The Montessori School Kingsley Inc.

ANTI-BULLYING POLICY

1. VERSION MANAGEMENT

Version	Period Created/ Reviewed	Trigger/Changes	Author	Date Ratified by School Board	Date Published
1	2019	Separate policy created - formerly part of the Child Safety Policy	Principal	October 2019	-
2	2024	Updating and Benchmarked	Principal	13 December 2024	28 February 2024
3	2026	The *Anti-Bullying Rapid Review* triggered a review of this Policy	Principal	26 October 2026	27 October 2026

2. ANTI-BULLYING POLICY

The Anti-Bullying Policy should be read in conjunction with the Anti-Bullying Procedures, and both are applicable to all staff and students, as well as everyone within the School community. The Policy sets the expectations and guidelines, while the Procedures provide the processes for addressing and preventing Bullying incidents towards staff, students, and everyone within the School community, while at School or attending School events, creating a safe and inclusive environment for everyone.

3. PURPOSE AND LEGISLATIVE COMMITMENT

The Montessori School Kingsley (the School) is dedicated to fostering a safe and inclusive environment for all members of our school community, including staff, students, volunteers, and visitors. We are committed to providing a physically, emotionally, and intellectually safe environment where Bullying is not tolerated.

The purpose of this Policy is to establish clear expectations for the prevention, identification, reporting and management of bullying and to promote a culture of respect, inclusion and wellbeing. This Policy aligns with the School Education Act 1999 (WA), School Education Regulations 2000 (WA), Work Health and Safety Act 2020 (WA), Equal Opportunity Act 1984 (WA), and other relevant child safety and workplace legislation, ensuring the School meets its duty of care to all members of the School community.

4. SCOPE AND APPLICABILITY

This Policy applies to all members of the School community, including students, staff, Board Directors, contractors, volunteers, parents, carers and visitors.

This Policy applies to behaviour occurring:

- on School grounds; during School activities, excursions, camps and events;
- while travelling to and from School where there is a connection to the School environment; and
- through online, digital and social media platforms where the behaviour impacts the wellbeing, safety or participation of a member of the School community.

5. GUIDING PRINCIPLES

The School is committed to:

- Adopting a whole-school, trauma-informed approach to the prevention and management of bullying.
- Responding to reports of bullying in a timely, responsive and supportive manner.
- Working collaboratively with students, parents, carers and staff to promote safe, inclusive and respectful relationships.
- Recognising and addressing bullying behaviours in all forms, including cyberbullying, online harassment, image-based abuse and emerging online harms.
- Supporting students affected by bullying, students who witness bullying, and students who engage in bullying behaviour to achieve positive behavioural change.

6. DEFINITIONS

TERM	DEFINITION
Bullying	Bullying is repeated and intentional behaviour by an individual or group that involves a real or perceived power imbalance and causes, or is likely to cause, physical, psychological or social harm to another person or group. Bullying can occur in person or through digital technologies and may be physical, verbal, relational, psychological or cyberbullying. A single incident may not meet the definition of Bullying; however, the School will respond to any observed or reported behaviour that causes, or may cause, harm, regardless of whether it meets the formal definition of Bullying.
Cyberbullying	This type of Bullying involves using technology, such as email, text messages, social media, or websites, to engage in Bullying behaviour. It can include various forms of verbal, relational, and psychological Bullying.
Emotional/Psychological Bullying	This form of Bullying involves threats, stalking, unwanted messages, online harassment, manipulation, emotional blackmail, and actions that threaten an individual's sense of safety and wellbeing.
Harmful Behaviour	A behaviour that causes, or has the potential to cause, physical, psychological, emotional or social harm to another person or group. Harmful behaviour may be a single incident or repeated behaviour and may or may not meet the definition of Bullying.
Physical Bullying	Involves hurting a person’s body or possessions. Includes repetitive acts of aggression, such as hitting, kicking, pushing, tripping, sexual or unwanted physical contact, and damage to personal property.
Principal	The School’s Principal or any of the Co-Principals, as the case may be relevant at the time.
Relational Bullying	Also known as Social Bullying, is a form of Bullying used to intentionally damage someone’s social reputation or relationships with others. Typically consists of repeatedly excluding or ostracising others, spreading rumours, convincing others to reject or exclude someone, and sharing personal information without consent.
School	The Montessori School Kingsley.
Verbal Bullying	The repeated use of words to hurt, humiliate, or insult another individual or group. Verbal Bullying includes teasing, name-calling, inappropriate sexual comments or inappropriate comments about race, taunting, threatening to cause harm and the use of homophobic language.

7. POLICY STATEMENTS

7.1 Respectful Environment

We strive to create a school community where every individual is respected and has the responsibility to treat others with respect. All members of the School community, including staff and students, have the right to be treated with courtesy and dignity.

7.2 Early Identification and Response

The School is committed to responding promptly to observed, suspected or reported Bullying and other harmful behaviour. Reasonable efforts are made to initiate appropriate safety, support and communication processes within two school days of the School becoming aware of the behaviour, recognising that additional time may be required to investigate and fully resolve the matter.

The School adopts a trauma-informed and proportionate response that prioritises the safety, wellbeing and educational participation of those affected.

7.3 Prevention and Education

We believe in preventing Bullying and other harmful behaviour through education and the promotion of positive relationships. We provide informative lessons, wellbeing discussions, activities, and discussions on topics such as empathy, conflict resolution, and fostering healthy relationships. These efforts reinforce the rights and responsibilities of all school members.

7.4 Individual Development

We aim to develop each student's self-esteem, empathy, and respect for others. Through our Grace and Courtesy Lessons, we focus on enhancing students' understanding of themselves and their peers, fostering empathy, and promoting a culture of inclusivity. Grace and Courtesy for online activities are included, as is developmentally appropriate, to address Cyberbullying.

7.5 Bullying Intervention

We treat all allegations of Bullying and other harmful behaviour with the utmost seriousness, whether they involve Cyberbullying, Emotional Bullying, Psychological Bullying, Physical Bullying, Relational Bullying, or Verbal Bullying.

In the event of Bullying, we are committed to swift intervention and appropriate action. The School implements processes of reconciliation, support, and, if necessary, sanctions. Parents may be involved as deemed necessary by the designated teacher and/or Principal.

7.6 Differentiating Bullying

While all forms of violence and mistreatment are taken seriously, it is important to distinguish Bullying from isolated incidents.

Bullying is unwanted, aggressive behaviour that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over time.

A single incident may not meet the definition of Bullying; however, the School will respond to any observed or reported behaviour that causes, or may cause, harm, regardless of whether it meets the formal definition of Bullying.

To be considered Bullying, the behaviour must be aggressive and include:

- **An Imbalance of Power:** Those who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
- **Repetition:** Bullying behaviours happen more than once or have the potential to happen more than once.

7.7 Student, Family and Staff Partnership

The School recognises that preventing and responding to Bullying and other harmful behaviour requires a collaborative approach. The School seeks feedback from students, staff and families regarding bullying prevention and response strategies and provides information and resources to help members of the School community identify, report and respond to bullying behaviour.

7.8 Support Following Bullying Incidents

The School provides appropriate support to students who experience Bullying or other harmful behaviour, students who witness Bullying or other harmful behaviour, and students who engage in Bullying or other harmful behaviour. Support may include wellbeing interventions, restorative practices, counselling referrals, behaviour support plans and engagement with parents or carers to promote positive relationships and behavioural change.

Support will be proportionate to the circumstances and, where appropriate, informed by the student's views, needs, age and developmental level.

8. ACCOUNTABILITIES AND RESPONSIBILITIES

In relation to this policy, the following positions are responsible for:

ROLE	RESPONSIBILITY
All Staff	• Understand and adhere to the policy and integrate its guidelines into daily practice as well as proactively foster a safe and respectful environment. • Recognise, address, and document Bullying behaviours. Provide support to both the victim and the perpetrator as required.
Board	• Provide governance oversight to ensure that the School maintains a safe environment for all. Advocate for resources and initiatives that support anti-bullying efforts. • Receive assurance that the School maintains effective anti-bullying practices, monitors trends and supports a safe, inclusive and respectful environment.
Health and Safety Representative	• Monitor Bullying incidents as part of school-wide safety measures. • Collaborate with staff to identify trends and develop strategies to prevent Bullying.
Parents/Guardians	• Support the School's anti-bullying efforts by reinforcing positive behaviour at home. • Collaborate with the School in addressing Bullying incidents and encouraging respectful conduct.
Policy Owner	The Policy Owner, the Board, has overall responsibility for the content, implementation, and operation of the policy.
Principal	• Ensures that the policy is implemented, monitored, reviewed, and adapted as necessary. • Addresses systemic issues related to Bullying and fosters a whole-school approach to prevention. • Monitor bullying data and trends to inform prevention, early intervention and continuous improvement strategies.
Students	Actively contribute to a respectful school community by avoiding Bullying behaviour and supporting peers who may be affected by Bullying. Report Bullying when it occurs.

9. RELATED AND SUPPORTING DOCUMENTS

Legislation	• Australian Education Act 2013 (Cth) • Disability Discrimination Act 1992 • Disability Standards for Education 2005 Legislation • School Education Act 1999 (WA) • School Education Regulations 2000 (WA) • Work Health and Safety Act 2020
Mandatory Standards and Frameworks	• Registration Standards for Non-Government Schools (WA) • National Principles for Child Safe Organisations WA • Anti-Bullying Rapid Review (2024) Summary Recommendations • National Principles for Child Safe Organisations • National Framework for Addressing Bullying in Australian Schools – Australian Government Department of Education • Anti-Bullying Rapid Review – Final Report • Implementation Plan for the Anti-Bullying Rapid Review
Policies	• Behaviour Management Policy • Child Protection and Safety Policy • Complaint Management Policy • Duty of Care Policy • Enrolment Policy
Procedures	• Anti-Bullying Procedures • Behaviour Management Procedures • Child Protection and Safety Procedures • Duty of Care Procedures • Enrolment and Resignation Procedures
Local Protocol	• Community Code of Conduct • Staff Code of Conduct • Student Code of Conduct
Forms	• Student Incident Report Form • Staff Incident Report Form • Visitor Incident Report Form
Relevant External Documents/Websites	• https://studentwellbeinghub.edu.au • https://headspace.org.au • https://esafety.gov.au • http://www.thinkuknow.org.au • https://bullyingnoway.gov.au • https://www.moodgym.anu.edu.au • https://www.beyondblue.org.au • https://www.kidshelpline.com.au