

# Anti-bullying Policy

Al-Falah Primary School

<b>Reviewed on:</b>	<b>Sep 2022</b>
<b>Next review:</b>	<b>Sep 2024</b>

## Anti-Bullying Policy

### **Aims:**

At Al-Falah Primary School we are committed to providing a caring, friendly and safe Islamic environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is considered unacceptable. If bullying does occur, all pupils are encouraged to tell a member of staff and know that incidents will be dealt with promptly and effectively. Al-falah maintains zero tolerance of bullying and no secrecy allowed. All staff, parents and students share the responsibility for addressing the issues of bullying and prejudice and for maintaining a supportive and caring school community and ethos.

### **What is bullying?**

Bullying is the use of aggression with the intention of hurting another person. It is the abuse of power by an individual or group. Bullying results in pain and distress to the victim. It may occur frequently or infrequently, but it should always be taken seriously even if it has occurred on only one occasion.

### **Bullying can be:**

- Emotional        being unfriendly, excluding, tormenting (e.g. Hiding books, threatening gestures)
- Physical        pushing, kicking, hitting, punching or any use of violence
- Racist            racial taunts, graffiti, gestures
- Sexual            unwanted physical contact or sexually abusive comments
- Verbal            name-calling, sarcasm, spreading rumours, teasing
- Cyber            all areas of internet, such as email & internet chat room  
misuse mobile threats by text messaging & calls, misuse of associated technology, i.e. Camera & video facilities

### **Why is it important to respond to bullying?**

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

Schools have a responsibility to respond promptly and effectively to issues of bullying.

## **Objectives of this policy:**

All stakeholders should understand that bullying will not be tolerated

- All teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All teaching and non-teaching staff should know what the school policy is on bullying and what they should do if bullying happens
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.

## **Signs and symptoms**

Rather than telling an adult, children may indicate by signs and symptoms that they are the victims of bullying. Adults should be aware of these possible signs and should investigate if a child:

- Is frightened of walking to or from school
- Begs to be taken to school
- Changes the usual routine
- Is unwilling to come to school
- Becomes withdrawn, anxious or lacking in confidence
- Cries themselves to sleep or has nightmares
- Feels ill in the morning
- Begins to do less well in school work
- Comes home with clothes or possessions damaged
- Starts stealing money
- Has lunch box missing or 'lost' frequently
- Has unexplained cuts and bruises
- Comes home starving [ more so than is usual]
- Becomes aggressive or unreasonable
- Is bullying siblings or other children
- Stops eating
- Is frightened to say what is wrong
- Is afraid to use the mobile phone [or internet]

## **Peer-On-Peer**

Peer-on Peer abuse can take various forms including:

- Serious bullying (including cyber bullying)
- Relationship abuse
- Domestic violence
- Child sexual exploitation (CSE)
- Child criminal exploitation (CCE)
- Youth and serious youth violence (including gangs)
- Harmful sexual behaviour
- Gender/Race violence

### **Dealing with Peer on Peer Abuse**

- **Staff should NOT view or forward illegal images of a child.**
- Recognise that a child is likely to disclose information to someone they trust: this could be anyone from the school staff.
- Make it clear any type of peer-on peer abuse is NOT acceptable.
- NOT dismiss peer-on-peer abuse as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”.
- Reassure the victim they are being taken seriously, will be supported and kept safe.
- **Not promise confidentiality.** At this initial stage as it is very likely a concern will have to be shared further to discuss next steps.
- Keep in mind that certain children may face additional barriers to telling someone because of their vulnerability, disability, sex, ethnicity and/or sexual orientation.
- It is important to note that whilst leading questions should generally be avoided, staff can ask children if they have been harmed and ask what the nature of that harm was.
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- Record the report in the best way possible.
- Be aware that notes of such reports could become part of a statutory assessment by children’s social care and/or part of a criminal investigation.
- Only record the facts as the child presents them. The notes should **not** reflect the personal opinion of the note taker.
- The victim may ask the school not to tell anyone about the sexual violence or sexual harassment.
- There are no easy or definitive answers when a victim makes this request.
- If the victim does not give consent to share information, staff may still lawfully share it, if it can be justified to be in the public interest, for

example, to protect children from harm and to promote the welfare of children.

- The designated safeguarding lead (or a deputy) should consider the following:
- Parents or carers should normally be informed (unless this would put the victim at greater risk).
- If a child is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to children's social care.
- Where a report of rape, assault by penetration or sexual assault is made, this **must** be referred to the police.
- Whilst the age of criminal responsibility is ten, if the alleged perpetrator is under ten, the starting principle of referring to the police remains.

These types of abuse rarely take place in isolation and often indicate wider safeguarding concerns.

### **Procedure:**

1. Any incident of bullying observed or reported are to be addressed by members as soon as possible.
2. Procedures for reporting and monitoring of incidents:
  - (i) Staff member witnessing the incident or to whom the incident has been reported should deal with the incident if they feel able to do so and it has to be logged on.
  - (ii) The teacher should then report the incident to the head teacher and give an explanation of how they dealt with the incident, if relevant.
  - (iii) If necessary, the student should be sent to see the head teacher.
  - (iv) Parents must be informed of serious incidents or continuous unacceptable bullying behaviour.
  - (v) A record must be kept of all reported incidents of bullying and other anti-social behaviour towards other students and staff. This will be monitored by the head of school and is a central element in the whole process.
  - (vi) Teacher to interview all children and witnesses involved and record information immediately.
  - (vii) To support both parties and ensure firmness and fairness and outline school policy.
  - (viii) Inform parents that their child has been involved in a bullying incident and record it in diary
  - (ix) If the problem persists, the parents are asked to come into school for a circle discussion with pupils and teacher. Report the outcome in the Anti-Bullying logbook

- (x) If the problem still persists after the agreed timescale, Head teacher may suspend him/her for a day or two with lots of home work
  - (xi) If it is continuing further, Head teacher will have a joint meeting with parents and teacher involved and further action (exclusion can be considering) will be taken according to school guidelines
3. Preventative as well as reactive strategies are essential to ensure that the bullying is combated. The following are all ways in which preventative measures are adopted by the school: -
- (i) Through the curriculum
  - (ii) In assemblies
  - (iii) Providing adequate supervision
  - (iv) Teachers setting good examples of positive relationships.
4. It is important to remain calm when dealing with issues such as bullying. Keep a sense of proportion about the incident. It will not help the problem by over-reacting.

**Implications for students, parents and staff must:**

- Be offered a safe and welcoming environment
- Be able to talk and be listened to in confidence.
- Know the procedures and know who to talk to when bullying occurs.
- Be confident that something will be done to stop the bullying.
- Displays about ant bullying

**Parents should:**

- Be able to rely on a safe and welcoming environment for their child.
- Be able to talk, listen and be listened to in confidence.
- Support their child with considered strategies.
- Know the procedures and feel able to contact the school (head teacher) where appropriate.
- Be confident that something will be done.
- Observe and be aware of anxiety or changes in behaviour in their child and make a note of these.

**Staff must:**

- Provide a safe and welcoming environment and have the right to work in a safe and welcoming environment.
- Be good listeners, preserve confidentiality and be prepared to find the time to talk.
- Support the victims and their parents.
- Follow all the procedures and communicate properly.
- Make students and parents aware of action taken.

- Support victims and where appropriate, help bullies with suitable strategies in order to raise their self-esteem.
- Have a clear reporting procedure for all incidents
- Deliver the anti-bullying program through the curriculum.

### **Student must**

- Remember that your silence is the bully's greatest weapon.
- Tell yourself that you do not deserve to be bullied and that it is WRONG.
- Be proud of who you are - it is good to be individual.
- Try not to show that you are upset. This is hard but a bully thrives on someone's fear.
- Stay with a group of friends / people.
- Be assertive – shout "NO!" Walk away confidently. Go straight to an adult and tell them.
- Fighting back may make things worse. If you decide to fight back, talk to a teacher or your parent / guardian first.
- Generally, it is best to tell a grown up whom you trust straight away. They will support you. Teachers will take you seriously and will help to stop the bullying without making things worse for you.

### **If you know someone is being bullied**

- Take action. Watching and doing nothing looks as if you are on the side of the bully. It makes the victim feel unhappier and alone.
- If you feel you cannot get involved, tell a grown up straight away. Teachers have ways of dealing with the bully without getting you into trouble.
- Do not be, or pretend to be friends with a bully.
- Let your teachers know if someone involved in cyber bullying, such as email & internet chat room misuse mobile threats by text messaging & calls, misuse of associated technology, i.e. Camera & video facilities in school and outside of the school.

### **Outcomes:**

- The bully (bullies) may be asked to genuinely apologise. Other consequences may take place.
- In serious cases, suspension or even exclusion will be considered
- If possible, the pupils will be reconciled
- After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

### **Prevention:**

We will use the following methods for helping children to prevent bullying. As and when appropriate, these may include:

- Writing a set of school rules
- Signing a behaviour contract
- Writing stories or poems or drawing pictures about bullying
- Reading stories about bullying or having them read to a class or assembly
- Having discussions about bullying and why it matters in assembly