



**Abu Bakr Boys School**

*Knowledge – Character - Contribution*

# Anti Bullying Policy

## Document control

<b>This document has been approved for operation within:</b>	Abu Bakr Boys School
<b>Date effective from</b>	September 2020
<b>Date of next review</b>	September 2021
<b>Review period</b>	1 Year
<b>Status</b>	Statutory
<b>Owner</b>	Abu Bakr Trust

# Anti-Bullying Policy

*'A Muslim is one whom other people are safe from his tongue and his hand.'*

**Bukhari**

## **Introduction**

This policy, which incorporates a set of procedures, makes clear the School's commitment to be known amongst the pupils and the community as An **Anti-Bullying School**.

At school, every pupil and member of staff should feel safe from any abusive, threatening or unpleasant behaviour. Members of staff should be able to operate on the clear understanding that pupils will behave towards them with courtesy, cooperativeness and obedience to legitimate rules and instructions. Pupils must be able to expect the highest standards in teacher's behaviour and attitude towards them.

Members of staff should always set high standards for how pupils behave towards each other.

Our policy is directed by the teachings of the Qur'an and the noble example of the Prophet Muhammad (SAW).

To this end, we recognise that bullying exists within our society, and that its consequences can sometimes be traumatic for the individuals and families concerned.

We embrace the spirit of 'Every Child Matters' and, through this policy, will underline our resolve that young people at the School should both 'Stay Safe' and also 'Enjoy and Achieve', both of which are less likely to be realised in a context where the young person is in fear of bullying.

Relevant publications:

- Preventing and tackling bullying: Advice for headteachers, staff and governing bodies (DfE, 2013)
- Safe to learn: Embedding anti bullying work in schools (DCFS, 2007)
- Cyberbullying (DCFS, 2007)
- Homophobic Bullying (DCFS, 2007).

## **Aims**

- To raise awareness of bullying and create a school ethos which encourages children to disclose and discuss incidences of bullying behaviour
- To bring about conditions in which bullying is less likely to happen in the future
- To reduce and if possible, to eradicate instances of all types of bullying
- To clarify the reporting processes
- To prevent, de-escalate and/or stop any continuation of harmful behaviour
- To react to bullying incidents in a reasonable, proportionate and consistent way
- To safeguard the pupil who has experienced bullying and to trigger sources of support for the pupil
- To provide support for the perpetrator whilst developing strategies to enable perpetrators to be accountable for their behaviour.

## **Definition of Bullying**

The Government defines bullying as “behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally” (DfE, 2013).

Bullying is often motivated by prejudice against particular groups, for example on grounds of race, religion, culture, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Bullying can take many forms which include:

- Emotional (being unfriendly, threatening looks/gestures, tormenting such as hiding belongings)
- Physical (pushing, hitting, shoving or any form of physical violence)
- Verbal (name calling, sarcasm, spreading rumours)
- Homophobic bullying is a specific form of bullying and occurs when bullying is motivated by prejudice against LGBT people, or against those perceived to be LGBT. It can also be targeted towards pupils who are seen to be 'different' in some other way, for example, because they may be considered shy by other pupils.
- Sexual and sexist (unwanted physical contact or sexually abusive comments or those which are sexist)
- Cyber (all forms of abuse involving the internet, social websites, chat rooms, mobile phones, email, text messages, photographs etc)
- Exclusion (deliberately ignoring and refusing to allow someone to join in)
- Interference with possessions (hiding, stealing and destroying belongings).

These definitions are important as there is a need to make a distinction between things that may cause a young person distress during their time in school, and bullying. A friendship that has broken down for example, and has led to insults being exchanged, though distressing, would not be considered to be bullying as it was neither deliberate nor repeated. There are occasions in school when a young person is quite unaware of the hurt that they have caused to a fellow pupil, as the ‘victim’ had kept their feelings to themselves.

## **The Equality Act 2010**

The Equality Act 2010 replaces previous anti-discrimination laws with a single Act. A key provision is a new public sector Equality Duty, which came into force on 5 April 2011. It replaces the three previous public sector equality duties for race, disability and gender, and covers age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, Gender and sexual orientation. The Duty has three aims. It requires public bodies to have due regard to the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations between people who share a protected characteristic and people who do not share it.

Part 6 of the Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil in relation to admissions, the way it provides education for pupils, provision of pupil access to any benefit, facility or service, or by excluding a pupil or subjecting them to any other detriment.

It is a legal obligation to report a single incident of racist, homophobic or sexual harassment bullying.

The definitions outlined above must be sensitively and thoughtfully applied; a hasty classification helps neither the 'victim' nor the 'perpetrator'.

## **Criminal Law**

Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour or communications could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986.

If staff feel that an offence may have been committed they should seek assistance from the head teacher and the police may be contacted. For example, under the Malicious Communications Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender.

## **Signs of Bullying**

Bullying can cause serious psychological damage and even suicide. Although bullying is not a specific criminal offence, there are criminal laws which apply to harassment and threatening behaviour.

A pupil who is being bullied may:

- become frightened of coming to school, attending specific lessons or entering specific areas of the school
- change their usual routine
- become more withdrawn or anxious than previously
- threaten to run away or run away
- threaten suicide

- begin to perform poorly at school
- frequently have missing or damaged possessions
- repeatedly ask for extra money or never have money
- have unexplained injuries
- become aggressive, disruptive or unreasonable
- begin to bully others
- stop eating or attending meals
- be afraid to use the internet or a mobile phone
- become nervous when a cyber-message is received
- choose the company of adults over fellow pupils
- be frequently absent from school or regularly arrive late to class
- be reluctant to discuss reasons for any of the above.

### **What May Constitute Bullying**

#### **Things to look for:**

- Name Calling
- Dirty Looks
- Personal Insults
- Racial Insults
- Destruction or removal of possessions without permission
- Being the butt of constant jokes
- Being left out from groups
- Family Insults
- Sexist Insults
- Hitting
- Pushing
- Touching
- Being Hurt

*If you witness any of the above, please do NOT ignore it or think it is not your problem and it does not concern you- It is your duty to protect the pupils at all times.*

### **Cyber-Bullying**

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.

The wider search powers included in the Education Act 2011 give teachers stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones. Separate advice on teacher's power to search (including statutory guidance on dealing with electronic devices) is available.

For more information on how to respond to cyber-bullying and how pupils can keep themselves safe, please refer to the links below:

[ChildNet International](#): Specialist reslources for young people to raise awareness of onl;iner safety and how to protect themselves.

[Think U Know](#): resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers.

[Advice on Child Internet Safety 1.0](#): The UK Council for Child Internet Safety (UKCCIS) has produced universal guidelines for providers on keeping children safe online.

## **Preventing Bullying**

This policy is to be used as a key vehicle for communicating and celebrating the anti-bullying stance of the School with pupils, parents and the wider community. The School incorporates the Anti-Bullying Policy into staff handbooks, the school curriculum, whole school assemblies, and all school staff training as well as taking on board other opportunities to raise awareness e.g. Anti-Bullying Week and targeted group work. The policy is shared with all staff, pupils, parents, and governors, at their respective points of contact with the School.

Bullying can arise from, amongst other things, perceived differences in race, culture, gender, sexuality, ability or disability. The School takes a zero tolerance stance of all forms of bullying and discriminatory language (e.g. the use of homophobic language).

The School is responsible for promoting a climate of openness, trust, and support and for ensuring that all the young people in school are aware both of their rights and their responsibilities with respect to bullying. This will take place primarily through the following structures:

- the induction programme
- Citizenship lessons
- Student Council
- displays around school
- PSHEE lessons
- Whole school assemblies
- Multi-agency working
- ICT Acceptable Use Policy.

One of the most effective ways of preventing bullying is through the curriculum by creating effective learning environments in which:

- the contribution of all pupils is valued
- all pupils can feel secure and are able to contribute appropriately
- stereotypical views are challenged, and pupils learn to appreciate and view positively differences in others whether arising from race, culture, gender, sexuality, ability or disability

- pupils learn to take responsibility for their actions and behaviours both in school and in the wider community
- all forms of bullying and harassment are challenged
- pupils are supported to develop their social and emotional skills.

### **Key Responsibilities**

Young people have a right to expect that they will be listened to, have their concerns taken seriously and that appropriate steps will be taken to put right any unpleasant situations or cases of bullying.

The School has a responsibility to ensure that:

- bullying incidents can be reported confidentially
- all involved in the incident are listened to empathetically by professionals, parent/carer and peers
- victims of bullying are encouraged to report what has happened
- victims are reassured that it is not their fault
- professionals work in collaboration with parent/carers when appropriate.

The School will fulfil its legal duty of care to ensure its pupils do not come to harm. This includes the reporting of all bullying incidents which have been identified as such, using the policy definition. This reporting is made available to the Governing Body as and when required. It is also available on request to the Trust.

### **Procedure for Dealing with Incidents of Bullying**

Many incidents where a young person is emotionally distressed by the behaviour of another pupil will have been observed by a classroom teacher and should be dealt with by them. This is because the response by the teacher will have been both immediate and personal.

It is to this person that any potential incidents of bullying should be referred, as they have the all-round knowledge of the young person.

The Welfare Officer is then responsible for investigating the incident and taking appropriate steps to resolve the problem.

Where it is established that the incident can be resolved by the intervention of the Welfare Officer, and that, following the definitions above, the incident is not a case of bullying, the matter can be dealt with by the Welfare Officer alone.

If the Welfare Officer suspects that this may in fact be a case of bullying, then they should refer the matter to the head teacher.

The investigation will ensure that all parties have the opportunity to speak openly. If the Welfare Officer believes that bullying has in fact taken place, the following will happen:

- the Welfare Officer will record the incident on the appropriate form.
- the parents/carers of the victim will be informed
- the parents/carers of the perpetrator will be informed.

The use of the **Central Bullying Record** is a key part of the process as it enables the School to spot trends and patterns of behaviour.

Those dealing with the young people should be mindful of best practice when comes to cases of bullying which are, in brief:

- avoiding the labelling of both parties in terms of 'bully' and 'victim' - it is the behaviour we criticise, not the person
- allow the victim to put to the perpetrator how they have been made to feel, if appropriate
- allow the perpetrator the opportunity to put right any hurt they have caused
- not to immediately resort to punishments or sanctions, depending on the degree to which the bullying has been premeditated, how long it has been going on and how many people are involved.

The focus is on:

- the removal of the feeling of helplessness and fear that the victim is experiencing
- the restoration of pride, dignity, and belonging.

Fixed-term exclusions will be considered for more severe and persistent cases of bullying. The School will make a decision whether it is necessary to involve any other agencies to ensure the long-term emotional wellbeing of the young people involved.

### **Intervention**

We will apply disciplinary measures to pupils who bully in order to show clearly that their behaviour is wrong. Disciplinary measures will be applied fairly, consistently, and reasonably taking into account any special educational needs or disabilities that the pupils may have and taking into account the needs of vulnerable pupils. We will consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. Where this is the case the pupil engaging in bullying may need support themselves.

In very serious cases, the head teacher in consultation with Board of Trustees will take the final decision about how the matter is to be dealt with and resolved.

### **Safeguarding Children and Young People**

Under the children Act 1989 a bullying incident will be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff will report their concerns to their local authority children's social care. Even where safeguarding is not considered to be an issue, we may draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child engaging in bullying.

## **Bullying Outside School Premises**

Staff have the power to discipline pupils for misbehaving outside the school premises “to such an extent as is reasonable”. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.

Where bullying outside school is reported to staff, it will be investigated and acted on “to such an extent as is reasonable”. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.

Where bullying outside school is reported to school staff, it will be investigated and acted on. The head teacher will also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police will always be informed.

In all cases of behaviour or bullying, staff can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

## **Parental Involvement**

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

Parents who are concerned that their child may be being bullied, or who may suspect that their child may be the perpetrator of bullying, should contact the Welfare Officer immediately. 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.

## **Staff Training**

The School will ensure that the staff, especially those in positions of responsibility, have received sufficient high-quality training.

## **Staff Guidelines**

1. The Welfare Officer should make clear to parents of victims and perpetrators the action being taken, why we are taking them and what the parents can do to help us and reinforce our actions.
2. In dealing with the bully, staff should make it clear that their behaviour is unacceptable and also stress the serious consequences of repetition. However, staff should not ‘bully the bully.’
3. Pupils must be made aware of who they can talk to in confidence and must know that information will be acted upon discretely and sensitively.
4. 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.

## **Bullying: Advice to Pupils**

The school aims to create a friendly, happy environment where every pupil can feel safe from any abusive, threatening or unpleasant behaviour. You can help us to achieve this by doing all you can to watch out for, avoid report and even prevent 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 victim. 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 possession: threatening someone: excluding someone from a particular group or event or activity: extorting someone's homework to copy: putting pressure onto someone to lend money.

But there are also types of behaviour which are not so obviously '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 'victim' shares the joke and the kind of teasing which upsets the victim even if he or she tries not to show it.

### **Who does the bullying?**

- Sometimes there is only one person who hurts others, they 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 victim who is teased by nearly everyone-even you.

### **Why do people bully?**

- By making someone else feel or look small, they can feel more powerful or 'better' or 'bigger'.
- By making fun of someone, they get others laughing- so you feel 'clever' and approved of.
- They may want to keep in with an individual or a group to show how 'big' they are will help achieve this.
- They may simply not realise the hurtful effect their words or actions are having on someone.
- They may get involved in a conflict with someone else that gets out of hand.
- They may feel angry or hurt about something and take out their feelings on someone who irritates them or gets in their way

## What do you do about bullying?

- Don't be unpleasant yourself! Observe your own behaviour to make sure you are not guilty of any types of unpleasantness mentioned above- or any others.
- As far as you can, persuade others not to be unpleasant; don't 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 his.
- If you tend to be picked on, avoid the times and place where this is most likely to happen; try 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 in authority: a teacher, your parents. 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 sorted quite easily if they are reported in time. The school is committed as far as humanly possible to eliminate bullying; everyone will help.**

## How to defeat the bully

Some things to do if you are being bullied:

- Try not to show you are upset- which is difficult
- Tell yourself that you do not deserve to be bullied
- Tell an adult that you trust
- Try to ignore the bully
- Fighting back may be worse. If you decide to fight back talk to an adult
- If you are different in some way, be proud of it! It is good to be an individual
- Stay with people, even if they are not your friends, there is safety in numbers
- 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!
- Try to be careful about what you may say to other pupils, they may be personal remarks and they may not see the funny side of your remarks.

## **Cyber-bullying: Advice to pupils**

### **Anti-cyber-bullying code**

Being sent an abusive or threatening text message, or seeing nasty comments about you on a website, can be really upsetting. This code gives you seven important tips to protect yourself and your friends from getting caught up in cyber-bullying, and advice on to how to report it when it does happen.

### **Always respect others**

Remember that when you send a message to someone, you cannot see the impact that your words or images may have on the other person. That is why it is important to always show respect to people and be careful what you say online or what images you send. What you think is a joke may really hurt someone else. Always ask permission before you take a photo of someone.

If you receive a rude or nasty message or picture about someone else, do not forward it. You could be assisting a bully and even be accused of cyber-bullying yourself. You could be breaking the law.

### **Think before you send**

It is important to think before you send any images or text about yourself or someone else by email or mobile phone, or before you post information on a website. Remember that what you send can be made public very quickly and could stay online forever. Do you really want your teacher or future employer to see that photo?

### **Treat your password like your toothbrush**

Don't let anyone know your passwords. It is a good idea to change them on a regular basis. Choosing hard-to-guess passwords with symbols or numbers will help stop people hacking into your account and pretending to be you. Remember to only give your mobile number or personal website address to trusted friends.

### **Block the bully**

Most responsible websites and services allow you to block or report someone who is behaving badly. Make use of these features, they are there for a reason!

### **Don't retaliate or reply**

Replying to bullying messages, particularly in anger, is just what the bully wants.

### **Save the evidence**

Learn how to keep records of offending messages, pictures or online conversations. These will help you demonstrate to others what is happening and can be used by your school, internet service provider, mobile phone company or even the police to investigate the cyber-bullying.

## **Make sure you tell**

You have a right not to be harassed and bullied online.

There are people that can help:

- Tell an adult you trust who can help you to report it to the right place, or call a helpline like Child Line in confidence.
- Tell the provider of the service you have been bullied on, for example, your mobile phone operator or social network provider. Check their websites to see where to report.
- Tell your school. Your teacher or the anti-bullying coordinator at your school can support you and can discipline the person bullying you.
- Finally, don't just sit there. If you see cyber-bullying going on, support the victim and report the bullying. How would you feel if no one stood up for you?

When a child is the target of cyber-bullying (bullying via mobile phone or the internet) they can feel alone and very misunderstood. It is therefore vital that as a parent or carer you know how to support your child if they are caught up in cyber-bullying. This short guide will help you.

## **Advice to parents and carers on cyber-bullying**

### 1. Preventing cyber-bullying

#### **Where to start**

The best way to deal with cyber-bullying is to prevent it happening in the first place. Although it may be uncomfortable to accept, you should be aware that your child may as likely cyber-bully as be a target of cyber-bullying, and that sometimes children get caught up in cyber-bullying simply by not thinking about the consequences of what they are doing. It is therefore crucial that you talk with your children, and understand the ways in which they are using the internet and their mobile phone. In this guide there is an anti-cyber-bullying code which contains seven key messages for children, which you may find a helpful starting point for a discussion with them about issues, such as being careful about posting images on personal websites and where to go to get help.

#### **Use the tools**

Most software and services on the internet have in-built safety features. Knowing how to use them can prevent unwanted contact. For example, instant messenger (IM) services such as Windows Live Messenger have features which allow users to block others on their contact list, and conversations can be saved on most IM services. Social networking sites such as MySpace and Bebo also have tools available, for example young people can keep their profile set to 'private' so that only approved friends can see it.

With bullies using text and picture messaging, it is also important to check with your children's internet or mobile-phone provider to find out what protections they can offer, including whether it is possible to change your mobile number.

### 2. Responding to cyber-bullying

It is vital that you have strategies to help your child if they come to you saying that they are being cyber-bullied.

#### **The anti-cyber-bullying code**

Start by teaching your children the seven key messages in the anti-cyber-bullying code. This includes advice on not replying or retaliating to cyber-bullying, as well as not assisting a cyber-bully by forwarding a message, even as a joke.

#### **Keep the evidence**

Keeping the evidence of cyber-bullying is helpful when reporting an incident and may help in identifying the bully. This means keeping copies of offending emails, text messages or online conversations.

#### **Reporting cyber-bullying**

A number of organisations can help you if you need to report incidents of cyber-bullying.

#### **The school**

If the incident involves a pupil, or pupils, at your child's school, then it is important to let the school know. All schools have a legal duty to have measures in place to support the person

being bullied and to apply disciplinary sanctions to the pupil doing the bullying. Schools are increasingly updating these policies to include cyber-bullying.

### **The provider of the service**

Most service providers have complaints and abuse policies, and it is important to report the incident to the provider of the service. For example:

- A mobile-phone operator such as O2 or Vodafone
- The IM provider, such as Windows Live Messenger or AOL
- The social network provider, such as Bebo or Piczo.

Most responsible service providers will have a 'Report abuse' or a nuisance call bureau, and these can provide information and advice on how to help your child.

### **The police**

If the cyber-bullying is serious and a potential criminal offence has been committed you should consider contacting the police. Relevant criminal offences here include harassment and stalking, threats of harm or violence to a person or property, and any evidence of sexual exploitation, e.g. grooming, distribution of sexual images, or inappropriate sexual contact or behaviour.

**Appendix i**

Record of Suspected Bullying Incident

Date: \_\_\_\_\_

What happened?

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Who was involved? Full names of location

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Where and what time did the incident take place?

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Witnesses-Full names and year group?

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Action taken by staff:

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Print Name: \_\_\_\_\_ Staff Signature: \_\_\_\_\_



