfare/Wellbeing; School Counsellor; Child Protection; Grievance Policy and Procedures; Privacy; Duty of Care; Code of Conduct; Communication/Social Networking)

1. Statement of Purpose

"In a safe and supportive school the risk from all types of harm is minimised, diversity is valued and all members of the school community feel respected and included and can be confident that they will receive support in the face of threats to their safety and well-being"
(National Safe Schools Framework)

Al-Faisal College is committed to providing a safe, supportive, inclusive and respectful teaching and learning environment. The College's anti-bullying approach is underpinned by Islamic values of respect, dignity, kindness, justice, compassion, responsibility and acceptance of difference and diversity.

Bullying is not accepted, ignored or normalised at Al-Faisal College. The College will respond to concerns seriously, sensitively, fairly and proportionately, with student safety first. This policy retains and strengthens the College's existing whole-school prevention and response practices and aligns them with the NSW Anti-Bullying Framework: Preventing, Responding, Partnering and Implementing. All behaviour management, investigation, disciplinary action and consequences arising from bullying are undertaken under the Behaviour Management Policy and Behaviour Management Procedures K–12. This policy sets out the additional bullying-specific requirements for prevention, identification, triage, safety, support, partnering, recording, monitoring and follow-up.

2. Policy Framework and Scope

This policy is informed by the NSW Anti-Bullying Framework, its Practice Examples, Implementation Tracker, Actions for Schools, Ineffective Anti-Bullying Practices in Schools and Evidence Report, together with ISNSW sector guidance and current eSafety guidance.

The policy applies to student bullying or bullying-related behaviour occurring on College premises, at College activities, during travel where there is a sufficient school connection, through College-managed digital systems, and through personal devices or online platforms where the conduct materially affects student safety, wellbeing, relationships, learning or school participation.

Behaviour that does not meet the formal definition of bullying may still be harmful, unsafe, discriminatory, threatening or unacceptable and will be managed under the Behaviour Management Policy, Student ICT Acceptable Use Policy, Child Protection Policy, Code of Conduct Policy or other relevant College policy.



Framework component	What this means at Al-Faisal College
Preventing	Student wellbeing and safety; a positive and inclusive culture; explicit social and emotional skill development; strong staff–student and peer relationships.
Responding	Transparent, coordinated and prompt response; structured triage; ongoing support; active family/student engagement; consistent reporting and recording.
Partnering	Student voice and decision making; partnerships with families and communities; coordinated use of external services where needed.
Implementing	Whole-school, evidence-informed and multi-tiered practice; alignment across Al-Faisal College policies; ongoing staff learning; regular review of approaches and data.

3. Definition and Forms of Bullying

For the purposes of this policy, Al-Faisal College adopts the NSW Anti-Bullying Framework definition. Bullying behaviour is typically:

- ongoing and deliberate;
- a misuse of power in relationships;
- repeated covert and/or overt verbal, physical and/or social behaviour;
- online and/or offline;
- individual or group-based;
- intended to cause physical, social and/or psychological harm;
- difficult for the targeted student to stop from happening to them; and
- a violation of the right to dignity, safety and education.

A power imbalance may arise from physical strength, age, social status, popularity, group numbers, access to information, digital influence, control of friendship groups, disability, vulnerability or other relational circumstances. It may be obvious or subtle.

Bullying behaviour may be planned or premeditated; however, premeditation is not required for behaviour to meet the definition of bullying.

3.1 Forms of bullying

- **Physical:** hitting, punching, tripping, spitting, scratching, throwing objects, damaging, hiding or stealing belongings, or other physical intimidation.
- **Verbal:** name-calling, teasing, abuse, put-downs, sarcasm, insults, threats, demeaning or humiliating language.
- **Social/relational:** deliberate and repeated ignoring, exclusion, isolation, ostracism, alienation, manipulation of friendships, spreading rumours, inappropriate gestures or conduct intended to damage relationships or social standing.
- **Psychological:** intimidation, repeated humiliation, threatening or hostile looks, coercion, hiding or damaging possessions, malicious messages or other behaviour intended to create fear or distress.
- **Cyberbullying:** bullying through digital technology, including repeated offensive or threatening messages, harmful sharing, impersonation, coordinated or social exclusion, publication of private information, humiliating content, malicious emails or messages, hate pages/sites, inappropriate use of camera or recording functions, pranking where the bullying definition is met, or bullying through social media, email, messaging, gaming, group chats or other digital environments.
- **Threats/harassment:** repeated threats of violence, payback, harassment, intimidation or victimisation where the bullying definition is met.



Not every disagreement, friendship difficulty, rude comment, isolated act of aggression or conflict is bullying. A one-off act can nevertheless be serious and will be addressed. Staff should intervene early where patterns, power imbalance, distress or risk of escalation are emerging.

4. Responsibilities

Preventing and responding to bullying is a shared responsibility of staff, students, parents/caregivers and the wider school community.

4.1 School staff

- actively supervise students and respond to safety concerns;
- treat respectfully all staff and students;
- support students and model respectful, inclusive and culturally responsive behaviour;
- reinforce clear behavioural expectations and the ROARS values;
- implement fair and effective classroom management practices consistent with College policy and PBIS expectations;
- reinforce students' rights to a safe and supportive environment and protection from harm;
- be familiar with and apply College policies and procedures relevant to bullying, wellbeing and behaviour management, including recognising relational, covert and cyberbullying;
- listen to reports seriously and without blame; do not promise absolute confidentiality;
- act immediately where there is an urgent safety, wellbeing, child protection or other safeguarding concern;
- record and refer bullying concerns through the approved College process, including relevant evidence such as statements, online conversations, messages, emails, screenshots or observations;
- monitor students involved in previous concerns and report recurrence or retaliation;
- provide curriculum/pedagogy/PBIS and Islamic studies lessons that develops students' understanding of bullying and its impact on individuals, peers and families, together with social and emotional skills, respectful relationships, responsible behaviour, help-seeking and appropriate response strategies.
- for matters related to staff to staff bullying incidents, refer to the Code of Conduct Policy.
- Staff Acknowledgment to be signed

4.2 Students

- respect individual differences and diversity and behave as responsible digital citizens;
- not join, encourage, like, share or reinforce bullying behaviour;
- support peers safely and seek help from a trusted adult rather than confronting serious bullying where this may increase risk;
- report bullying or concerning behaviour to a teacher, Coordinator, Welfare/Wellbeing staff member, College executive or through another approved reporting pathway;
- preserve relevant digital evidence where safe and lawful and avoid forwarding harmful material.

4.3 Parents and caregivers

- support children to develop respectful relationships, responsible online behaviour and safe help-seeking;
- be familiar with this policy, assist their children to understand bullying behaviour and the College's expectations, and encourage early reporting;
- report incidents or concerns about school-related bullying to the College as early as practicable;
- work collaboratively with the College and provide relevant information or evidence;
- reinforce social and emotional skills, resilience and confidence at home without placing responsibility on the targeted student to stop bullying;
- maintain the privacy of students involved and avoid online commentary that may escalate a matter or interfere with an investigation.



4.4 Community

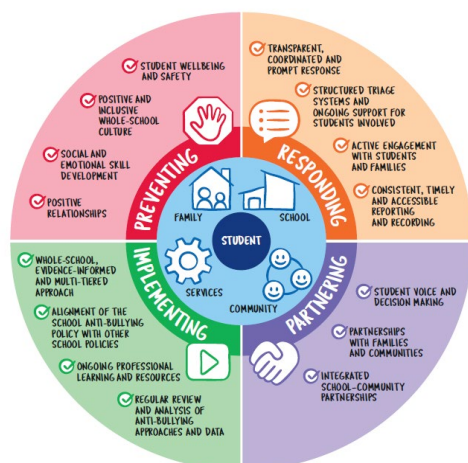
Parents, family members, friends and members of the wider community who become aware of bullying or concerning behaviour involving College students are expected to report the concern to the College as early as practicable, including to the Coordinator/Deputy Principal (Primary), Welfare Coordinator and/or Head of Welfare (Secondary), Head of College/Campus or another approved reporting pathway.

4.5 Al-Faisal College roles and operational responsibility

The College retains the established Al-Faisal College roles that have historically managed bullying matters. These roles operate within the strengthened NSW Anti-Bullying Framework response process:

Role	Key responsibility
Teacher / Roll Call Teacher	receive disclosures or observations; address immediate safety needs; record and refer concerns in accordance with this policy and the Behaviour Management Procedures K–12; monitor students as directed; and report recurrence, retaliation, isolation or signs of distress.
Coordinator / Deputy Principal (Primary)	coordinates primary school bullying matters, including triage, case allocation, parent/caregiver engagement, support, monitoring and follow-up; behaviour management and disciplinary action are undertaken in accordance with the Behaviour Management Policy.
Welfare Coordinator / Head of Welfare (Secondary)	coordinates secondary school bullying matters, including triage, case allocation, parent/caregiver engagement, support, monitoring and follow-up; behaviour management and disciplinary action are undertaken in accordance with the Behaviour Management Policy.
School Counsellor	provides counselling, wellbeing assessment and therapeutic support where appropriate to affected students, students who have engaged in bullying behaviour, witnesses or peer groups, and contributes to safety/support planning and referrals where required.
Head of College/Campus	provides oversight or escalation for serious, complex, repeated or cross-team matters where applicable and supports coordination across relevant staff.
Executive Principal or delegate	has executive oversight of serious matters, external or statutory escalation where required, and major disciplinary decisions within delegated authority under the Behaviour Management Policy; also oversees implementation of this Anti-Bullying Policy.

The Coordinator/Deputy Principal (Primary) or relevant Welfare Coordinator/Head of Welfare (Secondary) /Heads of College/Campus will ordinarily coordinate the matter, with another appropriately senior staff member appointed for complex, high-risk, cross-school/campus or conflict-of-interest matters.



NSW Anti-Bullying Framework

Further information regarding the NSW Anti-Bullying Framework can be found at: nsw.gov.au/education-and-training/nesa/school-regulation/nsw-anti-bullying-framework



Preventing

Building a whole-school culture promoting positive relationships, inclusion, safety and kindness, creates school environments where every student feels valued, connected, and supported. When these values and social and emotional skills are consistently modelled and reinforced across the school, the school community is more likely to treat each other with respect, resolve conflicts peacefully, and contribute to an environment where bullying is less likely to occur or persist.



Responding

Responding effectively and reducing harm from bullying demands a whole-school approach where every incident is consistently reported, recorded and responded to with urgency and care. When school staff effectively manage bullying incidents and support students who experience bullying in a coordinated and timely way, it builds trust, ensures accountability, and helps prevent further harm.



Partnering

Active partnerships with the school sector, within the school and with families and community services that build a strong network of support around students, are essential to reducing the harm caused by bullying. When the education sector and whole-school community work together in a coordinated and caring way, students feel safer, more connected, and confident that bullying will be taken seriously and addressed effectively.



Implementing

Effective implementation of whole-school, evidence-informed multi-tiered systems of support provides a coordinated, consistent approach to preventing and responding to bullying across all levels of the school community. When supported by aligned policies, ongoing teacher professional learning, and regular monitoring, these systems create safer environments where student wellbeing is actively protected, and harm is significantly reduced.



5. PREVENTING – Whole-School Prevention

Al-Faisal College will prevent bullying through a whole-school approach that strengthens safety, belonging, kindness, inclusion, respectful relationships and social and emotional skills.

- Islamic Studies, daily prayer, Friday prayer and other appropriate occasions reinforce Islamic teachings that prohibit harming, humiliating or oppressing others and promote dignity, justice, kindness and responsibility.
- PBIS and the Al-Faisal College ROARS values – Respect, Ownership, Achievement, Resilience and Safety – provide clear, positively stated expectations across classrooms, playgrounds and digital environments. College policies, teaching practices and physical environments will promote inclusion, safety and belonging and support diverse student needs.
- Students are explicitly taught age-appropriate skills in respectful relationships, empathy, inclusion, emotional regulation, conflict resolution, help-seeking, safe peer support and responsible digital citizenship through curriculum, pastoral/wellbeing programs and everyday teacher practice.
- Teachers, including classroom and roll call teachers, build strong, respectful relationships with students through active listening, regular check-ins and early response to signs of distress, isolation, conflict or changes in engagement. Welfare Coordinator, the Head of Welfare (Secondary) and Coordinator/Deputy Principal (Primary) / relevant Heads of College/Campus will support monitoring and early intervention where concerns are identified.
- Supervision, behaviour and wellbeing data are used to identify emerging concerns, high-risk locations, year groups or online patterns and to adjust prevention strategies.
- Students are encouraged to contribute to a positive culture through leadership, peer support and buddy/mentoring initiatives, and may contribute to reviewing or co-designing age-appropriate prevention strategies, reporting pathways and wellbeing initiatives.
- Existing College activities may include Years K–6 Harmony Day activities; Years K–6 Safer Internet Day activities; Police/cyber safety presentations, including for Years 3–12 where scheduled; Positive Solutions or other bullying resilience programs for Years 7–10; Year 7 self-esteem/wellbeing workshops developed and/or presented by the School Counsellor; Year 6 Peer Support aimed at developing friendships, challenging stereotypes and encouraging appropriate assertive behaviour; and other evidence-informed initiatives. These activities support, but do not replace, sustained whole-school prevention.
- Parents/guardians will be provided with information, updates or education opportunities to strengthen understanding of bullying, cyberbullying, reporting pathways, respectful relationships and ways to support children at home.
- The College will survey students periodically on perceptions of safety, bullying and the frequency or nature of bullying concerns, and will use this information alongside other wellbeing and behaviour data to inform prevention and improvement.

Assemblies, posters, themed days and external speakers may raise awareness, but NESA guidance indicates that stand-alone or superficial interventions are insufficient. Al-Faisal College will reinforce such activities through curriculum, relationships, consistent expectations, reporting systems, staff practice, student support and follow-up.



6. RESPONDING – Reporting, Triage, Support and Behaviour Management Alignment

Every observed or reported bullying concern will be taken seriously, recorded and assessed. The College will respond in a transparent, fair, coordinated, non-stigmatising and trauma-informed manner, consistent with privacy, child protection and procedural fairness requirements.

6.1 Reporting pathways

Bullying concerns may be reported through the pathways identified in Section 4. Reporting pathways will be clearly communicated, accessible and understood by students, staff and families, consistent with privacy and information requirements. All reported or observed concerns must be referred at the earliest opportunity to the Coordinator/Deputy Principal (Primary) or relevant Welfare Coordinator/Head of Welfare (Secondary)/Head of College/Campus, who will ordinarily coordinate or allocate the matter. Staff receiving a concern must address immediate safety needs, record and refer it. Where behaviour management or disciplinary action may be required, the Behaviour Management Procedures K–12 apply alongside the bullying-specific triage and support requirements in this policy.

6.2 Initial triage

The Coordinator/Deputy Principal (Primary), relevant Welfare Coordinator/Head of Welfare (Secondary)/Head of College/Campus, or another appropriately allocated case coordinator will assess immediate safety, severity, recurrence, power imbalance, physical or psychological impact, vulnerability, threats or retaliation, online reach, identity-based harm, previous incidents and whether the School Counsellor, Head of College/Campus, Executive Principal or external services are required.

Level	Indicators	Required response
Urgent / High risk	Immediate danger; serious violence/threat; significant injury or distress; self-harm/suicide concern; sexualised/criminal conduct; serious retaliation; rapid or serious online harm; safeguarding risk.	Immediate protective action and same-day leadership/wellbeing escalation. External services notified where required.
Moderate risk	Repeated/escalating behaviour; clear power imbalance; significant social/psychological impact; ongoing cyberbullying; multiple students; previous incidents or recurrence risk.	Prompt case allocation, safety/support action and investigation. Support to commence as soon as practicable, typically within two school days.
Emerging / Lower current risk	Early pattern; uncertain bullying threshold; friendship/conflict issue with escalation risk; isolated harmful conduct requiring monitoring.	Early intervention, record, support and monitoring; escalate if repetition, power imbalance or harm emerges.

The College will make reasonable efforts, typically within two school days of becoming aware of a bullying concern, to ensure affected students are receiving appropriate support. This is an expectation to initiate support and response, not necessarily to complete the investigation within two days. Urgent matters require immediate action.

6.3 Immediate safety and support

Where required, the College will implement a personalised safety/support plan. This may include a trusted adult/staff member, increased supervision, safe locations, movement or class arrangements, contact boundaries, online safety measures, counselling, peer support, disability or learning adjustments, parent engagement and scheduled check-ins. Interim safety measures are protective and do not determine the outcome of an investigation.



6.4 Investigation and procedural fairness – aligned with Behaviour Management Procedures K–12

Bullying allegations will be investigated under the Behaviour Management Procedures K–12 and the procedural fairness requirements of the Behaviour Management Policy. In doing so, responsible staff must also:

- apply the NSW Anti-Bullying Framework definition and consider repetition, misuse of power, harm, context and whether the behaviour is online and/or offline;
- consider relevant bullying-specific evidence and patterns, including witness information and digital evidence, while following the hearing rule and right to an unbiased decision under the Behaviour Management Policy;
- identify any immediate or continuing safety, wellbeing, retaliation or support needs for students involved;
- record the bullying assessment, findings, support actions and follow-up requirements in the approved student management system;
- coordinate with the School Counsellor, relevant teachers and families where additional support is required;
- where the conduct does not meet the bullying definition, refer the matter to the appropriate Behaviour Management, ICT, wellbeing, child protection or other College process;

Procedural fairness will apply throughout in accordance with the Behaviour Management Policy, including the hearing rule, the right to be heard for all parties involved and the right to an unbiased decision. Each relevant party will have a fair and reasonable opportunity to provide information and respond to allegations or concerns relevant to them. Immediate or interim safety measures may be taken where reasonably necessary to prevent harm; such measures are protective and do not determine the final outcome.

6.5 Behaviour Management outcomes and anti-bullying support

Where bullying or other misconduct is established, behaviour management and disciplinary responses will be determined under the Behaviour Management Policy, having regard to seriousness, impact, recurrence, prior behaviour and individual circumstances. Bullying may constitute a major misdemeanour or a ground for more serious disciplinary action under that policy.

In addition to the Behaviour Management response, the NSW Anti-Bullying Framework requires appropriate safety, support and behaviour-change measures. Depending on the circumstances, the College will consider:

- counselling, reassurance, monitoring and recovery support for the affected student, including explicit reassurance that the bullying is not their fault and that responsibility for stopping the behaviour rests with the College and the student engaging in the behaviour;
- developmentally appropriate supportive strategies for the affected student, which may include confidence, self-esteem, safe help-seeking and assertive communication, including understanding the difference between assertive and aggressive behaviour;
- counselling, mentoring, social/emotional skill development and, where appropriate, Check-in/Check-out, an Individual Behavioural Support Plan (IBSP) or other targeted intervention already provided for under the Behaviour Management Policy;
- positive reinforcement and acknowledgement when the student who has engaged in bullying demonstrates sustained appropriate, respectful and prosocial behaviour;
- support or counselling for witnesses, peer groups and affected groups, including empathy and relationship skill-building where appropriate;
- notification of relevant classroom and/or roll call teachers, where appropriate and consistent with privacy, so they can monitor and support students and report any recurrence, retaliation or new concerns;
- family engagement and, where appropriate, external professional or community support;
- relational repair or restorative processes only where assessed as safe and appropriate, participation is informed and voluntary, and the process is competently facilitated.

Students directly involved will be informed, in an age-appropriate manner and subject to privacy requirements, of findings and actions relevant to them. Any disciplinary consequence will be issued only under the Behaviour



Management Policy and by staff authorised under that policy. Further substantiated bullying or continued misconduct may result in escalation under the Behaviour Management Procedures K–12.

Where required by law, safety obligations or the seriousness of the matter, the Executive Principal or delegate will notify or consult appropriate external authorities or services, including NSW Police, child protection agencies, the eSafety Commissioner or other relevant bodies.

The College will avoid labelling students as a “bully” or “victim” in normal case management language. It will focus on the behaviour, the student’s safety and needs, accountability and change. Students affected by bullying will not be made responsible for stopping it. Resilience, self-esteem or assertiveness strategies may be offered as supportive skills but are not substitutes for school action.

Consistent with NESA guidance, the College will not rely on punitive-only responses, forced mediation or restorative processes, victim-blaming, untrained direct bystander intervention, or stand-alone awareness activities as substitutes for a coordinated whole-school response. Any relational or restorative process must be safe, appropriate, voluntary and competently facilitated.

6.6 Parent/caregiver engagement

Parents/caregivers of students involved will ordinarily be informed and engaged as appropriate. Engagement will address the student’s safety, support, recovery, risk of recurrence and follow-up. Behaviour management meetings, warnings or consequences will be managed under the Behaviour Management Policy. Communication may be limited, delayed or adapted where safety, child protection, privacy, police or other legal considerations require this.

6.7 Follow-up and case closure

All significant bullying matters require documented follow-up. The Coordinator/Deputy Principal (Primary), Welfare Coordinator/Head of Welfare (Secondary)/Head of College/Campus, will ensure that relevant classroom and/or roll call teachers, Welfare staff and the School Counsellor, where involved, monitor whether the behaviour has stopped, the affected student feels safe, retaliation or recurrence has occurred, support remains appropriate, and behavioural expectations are being met. Regardless of whether an allegation of bullying is substantiated, where the circumstances indicate continuing wellbeing, safety, relational or behavioural concerns, the students involved will be appropriately monitored and supported by relevant staff. Any recurrence, retaliation, isolation or emerging concern will be recorded and responded to. A matter will only be closed when there is reasonable confidence that required actions are complete and safety has been restored; it may be reopened if concerns recur.



7. PARTNERING – Students, Families and Community

Al-Faisal College will strengthen anti-bullying prevention and response through student voice, partnerships with families and culturally responsive, coordinated community support.

- students will be encouraged to report concerns early and will be listened to, valued and included in age-appropriate decisions about their safety and support;
- student feedback, SRC/student leadership, pastoral discussions and other appropriate mechanisms will inform prevention, reporting processes and age-appropriate decisions so responses reflect students' lived experiences;
- families will receive clear information about reporting pathways, cyberbullying, respectful relationships and how the College responds to bullying;
- communication will be culturally respectful and accessible, including translated information or interpreter support where reasonably required;
- where student needs exceed what the College can reasonably provide, the College will facilitate coordinated care and engage appropriate health, allied-health, youth, child protection, NSW Police, eSafety or other community services, particularly in complex or high-risk cases;
- parents and students may independently seek assistance from relevant external authorities or services.

8. IMPLEMENTING – Alignment with PBIS, Behaviour Management, Recording and Review

The College implements the NSW Anti-Bullying Framework through its existing PBIS, Behaviour Management, wellbeing and safeguarding systems. This provides universal prevention through PBIS/ROARS and explicit teaching; targeted support through counselling, mentoring, Check-in/Check-out and IBSP; and intensive individualised support, safety planning, adjustments and external services where required. Detailed behaviour management procedures and supports are contained in the Behaviour Management Policy and are not duplicated here.

8.1 Consistent recording and data review

All reported or observed bullying concerns and significant actions will be recorded in the approved student management system. Records should include, as relevant: the concern and evidence; students involved; location/platform; immediate impact; triage level and rationale; safety/support actions; previous related incidents; investigation steps and outcome; parent/caregiver communication; consequences and interventions; external referrals; follow-up; recurrence/retaliation; and closure or ongoing monitoring.

The Coordinator/Deputy Principal (Primary), Welfare Coordinator/Head of Welfare (Secondary), relevant Heads of College/Campus and other designated leadership/wellbeing staff will regularly review de-identified bullying data and relevant attendance, behaviour, engagement and wellbeing information to identify patterns, hotspots, repeat concerns, online trends, timeliness of response and effectiveness of interventions. Findings will inform supervision, curriculum, staff training, targeted support and policy improvement.

8.2 Staff capability and common practice

Staff induction and professional learning will build a common understanding of bullying, conflict and harassment; relational and cyberbullying; trauma-informed and culturally aware response; triage and safety planning; procedural fairness; documentation; safe family engagement; and the role of PBIS/MTSS. Relevant staff will receive refreshers and role-specific support as required. AISNSW and other evidence-informed professional learning may be used to strengthen implementation.

8.3 Policy alignment and implementation assurance

- ensure this policy is applied consistently with the Behaviour Management Procedures K–12, Student ICT Acceptable Use Policy, Welfare/Wellbeing and other related College policies;



- nominate staff responsible for oversight of Framework alignment and implementation;
- use the NSW Anti-Bullying Framework Implementation Tracker to review policy and practice and identify priorities, with review at least every six months during the implementation phase;
- maintain evidence of staff training, reporting pathways, triage, support, family engagement, follow-up and data review;
- seek student and family feedback on safety, belonging, reporting confidence and the effectiveness of responses;
- publish the current Anti-Bullying Policy on the College website and communicate material changes to the school community.

9. Privacy, Information Sharing, Complaints and Appeals

Bullying information will be managed sensitively in accordance with privacy, child protection, safety and other legal obligations. Absolute confidentiality cannot be promised. Information will be shared on a need-to-know basis where reasonably practicable, and records will be objective, respectful and securely stored.

All bullying matters, including investigations, findings, disciplinary decisions and reviews, will be dealt with in accordance with procedural fairness and the Behaviour Management Policy. All parties involved have the right to be heard, a fair opportunity to provide and respond to relevant information, and impartial consideration of the matter. Appeals against disciplinary action will follow the appeal provisions of the Behaviour Management Policy. Should any student, parent/caregiver or other relevant party wish to seek a formal review or make a formal complaint about the process or outcome, they may make a formal request or complaint in accordance with the College's Grievance Policy and Procedures. Reasonable interim safety measures may remain in place while a complaint, review or appeal is considered and do not prejudice the final outcome.

10. References and Supporting Resources

- NSW Education Standards Authority / NSW Government. NSW Anti-Bullying Framework (2025).
- NSW Education Standards Authority. NSW Anti-Bullying Framework Practice Examples (2026).
- NSW Education Standards Authority. NSW Anti-Bullying Framework Implementation Tracker (February 2026).
- NSW Education Standards Authority. NSW Anti-Bullying Framework Actions for Schools (February 2026).
- NSW Education Standards Authority. Ineffective Anti-Bullying Practices in Schools (2026).
- Cross, D., Gonsalkorale, K., & Sae-Koew, J. (2025). Evidence Report for the NSW Anti-Bullying Framework.
- Association of Independent Schools of NSW. Leading Effective Responses to Bullying (2026).
- eSafety Commissioner. Current guidance for schools, educators, parents and young people on cyberbullying and online safety.
- Al-Faisal College. Behaviour Management Policy (including Behaviour Management Procedures K–12 and Disciplinary Consequences); Student ICT Acceptable Use Policy; Welfare/Wellbeing; School Counsellor; Grievance Policy and Procedures; and related student safety policies.

**11. Revision History**

Version	Policy date	Review date	Notes
1.0	January 2024	January 2025	Original Al-Faisal College Anti-Bullying Policy.
2.0	January 2025	January 2027	Existing Al-Faisal College policy prior to Framework alignment.
3.0	August 2026	January 2027	Aligned with the Behaviour Management Procedures K–12 and NSW Anti-Bullying Framework; tightened to remove duplication while retaining Al-Faisal College's established anti-bullying practices.

12. Staff Acknowledgement

I _____ have read, understood and agree to comply with the terms of this Anti-Bullying Policy.

Signed

Dated