

## Anti-bullying Policy

### 1 Introduction

- 1.1 Our school aims to treat all pupils and staff fairly.
- 1.2 Bullying is action taken by one or more children with the deliberate intention of hurting another child, either physically or emotionally. This Madani Academy Primary School policy has been written to demonstrate how we aim to prevent bullying whilst taking into account the DfE Guidance: Safe to learn: Embedding anti bullying work in schools.
- 1.3 In a Hadith Qudsi (a report directly from Allah to Prophet Muhammad may the peace and blessings of Allah be upon him) it states: 'O My slaves, I have forbidden oppression for Myself and have made it forbidden amongst you, so do not oppress one another.' (Reported by Muslim)
- 1.4 The Prophet (SAWS) said: "The believer is not a person who hurts others with words, or curses, or swears, or is foul-mouthed." [Al-Bukhari]

### 2 Aims and objectives

- 2.1 Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.
- 2.2 We aim, as a school, to produce a safe and secure environment where all can learn without anxiety.
- 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 opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

### 2.5 What is bullying?

Bullying is a subjective experience that can take many forms. Various national and international definitions of bullying exist and most of these definitions have three things in common.

The three common aspects in most definitions are that:

- It is a deliberately hurtful behaviour.
- It is usually repeated over time.
- There is an imbalance of power, which makes it hard for those being bullied to defend themselves.

At our school we define bullying as:

Emotionally or physically harmful behaviour which is:

- Repetitive or persistent
- Deliberately harmful, carried out by an individual or group
- Based on an imbalance of power leaving the person who is being bullied feeling defenceless

For the children at our school the definition of someone who bullies is someone who:

- Deliberately keeps on hurting you by what they do or say, someone who tries to make you feel small or will not let you join in.

## 2.6 Bullying Forms and Types

### *Forms of Bullying*

Bullying behaviour across all types of bullying can represent itself in a number of different forms. Children and young people can be bullied in ways that are:

**Physical** - by being punched, pushed or hurt; made to give up money or belongings; having property, clothes or belonging damaged; being forced to do something they don't want to do.

**Verbal** – by being teased in a nasty way; called gay (whether or not it's true); insulted about their race, religion, disability or culture; called names in other ways or having offensive comments directed at them.

**Indirect** – by having nasty stories told about them; being left out ignored or excluded from groups.

**Electronic / ' cyber bullying'** – for example, via text message; via instant services and social network sites; via email; and via images or videos posted on the internet or spread via mobile phones.

**Homophobic** - Homophobic bullying is when people behave or speak in a way makes someone feel bullied because of their actual or perceived sexuality. People may be a target of this type of bullying because of their appearance, behaviour, other physical traits or because they have friends or family who are gay, lesbian, bisexual, or transgender or just because they are seen as being different. Like all forms of bullying, homophobic bullying can be through name calling, spreading rumours, physical or sexual, and emotional abuse.

### *Specific Types of Bullying*

Madani Primary School recognises that although children and young people may be particularly vulnerable to bullying as a result of personal characteristics such as height, weight, colour of hair or identity based differences such as ethnicity, ability or sexuality, anyone can be bullied for almost any reason or difference. Research has identified various different types of bullying which reflect different causations.

These include:

- Bullying related to race, religion or culture
- Bullying related to special educational needs (SEN) or disabilities

- Bullying related to being gifted or talented
- Bullying related to appearance or health conditions
- Bullying of young carers or looked- after children or otherwise related to home circumstances
- Sexual bullying

## 2.7 Bullies and Victims

Bullying takes place where there is an imbalance of power of bully over victim. This can be achieved by:

- The size of the individual
- The strength of the individual
- The numbers or group size involved
- Anonymity – through the use of cyber bullying or using email, social networking sites, texts etc.

Staff must remain vigilant about bullying and approach this in the same way as any other category of child abuse; that is, do not wait to be told before you raise concerns or deal directly with the matter. Children may not be aware that they are being bullied; they may be too young or have Special Educational Needs.

Staff should be able to identify children who may be vulnerable and who could fall victim to bullying as well as those who may demonstrate bullying behaviour. Provocative Victim – research shows that some children are provocative victims – this means that they actively seek responses from others, often using their own behaviours to insight a reaction from others to either bring attention to themselves or to get others into trouble.

## 2.8 Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- doesn't want to go on the school / public bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering • attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning • begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home starving (money/lunch has been stolen)
- becomes aggressive, disruptive or unreasonable

- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous and jumpy when a cyber-message is received
- lack of eye contact
- becoming short tempered
- change in attitude to people at home.

These signs and behaviors could indicate other problems, but bullying should be considered as a possibility and should be investigated

### **3 The role of governors**

- 3.1** The governing body supports the headteacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body 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 governing body monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy regularly. The governors require the headteacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.
- 3.3** If a parent requests that the governing body investigates an incident of bullying the governing body will respond within 15 days. In all cases, the governing body notifies the headteacher and asks him/her to conduct an investigation into the case and to report back to a representative of the governing body.

### **4 The role of the headteacher**

- 4.1** It is the responsibility of the headteacher to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. The Headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.
- 4.2** The Headteacher 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 an incident occurs, the headteacher may decide to use assembly as a forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.
- 4.3** The Headteacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

**5 The role of the teacher**

- 5.1 Teachers in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place. They keep their own records of all incidents that happen in their class and that they are aware of in the school.
- 5.2 If teachers witness an act of bullying, they do all they can to support the child who is being bullied. If a child is being bullied over a period of time, then, after consultation with the headteacher, the teacher informs the child's parents.
- 5.3 We keep an anti-bullying logbook/incident folder in the head teacher's office where we record incidents of bullying that occur outside lesson time, either near the school or on the children's way home or to school. If any adult witnesses an act of bullying, they should record the event in the logbook/incident folder.
- 5.4 If, as teachers, we become aware of any bullying taking place between members of a class, we deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and punishment for the child who has carried out the bullying. We spend time talking to the child who has bullied: we explain why the action of the child was wrong, and we endeavour to help the child change their behaviour in future. If a child is repeatedly involved in bullying other children, we inform the headteacher and the special needs co-ordinator. We then invite the child's parents into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the headteacher may contact external support agencies such as the social services.
- 5.5 Teachers attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.
- 5.6 Teachers are encouraged to use opportunities within the curriculum to inform pupils about ways of preventing bullying. Guidance from the Safe to learn: embedding anti-bullying work in schools is used as an opportunity to promote anti-bullying message through the curriculum.
- 5.7 The curriculum addresses issues of bullying, including PSHE, RE, Assemblies/Supplication and Islamic Studies.

**6 The role of parents**

- 6.1 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.
- 6.2 Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.

**7 Monitoring and review**

- 7.1 This policy is monitored on a day-to-day basis by the headteacher, who reports to governors about the effectiveness of the policy on request.

7.2 This anti-bullying policy is the governors' responsibility and they review its effectiveness annually. They do this by examining the school's anti-bullying logbook/folder/incident book, and by discussion with the headteacher. Governors analyse information with regard to gender, age and ethnic background of all children involved in bullying incidents.

**Signed:**

**Date: 3<sup>rd</sup> September 2020**

## 8. Useful links and supporting organisations

- Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- Childline: [www.childline.org.uk](http://www.childline.org.uk)
- Family Lives: [www.familylives.org.uk](http://www.familylives.org.uk)
- Kidscape: [www.kidscape.org.uk](http://www.kidscape.org.uk)
- MindEd: [www.minded.org.uk](http://www.minded.org.uk)
- NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)
- The BIG Award: [www.bullyinginterventiongroup.co.uk/index.php](http://www.bullyinginterventiongroup.co.uk/index.php)
- PSHE Association: [www.pshe-association.org.uk](http://www.pshe-association.org.uk)
- Restorative Justice Council: [www.restorativejustice.org.uk](http://www.restorativejustice.org.uk)
- The Diana Award: [www.diana-award.org.uk](http://www.diana-award.org.uk)
- Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)
- Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)
- Young Carers: [www.youngcarers.net](http://www.youngcarers.net)
- The Restorative Justice Council: [www.restorativejustice.org.uk/restorative-practiceschools](http://www.restorativejustice.org.uk/restorative-practiceschools)

### SEND

- Changing Faces: [www.changingfaces.org.uk](http://www.changingfaces.org.uk)
- Mencap: [www.mencap.org.uk](http://www.mencap.org.uk)
- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities:  
[http://www.cafamily.org.uk/media/750755/cyberbullying\\_and\\_send\\_-\\_module\\_final.pdf](http://www.cafamily.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf)
- DfE: SEND code of practice: [www.gov.uk/government/publications/send-code-ofpractice-0-to-25](http://www.gov.uk/government/publications/send-code-ofpractice-0-to-25)

### Cyberbullying

- Childnet: [www.childnet.com](http://www.childnet.com)
- Internet Watch Foundation: [www.iwf.org.uk](http://www.iwf.org.uk)
- Think U Know: [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)
- UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)
- The UK Council for Child Internet Safety (UKCCIS)  
[www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis](http://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis)
- DfE 'Cyberbullying: advice for headteachers and school staff':  
[www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)

- DfE 'Advice for parents and carers on cyberbullying':

[www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)

### **Race, religion and nationality**

- Anne Frank Trust: [www.annefrank.org.uk](http://www.annefrank.org.uk)
- Kick it Out: [www.kickitout.org](http://www.kickitout.org)
- Report it: [www.report-it.org.uk](http://www.report-it.org.uk)
- Stop Hate: [www.stophateuk.org](http://www.stophateuk.org)
- Tell Mama: [www.tellmamauk.org](http://www.tellmamauk.org)
- Educate against Hate: [www.educateagainsthate.com](http://www.educateagainsthate.com)
- Show Racism the Red Card: [www.srrc.org/educational](http://www.srrc.org/educational)

### **LGBT**

- Barnardo's LGBT Hub: [www.barnardos.org.uk/what\\_we\\_do/our\\_work/lgbtq.htm](http://www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm)
- Metro Charity: [www.metrocentreonline.org](http://www.metrocentreonline.org)
- EACH: [www.eachaction.org.uk](http://www.eachaction.org.uk)
- Proud Trust: [www.theproudtrust.org](http://www.theproudtrust.org)
- Schools Out: [www.schools-out.org.uk](http://www.schools-out.org.uk)
- Stonewall: [www.stonewall.org.uk](http://www.stonewall.org.uk)

### **Sexual harassment and sexual bullying**

- Ending Violence Against Women and Girls (EVAW)

[www.endviolenceagainstwomen.org.uk](http://www.endviolenceagainstwomen.org.uk)

- A Guide for Schools:

[www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAWCoalition-Schools-Guide.pdf](http://www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAWCoalition-Schools-Guide.pdf)

- Disrespect No Body: [www.gov.uk/government/publications/disrespect-nobodycampaign-posters](http://www.gov.uk/government/publications/disrespect-nobodycampaign-posters)

- Anti-bullying Alliance: Preventing and responding to Sexual Bullying:

[www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-genderrelated/preventing-and-responding-sexual](http://www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-genderrelated/preventing-and-responding-sexual)

- Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying:

[www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related](http://www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related)

Note: Additional links can be found in 'Preventing and Tackling Bullying' (July 2017)

[www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)