

Al-Noor Primary School

Anti-Bullying Policy

1 Introduction

1.1 Al-noor Definition of Bullying

Bullying is the use of force, threat, or coercion to abuse, intimidate, or aggressively dominate others. The behavior is often repeated and habitual. One essential prerequisite is the perception, by the bully or by others, of an imbalance of social or physical power, which distinguishes bullying from conflict.¹

The DfE definition for bullying (Preventing and tackling bullying' DfE (July 2017):

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

Low-level disruption and the use of offensive language can in itself have a significant impact on its target. If left unchallenged or dismissed as banter or horseplay it can also lead to reluctance to report other behaviour. Early intervention can help to set clear expectations of the behaviour that is and isn't acceptable and help stop negative behaviours escalating.

This policy also references "No place for bullying: How schools create a positive culture and prevent and tackle bullying" (June 2012) and more recently "Keeping Children Safe in Education" (2018).

1.2 Bullying is wrong and damaging. It causes much suffering and can have long term negative effects on its victims. It takes many forms: verbal, physical, and emotional and 'cyber'. It is the antitheses of the teachings of the Prophet Mohammed (peace & blessings be

¹ Juvonen, J.; Graham, S. (2014). "[Bullying in Schools: The Power of Bullies and the Plight of Victims](#)". *Annual Review of Psychology*. *Annual Reviews*. **65**: 159–85. [PMID 23937767](#). [doi:10.1146/annurev-psych-010213-115030](#).

upon him). His character which is the example Muslims aspire to emphasised care and consideration for all. Talking ill of someone in their absence is considered blameworthy let alone direct emotional or physical forms. Therefore our policy is couched in an environment that aspires to teach students to be of outstanding character whilst realising that people can fall into negative behaviour from time to time.

1.3 The school is aware that often a bully is or has been the victim of bullying him/herself. We realise that a bully may have unresolved emotional issues that need to be addressed as the root causes of the unacceptable behaviour. This includes the possibility that this could be due to issues emanating from the home. Therefore, to allow or condone bullying may lead to consideration under child protection procedures. We realise that a bully is another child that needs our guidance, support and direction as much as the victim of the bullying.

1.4 Our approach to the prevention and management of bullying is set out in policy.

1.5 The school recognises that bullying normally takes four forms

Physical – hitting, kicking, pinching, punching, scratching, spitting or any other form of physical attack. Damage to or taking someone else's belongings may also constitute physical bullying.

Verbal – offensive name calling, insults, racist remarks, sexist or homophobic jokes, teasing, threats, using sexually suggestive or abusive language.

Indirect – spreading nasty stories/rumours about someone, intimidation, exclusion from social groups.

Cyber – using the internet or mobile phones to insult, tease, put down (as above) whether on social forums, emails, messages, texts, apps or other means.

1.6 The school also recognises that bullying can be of specific type and based on prejudice and difference. Many children are bullied because they are seen to be 'different'. This is usually referred to as prejudice-driven bullying. It may be that a child is seen as different because of their race, religion or culture, because of their sexuality, because of their gender, or because of any special educational needs or disabilities they may have.

1.6.1 Bullying based on gender and sexual orientation

This is directed towards young people who are openly gay, bisexual, are perceived as gay, or show characteristics often associated with the opposite gender. When heterosexual young people are subjected to homophobic bullying they can be less reluctant to report it, as this may reinforce the stereotypical way that they are already viewed by others. The bullying is often verbal, but can also be physical, and in serious cases constitutes assault, leading to investigation by the police. Harassment of a homophobic nature tends to be carried out by groups of people, and occurs often, even daily. Name calling, such as calling someone/something 'gay', begins in the primary school, although homophobic bullying overall is more common in adolescence.

Al-Noor Primary reinforces the need for children to show respect to all regardless of their lifestyle choices. As a Muslim faith-ethos school, the prohibition of homosexuality is an Islamic teaching that will be made clear to children as will the obligation to treat those who make different choices, with respect and tolerance.

1.6.2 Bullying based on race, religion and culture

Racist violence, harassment and abuse are closely related to, and sometimes difficult

to distinguish from bullying. Racist bullying can range from ill-considered remarks, which are not intended to be hurtful, to deliberate physical attacks causing serious injury. Racist bullying can be identified by the motivation of the bully, the language used, and by the fact that victims are singled out because of the colour of their skin, the way they talk, their ethnic grouping or by their religious or cultural practices.

1.6.3 Bullying based on disability

We know that children are more likely to be bullied when they are vulnerable. Mencap research (taken from http://www.safenetwork.org.uk/help_and_advice/Pages/How_bullying_happens.aspx) shows children with disabilities/special needs are three times more likely than their peers to be bullied. People's assumptions and prejudices about disability can make disabled children more vulnerable to bullying for a number of reasons, such as:

- Negative attitudes towards disability.
- A lack of understanding of different disabilities and conditions.
- Being seen as "different".
- Not recognising that they are being bullied.
- They may be doing different work or have additional support at school.
- They may be more isolated due to their disability.
- They may have difficulties in telling people about bullying.
- They may find it harder to make friends.

1.6.4 Cyber Bullying

The school recognises that technology plays an important and positive role in children's lives, both educationally and socially. It is committed to helping all members of the school community to understand both the benefits and the risks, and to equip children with the knowledge and skills to be able to use technology safely and responsibly. The topic of e-safety has been managed via the schools new Computing curriculum. In addition there are parental workshops that the school organises regularly to support parents to help keep their children safe in a Digital world. Nevertheless one of the negative consequences is '**Cyber bullying**'. This is the use of ICT, commonly a mobile phone or the internet, deliberately to upset someone else.

- It can be used to carry out all the different types of bullying; an extension of face-to-face bullying.
- It can also go further in that it can invade home/personal space and can involve a greater number of people.
- It can take place across age groups and school staff and other adults can be targeted
- It can draw bystanders into being accessories
- It includes: threats and intimidation; harassment or 'cyber-stalking';
- Vilification/defamation; exclusion or peer rejection; impersonation;
- unauthorised publication of private information or images ('happy-slapping'); and manipulation

1.6.5 Bullying based on adopted pupils or young carers

The school recognises that pupils who come from are adopted or young carers family dynamic could be subjected to bullying for being 'different'.

2 Aims and Objectives

2.1 Al-Noor School tries to do all it can to prevent bullying. We strive to develop a school ethos in which bullying is regarded as unacceptable and a procedural policy that deals effectively with any incidents of bullying that may occur from time to time despite our positive behaviour inclined environment.

2.2 We aim, as a school, to produce a safe and secure environment where all can learn without anxiety, an environment in which bullying cannot thrive.

2.3 This policy aims to produce a consistent school response to any bullying incidents that may occur.

2.4 We aim to make all those connected with the school aware of our approach to bullying and we make clear each person's responsibilities in dealing with incidents of bullying.

2.5 The school has made pupils aware of how to report bullying or concerns through assemblies, taking part in the national 'Anti-Bullying Week', PSHE/SEAL and Islamic Studies lesson, as well as anti-bullying posters located across the school.

2.6 Pupils can also use a 'worry box' located in the foyer area to, discreetly and anonymously if they wish, alert the anti-bullying co-ordinator of their concerns. The box is checked daily.

2.7 This policy embodies all the requirements detailed in the DfE guidance, 'Preventing and tackling Bullying' (Oct 2014)

3 The Role of the Board of Trustees

3.1 The Board of trustees supports the headteacher in all attempts to eliminate bullying from school. This policy statement makes it very clear that the board of trustees does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

3.2 The Board of trustees monitors cases of bullying that occur termly through its education team sub-committee and reviews the effectiveness of the school policy annually. The trustees require the headteacher to keep accurate records of all incidents of bullying and to report to the trustees on request about the effectiveness of school anti-bullying strategies.

4 The Role of the Headteacher

4.1 It is the responsibility of the headteacher to ensure that all staff (both teaching and non-teaching) are aware of and implement the school anti-bullying policy to know how to identify and deal with incidents of bullying. The headteacher reports to the board of trustees about the effectiveness of the anti-bullying policy on annually.

4.2 The headteacher also ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The headteacher draws the attention of children to this fact at suitable moments. For example, if a case is established, the headteacher may decide to use assembly as a forum in which to discuss with children why this behaviour is wrong and the consequences of it for the victim and the bully.

4.3 The headteacher ensures that all staff members receive sufficient training to implement the school's anti-bullying strategy.

4.4 The headteacher sets the school's standard for acceptable behaviour. Mutual support, trust, respects and praise is encouraged as is the awareness of each child's role as an accountable member of the school community. Praise, reward and celebrating the success of all children is used to create an environment in which bullying cannot thrive.

4.5 The headteacher is responsible for sanctioning a child found to be bullying others. Sanctions for bullying include internal exclusions, suspension and expulsion. The level of sanction is determined by the seriousness of the bullying involved.

4.6 The headteacher may also provide support to the bully him/her self. Bullies are often victims of bullying at some point previously in their lives. This support may take the form of discussions, circle time and involve parents, friends and external agencies.

4.6 The headteacher is responsible as the nominated safeguarding children advisor, to refer children whose bullying may be due to other mitigating factors from the home, to report this to the local safeguarding children board.

5 The Role of the Anti-Bullying Coordinator

5.1 The Anti-Bullying Coordinator is the present serving assistant headteacher, who helps in designing, developing and reviewing this policy in consultation with the Education Team

5.2 The Anti-Bullying Coordinator logs all incidents of bullying reported by members of staff or parents through the bullying incident form. The coordinator also ensures that the anti-bullying procedure is understood and followed by teachers.

5.3 The Anti-Bullying Coordinator will periodically attend training to refresh and inform their knowledge of best practise in this area and that of behaviour management.

5.4 The Anti-Bullying Coordinator liaises with teachers over the details of the ABCT Strategy and helps in counselling the victim and the bully. The counselling may be provided by other adults in the school as deemed appropriate. The coordinator also liaises with the headteacher in deciding appropriate sanctions.

6 The Role of the Teacher

6.1 Teachers receive induction when they join the school to familiarise them with the school's anti-bullying strategy.

6.2 Teachers attempt to support all children in their class and to establish a climate of trust and respect for all. By raising awareness of each child's role as an accountable member of the school community and by praising, rewarding and celebrating the success of all children, we aim to create an environment in which bullying cannot thrive.

6.3 Teachers can often be the last to know that bullying is taking place. However they should endeavour to monitor playground behaviour and talk to identify or pre-empt cases of bullying.

Teachers in our school take all forms of bullying seriously and intervene when possible to prevent incidents from taking place. They keep records of all incidents that happen involving their own pupils and those that they witness in the school in the anti-bullying log kept in the

assistant head teacher's office. In addition established incidents of bullying are recorded in the pupil file of the child carrying out the bullying.

If a child or parent approaches a teacher with concerns that a child is being bullied, the teacher must invoke this anti-bullying policy at once.

The teacher must report the claim within a day to the anti-bullying/behaviour management co-ordinator who is the serving assistant headteacher at present.

They must investigate the claims within three days of the claims being made. This must be done by taking witness reports from witnesses to specific acts of bullying that are alleged to have taken place. Recent events must be included. Reports must be verified by checking the stories with other witnesses. In the case of cyber-bullying screen prints and other similar methods may be used to gather evidence of alleged bullying.

6.4 Teachers establish a case of bullying, they inform the anti-bullying coordinator and complete the anti-bullying form filed in the anti-bullying folder. They support the child who is being bullied by providing a "buddy" from the current "Peer Mediation Team" for the child and by counselling the child in an ongoing arrangement, discussing the child's feelings and experiences at least once a day and whenever there is a need, e.g. if the child experiences any intimidation by the bully. They must also employ the Anti-Bullying Circle-Time Strategy (ABCT Strategy) within a week.

After consultation with the headteacher, the teacher must also inform the victim's parents within a day and set up a meeting within a week to discuss the steps the school will take. The teacher must also continue to liaise closely with parents to support the child, communicating with them through meetings, letters or phone calls until the bullying is resolved to their satisfaction.

6.5 Perpetrators of bullying will be counselled by the anti-bullying co-ordinator and their teacher and disciplined by the headteacher. Further incidents or behaviour of concern should be highlighted to the Anti-Bullying Coordinator. These forms should ultimately be kept in the child's individual record. The parents of the child found to be bullying must be told about their child's behaviour and called into school to discuss how they can help the school in correcting their child's behaviour. This should take place within a week of establishing the bullying.

6.6 If a child is repeatedly involved in bullying children his/her parents will be invited to the school to discuss the situation further. Behavioural targets will be defined and appropriate strategies discussed to help the child learn desirable behaviour, through a behaviour modification programme. Parents' help in reinforcing the school's stance on acceptable behaviour will be sought. In difficult cases, for example where these discussions have proven ineffective, the headteacher may contact external support agencies such as social services if needed. The school may resort to suspension and expulsion in particular cases that do not improve despite reasonable intervention.

6.7 The ABCT Strategy - This is an anti-bullying circle time strategy taken by a member of staff relatively unknown to a class. It aims to eradicate a case of bullying by making pupils take account of the consequences of their own actions.

All the children in each class are made to step into the shoes of the victim by listening to detailed accounts of the victim's feelings without being told who the victim is. Once they have empathised with the victim and understood that the behaviour causing those feelings and experiences is wrong they are told who the victim is in order to "humanise" the victim in their eyes and understand that just as it is bad for themselves or their best friend or a stranger to be bullied and made to feel awful, it is equally bad for the actual victim to have been made to feel this way.

They are then pushed to take responsibility for the bullying by being accused by the teacher taking the ABCT Strategy as complicit to the bullying because they did nothing to prevent it or did nothing to help the victim or they may have participated in some acts of bullying themselves. If there is only one perpetrator, he/she is identified.

After this, they are asked to consider how they can repair the situation and help heal the victim and the bully. This is a brain-storming session and its conclusions must be summed up and put on display as "promises" of how everyone will solve the problem and eradicate the bullying from then on.

6.8 Peer Mediators are trained to intervene in situations of conflict between children in the playground to support them to resolve their differences between themselves.

6.9 Restorative Justice practises are used by staff members dealing with issues of conflict between pupils to help bring closure to issues causing grievance between pupils and to bring them together in a spirit of mutual friendship and harmony.

7 The Role of Parents

7.1 Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately.

7.2 Parents are a crucial component in the success of all school endeavours. Parents have a responsibility to support the school's code of conduct and anti-bullying policy as they all read and sign a Home-School Agreement upon admission of their child to the school which outlines this. We rely on their reinforcement of our common values at home to nurture future citizens of society that have a strong sense of personal accountability. We ask parents to actively encourage their child to be a well-behaved member of the school who feels responsible for his/her own behaviour and tries hard to do good towards others in fulfilment of his/her being a good Muslim.

7.3 The school will communicate with the parent body through its termly newsletter and its regular letters home on the issue of bullying and behaviour management, God willing, to keep parents in touch with school policy and behaviour expectations and the role of parents in achieving high standards of behaviour.

8. Evaluation

8.1 Parents, staff and pupils' views are gathered and feedback is taken into consideration to further improve the anti-bullying policy and procedures.

8.2 The school has also put more of the anti-bullying 'report your concerns' posters around school which has led to a climate where pupils are reporting their concerns much more.

8.3 The school is also in the process of introducing clubs and workshops for academic year 15-16 to intervene with pupils who are involved in conflicts to pre-empt bullying from taking place.

9 Monitoring and Review

9.1 The implementation of this policy is monitored by the headteacher, who reports to the trustees about the effectiveness of the policy on request

9.2 This anti-bullying policy is the responsibility of the board of trustees and they review its effectiveness annually. They do this by examining the school's anti-bullying logbook to see what patterns are emerging from the logs collated and through discussion with the headteacher remain vigilant to regarding equality for all, particularly those with 'protected characteristics' rights. Trustees analyse information with regard to gender, age and ethnic background of all children involved in bullying incidents. They will also sample the whole school, year groups, review the bullying log and sanction and resolving process to ensure that bullying is tackled within the school effectively.

Review Date: November 2021

Signed, on behalf of the Board of Trustees, by: _____

Signature: _____ **Dated:** _____

Version History

Version Number	Date
ABP.17-18.2	06/12/17
ABP.17-18.3	23/5/2018
ABP.18-19.1	5/11/2018

Names of Key Staff

Name	Role
S. Butt	Headteacher
D. Zerouak	Assistant Headteacher