

ANTI-BULLYING POLICY

The Anti Bullying Officer is Taslim Apa

RATIONALE

At Al Huda Primary School, all learners and staff have the right to feel safe from any form of abusive, threatening or unpleasant behaviour. Staff will have high expectations of learners. Learners are to treat teaching and non-teaching staff with respect and courtesy. They will cooperate and comply with school rules and code of conduct. In return, learners will expect the highest standards in teachers' behaviour and attitude towards them. Members of staff will always set high standards for pupils' behaviour towards each other.

This policy seeks to achieve the following:

- To create a school environment where bullying is unacceptable
- To have strategies to reduce and ultimately eradicate the level of bullying
- To develop procedures that adequately deal with bullying incidents
- To develop clear and open communication between learners, staff and parents about policy and practice
- To create opportunities for counselling learners – both target and perpetrator

DEFINITION OF BULLYING

The DfE guidance *Preventing and Tackling Bullying Advice for School Leaders, Staff and Governing Bodies* defines bullying as 'behaviour by an individual or group usually repeated over time that intentionally hurts another individual or group either physically or emotionally.' Bullying can take various forms, centring upon:

- race, religion and culture
- special educational needs or disabilities
- appearance or health conditions
- sexual orientation
- sexism or bullying of a sexual nature
- being a looked-after child
- cyber bullying

CYBER BULLYING

Cyber bullying is the use of Information Communications Technology (ICT) particularly mobile phones and the internet deliberately to upset someone else. It can be an extension of face to face bullying with technology providing another route for the bully to harass the target. However, it differs in significant ways from other kinds of bullying: the invasion of home and personal space; the difficulty in controlling electronically circulated messages; the size of the audience; perceived anonymity. Research shows that cyber bullying is a feature of many young people's lives and it also affects members of school staff and other adults.

HOMOPHOBIC BULLYING

Homophobic bullying occurs where there is prejudice against lesbian, gay or bisexual people. It is a form of bullying that is particularly likely to remain secret as the target may not wish to discuss their sexuality.

CHILD ON CHILD ABUSE

Children may be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use anti-bullying procedures where necessary. However, there may be occasions when a pupil's behaviour warrants a response under child protection rather than anti bullying procedures.

BULLYING AROUND RACE, RELIGION AND CULTURE

Racial bullying is defined as: 'A range of hurtful behaviours, both physical and psychological, that makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their colour, ethnicity, culture, faith, community, national origin or national status.' A racist incident does not necessarily constitute racist bullying.

BULLYING AROUND SPECIAL EDUCATIONAL NEEDS, LEARNING DIFFICULTIES, DISABILITIES, APPEARANCE OR HEALTH CONDITIONS

This type of bullying occurs when a person is made to feel unwelcome or inadequate as a result of persistent and insensitive reference to any of the above.

EXAMPLES OF DIFFERENT FORMS OF BULLYING:

Physical

- Hitting, kicking
- Forcing others to hand over money, mobile phones or other possessions

Verbal

- Racist comments
- General teasing comments

Indirect

- Offensive mimicry
- Incitement of others to bully
- Social exclusion
- Graffiti or written insults
- Use of racist materials
- Abusive or threatening texts, photographs or video

SIGNS OF BULLYING

There are a number of signs of which staff and parents should be aware of which may indicate that a learner is being bullied, though the presence of one or more of these is not in itself, proof of bullying:

- to pretend to be ill in the mornings
- fear of the journey to and from school
- reluctance to attend school
- damaged equipment or clothing
- lost equipment
- an unusual request for extra pocket money
- becoming aggressive or unreasonable
- an unexpected decline in standards of work
- distress, withdrawal, depression or decline in cheerfulness and refusing to explain why
- physical injuries and wounds e.g. scratches or bruising

Bullying behaviour can be experienced anywhere and at any time: between lessons, in the corridors, as learners pass each other, through e-mails and text messaging, even in lessons in front of the teacher.

HOW WE WILL TACKLE BULLYING

- All members of staff (teaching and non-teaching) will employ a consistent approach by being open about bullying incidents.
- There will be an agreed procedure for reporting and logging incidents which relates to the normal disciplinary sanctions laid down by the school to send out a clear message that Al Huda does not tolerate bullying of any kind.
- Procedures for recording and reporting of bullying incidents are outlined in **Appendix A**.
- Suggested responses to bullying incidents are outlined in **Appendix B**.
- Counselling and support of pupils will be available by the Anti Bullying Officer (ABO) and where appropriate, by outside agencies.
- The Anti Bullying Officer will work with parents, where appropriate, to help resolve the bullying problem.
- The issue of bullying will be communicated to learners through assemblies, PSHCE and Islamic Studies lessons.
- In dealing with the bully, staff should make it clear that the behaviour is unacceptable and also stress the serious consequences of repetition. Staff should not however, 'bully the bully'.
- Learners will be made aware of what to do if they are involved in a bullying incident and who they can talk to (teachers, Anti Bullying Officers). They must be assured that matters will be dealt with discreetly and sensitively (**Appendix E**).
- Staff need to be aware of areas of the school where bullying might take place and be sensitive to the times and situations when it may occur.
- Opportunities should be taken in the delivery of Pastoral Care and as appropriate in assemblies to explain the school policy on bullying. Staff may also make use of opportune moments in the curriculum to highlight the issue of bullying and to reinforce this message.
- Help is to be provided for targets to raise their self- esteem, and support to counter any feelings of inferiority or guilt.
- Bullies are to be shown how they can satisfy their needs through working with others rather than in a confrontational way. Staff would need to work in collaboration with parents to help improve their child's behaviour.

- Staff will be made aware of all forms of bullying (**Appendix D**).
- Staff will watch for early signs of distress in pupils - deterioration of work, fake illness, isolation, desire to remain with adults, irregular attendance. These may be the early signs of bullying, though there may be other causes.
- School will also ensure that help and guidance is provided to pupils who bully others through pastoral care.
- The 'Give Bullying the Red Card' poster will be displayed in classrooms and areas of congregation (**Appendix F**).
- The 'Charter of Learners' Rights and Responsibilities' will be on display in classrooms and notice boards where appropriate (**Appendix C**).

PARENTAL INVOLVEMENT

Al Huda endeavours to have open and supportive communication with parents/carers in relation to all bullying incidents. The school ensures that parents/carers know what measures are being taken to prevent bullying, as well as how incidents are responded to.

If parents/carers are concerned that their child may be bullied, or who suspect that their child is or may be the perpetrator of bullying, should contact the school immediately. All parents/carers have the responsibility to support Al Huda's Anti-Bullying Policy and to actively encourage their child to be a positive member of the school.

MONITORING AND REVIEW

This policy will be monitored annually by the Anti Bullying Officer and members of the Senior Leadership Team.

This policy was adopted at a meeting of:

Al-Huda Primary School

Held on:

September 2023

Date to be reviewed:

September 2024

Signed on behalf of Al-Huda Academy:

Zeinab Bhikha

Name of signatory:

Zeinab Bhikha

Role of signatory:

Headteacher

APPENDIX A

RECORDING & REPORTING BULLYING INCIDENTS

1. Incidents where a young person is emotionally distressed by the behaviour of another person will have been observed by the class teacher and should be dealt with them. The class teacher is responsible for the emotional welfare of the young person.
2. Any incidents must be reported to the class teacher first, as they have full knowledge about the learner. The class teacher will then be responsible for investigating the matter and taking steps to resolve it.
3. If the incident can be resolved by the class teacher and following the definitions the incident is not a case of bullying, the matter can be dealt with by the class teacher alone.
4. If the class teacher suspects that it is in fact a case of bullying then they should refer the matter to the Anti-Bullying Officer, who will then take on the responsibility for the case.
5. A meeting should be arranged if further investigation or counselling is needed. Establishing a relationship is very important for a 'threatened' learner. The target's greatest fear is of retribution and further bullying. Winning the target's trust at the beginning of the interview is crucial. Interviews with targets and perpetrators should not take place in public.
6. Record the incident in order to:
 - reassure the target that you are taking the report seriously
 - establish the facts about the alleged incident
 - communicate with other colleagues
7. The alleged perpetrator should be spoken to/questioned. Their story will probably differ from that of the target. In many cases it will be difficult to ascertain the target and the perpetrator. If there are no reliable witnesses it becomes a matter for our judgement. Learners with a record of poor behaviour are likely to be partially judged on that record and they should be made aware of this.
8. Accurate written documentation is important even though most learners do not want to be reported as being a bully nor do they wish to have this recorded on their files.
9. A record sheet is completed for every incident that takes place. **(Appendix G)**
10. All incidents will be logged in the 'Central Incident Log,' which will enable the school to spot trends and patterns of behaviour, and parents of the victim and perpetrator will be informed. **(Appendix H)**

11. Disciplinary actions will be fair, consistent and reasonable, taking into consideration the needs of the vulnerable people and any special educational needs or disabilities that the pupils may have. Fixed term exclusions will be considered for more severe and persistent cases of bullying.

APPENDIX B

SUGGESTED RESPONSES TO BULLYING INCIDENTS

INCIDENT	RESPONSE
Verbal abuse	First incident – reprimand by the teacher
Offensive Mimicry	If repeated – punished by teacher (e.g., detention)
Incitement of others	Further incidents – involvement of Anti Bullying Officer (ABO)
Threatening text messages	Persistent offenders to be counselled and disciplined by ABO
Threatening emails/mobile phones/online videos	Immediate removal of mobile phone and referral to ABO
Introducing racist, homophobic, sexist or pornographic materials	Referral to ABO
Graffiti and/or written insults	Referral to ABO
Stealing/damaging property of others	Referral to ABO
Racism	Immediate request for removal/cessation of offensive item/behaviour.

APPENDIX C

BULLYING: A CHARTER OF LEARNERS' RIGHTS & RESPONSIBILITIES

Bullying is 'when a person purposely, hurts threatens or frightens and/or intimidates another person, causing them emotional, and physical and/or mental harm.' It is deliberately hurtful behaviour and is often repeated over a period of time, by the same perpetrator to the same target.

At Al Huda Primary School, any form of bullying is unacceptable. Everyone has a part to play in making sure that our school is a safe place.

AS A MEMBER OF AL HUDA YOU HAVE THE RIGHT:	AS A MEMBER OF AL HUDA YOU HAVE THE RESPONSIBILITY:
<ul style="list-style-type: none"> ▪ To be happy and to be treated with understanding ▪ To be an individual treated with respect and politeness ▪ To be safe and not to be bullied ▪ Expect your property to be safe ▪ To say 'no' firmly to anything you think is wrong 	<ul style="list-style-type: none"> ▪ To treat others with understanding - not to laugh at others, tease others or try to hurt their feelings ▪ To treat others politely and with respect ▪ To make the whole school safe by not threatening, hitting or hurting anyone in any way ▪ Not to steal, damage or destroy the property of others ▪ Not to ask others to do things you know are wrong

IF YOU ARE BEING BULLIED, TELL A MEMBER OF STAFF IMMEDIATELY AND PROTECT YOURSELF BY IGNORING OTHERS OR BY WALKING AWAY

APPENDIX D

SIGNS OF BULLYING: SIGNS TO LOOK OUT FOR

- Name calling
- Family insults
- Dirty looks
- Hitting
- Personal insults
- Pushing
- Being left out from groups
- Touching
- Being the butt of constant jokes
- Damage or removal of possessions without permission
- Racial insults
- Being hurt

APPENDIX E

BULLYING: ADVICE TO LEARNERS

Al Huda aims to create a friendly, happy environment where every learner can feel safe from all forms of abusive, threatening or unpleasant behaviour. You can help us to achieve our aims by watching out for, avoiding, reporting and even preventing **BULLYING**.

WHAT IS BULLYING?

Some types of bullying are obvious e.g. physical attacks on people, such as hitting, pushing, barging, and mobbing in a queue - all intended to hurt or upset the target. There is also non-physical bullying, e.g. verbal abuse, making fun of someone's name, looks, intelligence, size or race, taking someone's bag or possessions, threatening someone, excluding someone from a particular group, event or activity, being vulgar, copying someone's homework by force or putting pressure on someone to lend money.

There are some types of behaviour which are not so obviously seen as 'bullying,' they may seem to be excusable as 'just having fun', but they can cause distress or pain, and so are unacceptable, e.g. 'gentle' ribbing, tripping up someone 'for fun', throwing around someone's pencil case. There is a very fine line between friendly teasing where the 'target' shares the joke and the kind of teasing which upsets the target even if they try not to show it.

WHO DOES THE BULLYING?

- Sometimes there is one individual who hurts others, who may be younger, smaller or weaker.
- Sometimes a group of people may cause the problem, perhaps, led by one dominant person with whom the others want to keep in favour.
- Often there is a regular target who is teased by nearly everyone, even you!

WHY DO PEOPLE BULLY?

Here are some reasons why people bully others:

- By making someone else feel or look small, bullies feel more powerful or 'better' or 'bigger.'
- By making fun of someone, bullies get others laughing, so they feel 'clever' and approved of.
- Some bullies may want to keep in with an individual or a group so they think that showing how 'big' they are will help them achieve this.
- At times learners may simply not realise the hurtful effects their words or actions are having on someone.
- Sometimes learners get involved in a conflict with someone else that gets out of hand.
- A learner may feel angry or hurt about something and take out their feelings on someone who irritates them or gets in their way.
- Rarely, there may be a 'target' who seems deliberately and persistently to 'ask for' trouble who pushes you 'too far' one day.

WHAT DO YOU DO ABOUT BULLYING?

- Do not be unpleasant to yourself! That means watching your own behaviour to make sure you are not guilty of any types of unpleasantness mentioned above.
- As far as you can, persuade others not to be unpleasant, do not join them.
- If you yourself are bullied, do not retaliate, that puts you in the wrong and makes it easy for the bully to claim that the incident was as much as your fault as theirs.
- If you tend to be picked on, avoid the times and places where this is most likely to happen, try always to walk with a friend.
- If you find someone's behaviour unacceptable or threatening, whether to you or to someone else **REPORT IT** to someone with authority: a teacher, your parent or a member of staff. Persuade a friend to go with you to do this if you are worried about accusations of 'dobbing' or any other retaliation.

'Remember! Your silence makes it easier for bullies to bully!!'

'MOST INCIDENTS OF BULLYING CAN BE QUITE EASILY SOLVED IF THEY ARE REPORTED IN TIME. THE SCHOOL IS COMMITTED TO ELIMINATING BULLYING: EVERYONE WILL HELP!'

APPENDIX F

GIVE BULLIES THE RED CARD:

A GUIDE FOR TACKLING THE BULLY

- Try not to show the bully that you are upset - which is difficult.
- Tell yourself that you do not deserve to be bullied.
- Tell an adult that you trust.
- Get together with friends and say **NO** to the bully.
- Try to ignore the bully.
- Fighting back could make things worse. If you decide to fight back, talk to an adult.
- If you are different in some way, be proud of it! It means you are unique.
- Stay with people, even if they are not your friends, you'll feel safe.
- Try being assertive – shout loudly: practice in front of the mirror to gain confidence.
- If you are in danger, get away. Do not fight to keep possessions.
- Walk quickly and confidently even if you do not feel that way inside: Practice!

'REMEMBER! ALWAYS SAY NO TO BULLIES!'



BULLYING INCIDENT RECORD

APPENDIX G

Please use this form to record bullying incidents. The form is to be handed to the Anti Bullying Officer upon completion.

Date of Incident		
Time of Incident		
Location of Incident		
Name of perpetrator(s)		Class
Name of target(s)		Class
Name of Staff member reporting		
Nature of Incident		
Agreed outcome		
Review		

APPENDIX H

CENTRAL INCIDENT LOG

BEHAVIOUR/INCIDENT LOG

Childs name & Date	Who's involved?	What happened?	Action taken & Apa's Name