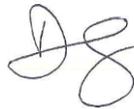# Al-Hijrah School

مدرسة الهـجرة

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Anti-Bullying Strategy 2017

Policy Monitoring, Evaluation & Review

The school will review this policy as below and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

Updated	October 2017
Next Review Date	October 2018

This policy was adopted on 18th October 2017		
Name	David Willey Chair of IEB	Signed

(To be read in conjunction with the Behaviour policy)

Statement of Intent

At Hijrah School we are committed to providing a friendly, caring and safe environment for all of our pupils so that they can learn in a relaxed and secure atmosphere.   As such, Al-Hijrah School is completely opposed to any kind of bullying and will not tolerate it.   All forms of bullying are entirely contrary to the Islamic values, principles and ethos we strive to work and live by.   If bullying does occur, all pupils should feel encouraged to tell a member of staff, safe in the knowledge that any incident will be dealt with promptly and effectively without prejudice.   We are *TELLING* school, meaning that anyone who knows bullying is happening is expected to report it to a member of staff.

In a hadith (narration) reported by Anas Ibn Malik the prophet Muhammad (pbuh) said:

"Help your brother, whether he is an oppressor or he is an oppressed one. People asked, "O Allah's Apostle! We understand how to help someone if he is oppressed, but how should we help someone if he is an oppressor?" The Prophet said, "By preventing him from oppressing others."

(Sahi Bukhari 43:624)

All of us have encountered some form of bullying throughout our lives, but we all deal with it differently. The aim of this policy is to work together to ensure that the school is a safe place for all members of its community; be it pupils, staff or other adults.

Links with other policies

Child Protection Policy; Behaviour Policy; Acceptable Use of the Internet Policy

Policy in relation to the Law

The Education and Inspections Act 2006 section 89 states that "*every school must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures should be part of the school's behaviour policy which must be communicated to all pupils, school staff and parents.*

Furthermore, the act gives head teachers the ability to ensure that pupils behave when they are not on school premises or under the lawful control of school staff.

The Equality Act 2010

  The Equality Act 2010 replaces previous anti-discrimination laws with a single Act. It replaces the three-previous public sector equality duties for race, disability and gender, and also covers age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

Policy Aims and Objectives

The aims objectives of the Anti-Bullying Policy are to:

•   To provide a clear definition of bullying to all pupils, parents and members of staff as well as informing them of the adverse effects that bullying can have on its victims.

•   To ensure that everyone feels welcomed and included within the schools community regardless of differences.

•   Reduce incidents of all types of bullying, by creating a climate where everyone within the Al-Hijrah community has genuine regard for the well-being of others.

•   To inform all pupils and parents of the referral procedure for reporting incidents of bullying and allow them to understand the various strategies adopted by the school in order to support those involved with or

affected by bullying.

- •   To raise awareness of bullying and create a school ethos which encourages children to disclose and discuss incidences of bullying behaviour in a sensitive manner.

- •   To implement the Schools anti bullying strategies in an effective, efficient and regulatory manner

- •   To show a commitment to overcoming bullying by practising zero tolerance.

What is bullying?

According to the following DFE definition, bullying is:

*"Behaviour by an individual or group, **repeated** over time that **intentionally hurts** another individual or group, either physically or emotionally" (DFE- Preventing and tackling Bullying- July 2011).*

    Although there are many possible definitions of bullying, the following is considered the most appropriate within the school setting;

"Bullying is an abuse of power. It is a repeated, deliberate act of aggression which causes embarrassment, pain or discomfort to another. It takes many forms and may include physical attacks, verbal insults, extortion and theft, threatening and obscene gestures, spreading malicious rumours and deliberately excluding people from a group or activity".

As a result the following child friendly acronym has been adopted in order to help pupils understand the definition of bullying and what to do if they are subjected to or know of bullying taking place:

<p align="center">**Several times on purpose**</p>

<p align="center"># S.T.O.P</p>

<p align="center">**Start telling other people**</p>

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time where it is difficult for those who are being bullied to defend themselves.

Bullying generally takes on one of the following four forms:

Social: Deliberately being unfriendly, spreading rumours, excluding or tormenting others

Physical: Repeatedly pushing, kicking, hitting, punching, slapping or any form of violence

Verbal: Consistently name-calling, teasing, threatening, being sarcastic towards or spreading rumours about another person

Cyber Targeting an individual or group by sending nasty and/or threatening messages through emails, social networking, internet chat rooms, instant messaging, mobile/texts or spreading malicious rumours.

Although not exclusively, bullying can often be related to people's differences which may include:
• Race
• Religion
• Culture/ Nationality
• SEN or disability
• Appearance or health condition
• Home circumstances
• Sexual orientation, sexism, or sexual bullying

Why is it important to respond to Bullying?

The physical and emotional wellbeing of every child and staff member is of paramount importance. No one deserves to be a victim of bullying. Bullying can cause untold levels of stress and can seriously harm a child's health. Pupils who bully must be challenged and educated upon other appropriate ways of interacting and engaging with their peers.

Safeguarding Children and Young People

Under the Children Act of 1989 bullying incidents are to 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'**. When a child is at school, staff members, regardless of position take on the role of loco parentis. As a result, they must remain vigilant in relation to bullying and should approach it in the same manner 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**. Often due to age or a Special education need, children

may not be aware they are being bullied; therefore, it is important that staff members are able to identify children who may be vulnerable and who could fall victim to bullying as well as those who may demonstrate bullying behaviour.

Even where safeguarding is not considered an issue, often schools may require the support of a range of external services to support pupils who are experiencing bullying or to tackle any underlying factors / issues that have contributed to a child who is bullying.

What Bullying is Not

It is important to understand that bullying is not the odd occasion of falling out with friends, name calling, arguments or when the occasional trick or joke is played on someone.   It is bullying if it is done several times on purpose.

Children sometimes fall out or say things when they are upset. When occasional problems of this kind arise, it is not classed as bullying. It is an important part of children's development to learn how to deal with the breakdown of friendship, the odd name calling or childish prank. We all have to learn to deal with these situations and develop social skills to repair relationships. This is an important part of growing up and learning to accept that others have different opinions, thoughts and feeling.

Roles and Responsibilities

The Responsibilities of Staff

Our staff will
• Foster in our pupil's self-esteem, self-respect and respect for others
• Demonstrate by example the high standards of personal and social behaviour we expect of our pupils.
• Discuss bullying with all classes, so that every pupil learns about the damage it causes to both the child who is bullied and to the bully and the importance of telling a teacher about bullying when it happens.
• Be alert to signs of distress and other possible indications of bullying.
• Listen to children who have been bullied, take what they say seriously and act to support and protect them.
• Report suspected cases of bullying to Br. Amjid Hussain the Pastoral leader
• Follow up any complaint by a parent about bullying, and report back promptly and fully on the action which has been taken.
• Deal with observed instances of bullying promptly and effectively, in accordance with agreed procedures.

The Responsibilities of Pupils

We expect our pupils to:
• Refrain from becoming involved in any kind of bullying, even at the risk of incurring temporary unpopularity.
• Intervene to protect the pupil who is being bullied, unless it is unsafe to do so.
• Report to a member of staff any witnessed or suspected instances of bullying, to dispel any climate of secrecy and help to prevent further instances.
• Anyone who becomes the target of bullies should:
• Not suffer in silence, but have the courage to speak out, to put an end to their own suffering and that of other potential targets.

The Responsibilities of Parents

We ask our parents to support their children and the school by:
• Watching for signs of distress or unusual behaviour in their children, which might be evidence of bullying.
• Advising their children to report any bullying to (name of a member of staff/specific post in school/their class teacher) and explain the implications of allowing the bullying to continue unchecked, for themselves and for other pupils.
• Advising their children not to retaliate violently to any forms of bullying.
• Being sympathetic and supportive towards their children, and reassuring them that appropriate action will be taken;
• Keep a written record of any reported instances of bullying
• Informing the school of any suspected bullying, even if their children are not involved;
• Co-operating with the school, if their children are accused of bullying, try to ascertain the truth. And point out the implications of bullying, both for the children who are bullied and for the bullies themselves.

The Responsibilities of All

Everyone should:
• Work together to combat and, hopefully in time, to eradicate bullying.

Methods of Intervention

From one bullying case to another, there is rarely a set pattern. Bullying can take on many forms and there are many contributory factors and influences that cause an individual or group to bully. It is important however that as a school we are pro-active and holistic in our approach to preventing, dealing with and evaluating/ amending our anti- bullying strategies and procedures.

The following is a list of strategies adopted by the school that are designed to prevent bullying from taking place and to react to bullying incidences if they occur.

Whole school approaches

Adult modelling of positive communications and relationships:

This approach focuses on the way staff members relate to pupils and each other.   Adult modelling is intrinsic to promoting the respect and safety rules (see behaviour policy) throughout the school. Staff duty bound to behave and act as role models to pupils. They are fundamental in the process of promoting a positive school environment.   When we consistently meet the needs of pupils in a loving and caring manner secure attachments are formed.   When children develop secure attachments to one or more adult they are far more likely to develop positive social and emotional

skills.   An emphasis is placed upon forming positive relationships with pupils as opposed to mere interactions. Positive consistent interactions lead pupils to comprehend and appreciate school expectations and in turn reciprocate those interactions.

In a hadith (narration) the prophet pbuh explaining friendships and environments said:

"Good friends and bad friends are like a perfume seller and a blacksmith: the perfume- seller might give you some perfume as a gift, or you might buy some from him or at the very least you might smell its fragrance. As for the blacksmith, he might singe your clothes, and at the very least you will breathe in the fumes of the furnace."
(Bukhari, Muslim)

Core conditions (as proposed by Carl Rogers 1978)

In order to build relationships with pupils and influence them in a positive way, adults need to gain their trust. According to Rogers, there are three key conditions that need to be shown (especially amongst children) in order to build trust which include geniuses, unconditional positive regard and empathy.   When these qualities are present, children are more likely to confide in teachers/ staff, improve behaviour and develop in emotional and social literacy.

Developing a restorative school ethos and culture:

This strategy is designed to support the development of social and emotional skills. The approach focuses on the principles that everyone within the school has responsibilities towards the whole school community.   In relation to behaviour and safety, this approach allows pupils to take accountability for their actions and promotes the Islamic principle of tauba (repentance), which in this context focuses on making right our wrongs. Everyone involved in an incident are given the opportunity to have a voice and as a result take ownership when resolving conflicts. By looking at the harm caused rather than where blame and punishment should be attributed, an opportunity is created for all participants to collectively bring about positive solutions. Thus promoting friendships and positive relationships

There are a number of methods being adopted within the school that allow conflict resolution to take place in a non-judgemental manner. These include:

Six Thinking hats (as proposed by E. De Bono 1995) used in reflective thinking:

These hats metaphorically represent different perspectives and emotions. A red hat for instance may represent feelings without justification; where as a white hat is used to explain an incident by ignoring emotions and looking only for facts. The main reason why this technique is successful is because it involves a sense of role play, which gives participants reflective insight but in a non-judgmental manner.

Transactional Analysis (as proposed by Berne 1964):

Transactional analysis is used in to attribute accountability and responsibility to participants involved in bullying incidents. Often based on past experiences, pupils will 'enter into a child ego state' when confronted over an incident, in an attempt to manipulate situations and pass blame. Supplemented through **mediation**, this skilled helper model allows pupils to communicate in a manner that allows them to understand situations better and take responsibility for their actions. Understanding and accepting the implications of one's actions as well as ownership are essential ingredients for positive behavioral change. These are only adequately achieved when both the mentor and mentee are in an adult state relationship.

School council:

The school council meets regularly (at least once a week) with members of staff to influence policies which include Anti- Bullying. These council representatives are elected by their peers and they form an essential part of pupil voice.   In relation to bullying, the school council is active in providing feedback for monitoring, reporting bullying, highlighting blind-spots where bullying may take place and promoting pupil expectations.

Along with the council the school is investing in the Diana award, which is an anti-bullying ambassadors training programme for a select number of pupils from various form classes.

Assemblies/ Form / Circle time:

Assemblies as well as P.S.H.E. and circle time lessons are used as preventative strategies for bullying. Pupils learn about the effects and consequences of bullying. How to identify bullying and how to respond if they feel they or someone they know is being bullied in or outside school. Our school also takes part in the anti-bullying week every year (Friendship Week) to remind children that bullying is not acceptable. Many activities are planned during this week and for continued for the rest of the month to emphasise our stance on bullying and to promote our anti bullying commitment.

PSHEE (Personal, Social; Health and Economic Education)/Citizenship is a specific part

of the school's curriculum which teaches and identifies different types of teasing and bullying; how to help to deal with and respond to bullying and ask for help; the effects of bullying and how to challenge it assertively; and to take the initiative in giving and receiving support.

Focus of the Week

Based upon the hadith of the week, which ties in with the P.S.H.E./ Citizenship curriculum which intends to improve character and instil values amongst pupils. A focus is implemented for the whole week which includes routines that are linked to behaviour Rules, such as Safety and Respect.   Pupils are nominated by teachers and peers and rewarded in assembly for adhering to the focus during the week.

Parental involvement:

When bullying is suspected, parents are asked to get involved with the process of bringing about positive solutions in two ways:

Serious talks - This is where pupils are suspected of bullying. Parents of the child are firstly briefed and then invited to a meeting with relevant members of staff (SLT/Pastoral/ Class teachers) to discuss the seriousness of

their child's behaviour. This method makes parents/ cares aware of incidents involving their child and also provides an opportunity for parents to become involved in the restorative or punitive process of resolving bullying. A course of action is usually agreed upon

and the pupil/s involved is expected to sign a behaviour contract detailing how they will act and resolve the matter. Follow up meetings are arranged to monitor progress and make amendments where appropriate.

Support for pupils: Parents and carers are invited to attend meetings with relevant staff members to help support their child when they are suspected of being bullied. Collectively parents and the school will attempt to work together to resolve the bullying and to put a programme of support in place for their child which usually involves preventative measures so bullying is not repeated.

Curriculum Strategies

Cooperative group work:

This involves the organising and the teaching of mainstream curriculum material (including bullying) into groups of pupils working cooperatively; sharing tasks and helping each other learn and complete group assignments.

S.I.G (Social Intervention Group):

Social intervention groups have been set up during break and lunchtimes to help in the process of resolving conflicts and instances of suspected bullying. These groups have been designed to restore relationships between pupils through the use of games, activities and play. S.I.G groups although not restrictive to conflict/ bullying can be tailored to the needs of individual pupils and often covertly incorporate the use of a **support group.** Examples include a quick cricket and a bayblade club during break time for primary keystage2 boys. By creating an environment where perpetrators and victims are present with a range of friends and under adult supervision, the engagement in mutually enjoyable group activities can lead to better relationships and an expectation of behaviour amongst the group.

Peer Support

The school also aims to give supportive roles to students who can help others in a variety of ways. These include:
•	Peer mediation: Assisting in resolving disputes when student in conflict both want help from a trained peer mediator.
•	Peer mentoring: Providing support for the emotional and/or academic needs of younger children
•	Cyber mentoring: Providing support for students who are concerned about risks in using cyber technology or problems they have encountered in using it.
•	Peer listening: Giving a sympathetic ear to younger students who are troubled
•	Bystander training: Acting appropriately as a bystander in stopping bullying

Playground strategies:

Improving School Grounds:

Through the aid of pupil voice (student council, focus groups, questionnaires) there is an active plan in place to make amendments to the playground and break time facilities that help to minimise negative behaviours and bullying.   Strategies can include identifying hot-spots, providing better facilities, mapping the playground and providing opportunities for more engaging and creative play.

Peer support prefects/ buddy system)

The prophet (pbuh) said, "None of you will have complete faith until you love for your brother what you love for yourself. Should I tell you something that will increase love between you? Spread the greeting of peace."

As Muslims we learn from this prophetic wisdom that part of a person's servitude to god is to have concern and positive regard to others around us. Based upon this a prefect (secondary) and playground buddy (primary) system have been introduced. These individuals will be given extra roles and responsibilities to help deal with behaviour and to support and highlight any concerns they may have relating to their peers.

Responsive strategies

Traditional disciplinary approach

When bullying is suspected and interventions are not successful or the bullying is complex and child protection is a concern then the traditional sanctions as detailed in the behaviour policy are applied.

Mediation

This method is employed as an early intervention where bullying is not serious or carries the resemblance of conflict. The method involves bringing the victim and the perpetrators together to discuss the bullying in order to make the bullying party aware of the effect that this conflict has had on the victim and to understand why the bullies have acted the way they have.

Shared concern (Pikas model)

This method is employed when the targeted pupil has behaved provocatively in cases of bullying. The method works via a series of interviews conducted with those involved in bullying which seek provide acceptable solutions. The interview process is not designed to provide solutions but rather to facilitate solutions. Perpetrators are interviewed in a manner that promotes empathy and understanding of victims. Suspected bullies are not interrogated, nor are the facts of individual cases objectively assed. The idea is to highlight concerns in a non-judgemental manner.   One by one perpetrators are introduced into the group after a commitment to help and support the target/victim. After discussing the best ways forward, they are interviewed with the victim to bring about a lasting change to their behaviour. There is ongoing monitoring to ensure commitments are honoured and the victims are content that the bullying has stopped. Often this method is complimented through S.I.G groups and group work.

Support group method

This method is a carefully planned method that involves seven steps to dealing with incidences of bullying. Although a non-punitive method, perpetrators are invited to an meeting that also includes friends of the victim. Evidence of the stress and effects of bullying are put forward to the group. Although the victim is not present this evidence is collected from meetings and information they provide. As a collective each member of the group agrees to ways of helping the victim and commits to a contract of how this will be achieved. The group meetings reconvene on a regular basis to ensure these commitments have been honoured and that the bullying has stopped. The individuals not involved in the bullying serve as support and help to monitor that perpetrators have in fact followed through with their commitments. They also act as a channel for communication/ reporting on behalf of the victim if any member of the group has continued with the bullying.

Strengthening the victim

Victims of bullying are supported in a number of ways in order to overcome and deal with bullying when it occurs, this may be through the use of assertive training or fogging. It can also involve social skills training, confidence building or by giving them responsibilities that will gain them favour amongst their peers.

Signs and Symptoms

Often a child may be reluctant or too frightened to speak out when being bullied, yet they may indicate by signs or behaviour that he or she is being bullied. All Adults should be aware of and look out for warning signs and should investigate if a child:

• is frightened of walking to or from school
• doesn't want to go on the public transport
• begs to be driven to school

- changes their usual routine
- is unwilling to go to school (school phobic)
- begins truanting
- 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/ bedwetting.
- Feels ill in the mornings
- uses excuses to miss school (headache, stomach ache etc)
- begins to do poorly in their school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or unexplainably "gone missing"
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises or shows signs of being in a fight
- comes home starving (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- changes their eating habits (stops eating or over eats)
- is frightened to say what's wrong
- gives unlikely excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous and jumpy when a text message or email is received

Often these signs and behaviours could indicate other problems; however, bullying should be considered as a possibility and should always be investigated.

School Rules and Anti – Bullying Procedure

Rules Covering types of bullying	Rights	Responsibilities
The Safety Rule **Physical Bullying** *Pushing, kicking, hitting or any form of violence*	**To be safe at all times**	**To keep others safe**
The Respect Rule **Social/ Emotional Bullying** *Being unfriendly, excluding deliberately, tormenting (e.g. hiding books, threatening gestures* **Verbal Bullying** *Name –calling, sarcasm, spreading rumours, teasing* **Racist Bullying** *Racial taunts, graffiti gestures* *Internet misuse* *Nasty and/or threatening messages through emails, texts, social networking, chat rooms, instant messaging, prank calls*	**To be treated with respect**	**To keep others safe**

Procedure for dealing with Bullying

The following table shows the procedure for dealing with incidents of bullying, however this should be

	Corrective Interventions How we correct bad behaviour and what sanctions apply		Ongoing Support (Follow-up support for those involved in bullying incidents)
Stage 1	**Low level/ Class level** • If low level bullying is identified by the class teacher/s or • If there is a history of conflict/ negative peer relationships between certain children who break the Safety and Respect Rules	➢	Class teacher/ Form tutor monitors the situation and checks in with target (those involved) to see if they are feeling happy and safe again
Stage 2	**Ongoing Support/ Responsive Strategy** If bullying is more serious or it is reported by parents/ referral then a solution focused responsive strategy is used. The emphasis is on supporting the person being bullied and ensuring that a group of pupils (including the alleged bully/s) solve the problem using their own initiative under close adult supervision. There are a number of methods that can be applied to as part of the Responsive Strategy, these include: • Mediation • Shared Concern • Support Group • Social Intervention Group (SIG) The Responsive Strategy Performa is completed and kept in a central record managed by the Senior Leader for Behaviour and Safety.	➢	As part of the Responsive approach the situation is closely monitored by the Key Adult plus Phase Leader or Head of Section/ Learning Mentor or Pastoral Leader/ Class Teacher. School will report back to the parents of the Target and Perpetrators at the end of week 1. The Responsive strategies may continue for a prolonged period and are not exclusive to one type, but rather should be used in conjunction with one another and with other school approaches.
Stage 3-5	**Same as corrective discipline procedure in the Behaviour Policy** If after a 2 week period the Responsive approach is unsuccessful and bullying continues, then it is	➢	Strengthening the victim through coaching in anti bullying techniques, self protection.

The following steps will be taken when bullying has been suspected or reported:

• The incident will be dealt with immediately by the member of staff who has been approached; they will investigate, make referrals and take action where appropriate.
• A clear and precise account of the incident will be recorded and given to the pastoral lead
• The Pastoral lead will investigate/interview all concerned and will record the incident
• Parents of all parties involved will be contacted and made aware of the incidents.
• Class teachers will be made aware of/ informed and if required the appropriate members of staff (e.g. subject teachers, lunchtime supervisors) will also be informed.
• Parents of the target will be informed of the strategies put in place and the support they can provide in helping to their child.
• Parents of the perpetrators will be fully informed of the severity of incidents and the support they can
• provide to correct these issues.
• Punitive measures will be used as appropriate and in keeping with the behaviour policy
• If necessary and appropriate, police will be consulted/ informed

Pupils

Pupils who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with their class teacher or an appropriate member of staff of their choice
- Reassuring the pupil
- Offering continuous support
- Restoring self-esteem and confidence

Pupils who have bullied will be helped by:

- Discussing what happened
- Discovering why the pupil became involved
- Establishing the wrong doing and the need to change
- Informing parents or guardians to help change the attitude and behaviour of the child

Pupils who have witnessed or reported bullying will be supported by:

- An opportunity to discuss what happened in a sensitive and supportive manner.
- Reassurance that reporting incidents of bullying will be dealt with in complete confidentiality
- Ongoing support to ensure that there are no repercussions to reporting bullying incidents.
- Ongoing monitoring

Monitoring, evaluation and review

The school will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.