

# Tauheedul Islam Boys' High School

This policy is in line with the Mission Statement of the School

*To promote a culture of educational excellence, from within a caring and secure Islamic environment enriched with the values of discipline, mutual care and respect which extends beyond the school into the wider community.*

## ANTI-BULLYING POLICY



## Document control

This policy has been approved for operation within Tauheedul Islam Boys' High School

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<b>Owner</b>	Governing Body

## Contents

1	Introduction .....	3
2	Aims .....	3
3	Definition of bullying .....	3
4	Signs of bullying .....	4
5	Preventing bullying.....	4
6	Key responsibilities .....	5
7	Procedure for dealing with incidents of bullying .....	6
8	Bullying outside school premises .....	7
9	Parental involvement .....	7
10	Staff training .....	7
11	Monitoring, evaluation and review .....	7

## **1 Introduction**

- 1.1 This policy, which incorporates a set of procedures, makes clear the School's commitment to be known amongst the students and the community as An Anti-Bullying School.
- 1.2 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.
- 1.3 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.
- 1.4 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).

## **2 Aims**

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

## **3 Definition of bullying**

- 3.1 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).
- 3.2 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.
- 3.3 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)

- 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).
- 3.4 It is a legal obligation to report a single incident of racist, homophobic or sexual harassment bullying.
- 3.5 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 student, as the 'victim' had kept their feelings to themselves.
- 3.6 The definitions outlined above must be sensitively and thoughtfully applied; a hasty classification helps neither the 'victim' nor the 'perpetrator'.

## **4 Signs of bullying**

- 4.1 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.
- 4.2 A student 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 students
  - be frequently absent from school or regularly arrive late to class
  - be reluctant to discuss reasons for any of the above.

## **5 Preventing bullying**

- 5.1 This policy is to be used as a key vehicle for communicating and celebrating the anti-bullying stance of the School with students, parents and the wider community. The School incorporates the Anti-Bullying Policy into staff and governor 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, students, parents, and governors, at their respective points of contact with the School.

- 5.2 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).
- 5.3 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
  - the Student Shura (Council)
  - displays around school
  - PSHEE lessons
  - whole school assemblies
  - multi-agency working
  - ICT Acceptable Use Policy.
- 5.4 One of the most effective ways of preventing bullying is through the curriculum by creating effective learning environments in which:
  - the contribution of all students is valued
  - all students can feel secure and are able to contribute appropriately
  - stereotypical views are challenged, and students learn to appreciate and view positively differences in others whether arising from race, culture, gender, sexuality, ability or disability
  - students 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
  - students are supported to develop their social and emotional skills.

## **6 Key responsibilities**

- 6.1 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.
- 6.2 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.
- 6.3 The School will fulfil its legal duty of care to ensure its students 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.

## **7 Procedure for dealing with incidents of bullying**

- 7.1 Many incidents where a young person is emotionally distressed by the behaviour of another student will have been observed by a classroom teacher and should be dealt with by them.
- 7.2 This is because the response by the teacher will have been both immediate and personal. The primary responsibility, however, for the emotional welfare of the students in school is the young person's Learning Co-ordinator.
- 7.3 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.
- 7.4 The Learning Co-ordinator is then responsible for investigating the incident and taking appropriate steps to resolve the problem.
- 7.5 Where it is established that the incident can be resolved by the intervention of the Learning Co-ordinator, and that, following the definitions above, the incident is not a case of bullying, the matter can be dealt with by the Learning Co-ordinator alone.
- 7.6 If the Learning Co-ordinator suspects that this may in fact be a case of bullying, then they should refer the matter to the student's Head of Year, who will then assume responsibility for the case.
- 7.7 The investigation will ensure that all parties have the opportunity to speak openly. If the Head of Year believes that bullying has in fact taken place, the following will happen:
- the Head of Year will record the incident in the Central Bullying Record.
  - the Head of Year will inform the Senior Leader responsible for pastoral and student wellbeing who will oversee procedure
  - the parents/carers of the victim will be informed
  - the parents/carers of the perpetrator will be informed.
- 7.8 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.
- 7.9 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 (the use of the term 'victim' throughout the rest of this document is unavoidable)
  - 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 - these decisions are at the discretion of the Senior Leader responsible for pastoral and student wellbeing
  - 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.
- 7.10 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.

## **8 Bullying outside school premises**

- 8.1 Staff have the power to discipline students 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.
- 8.2 Where bullying outside school is reported to school staff, it should be investigated and acted on. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.
- 8.3 In all cases of misbehaviour or bullying the member of staff can only discipline the student on school premises or elsewhere when the student is under the lawful control of the staff member.

## **9 Parental involvement**

- 9.1 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.
- 9.2 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 Learning Co-ordinator 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.

## **10 Staff training**

- 10.1 The School will ensure that the staff, especially those in positions of responsibility, have received sufficient high-quality training to ensure that they are able to both identify cases of bullying, and then provide appropriate support for all parties.

## **11 Monitoring, evaluation and review**

- 11.1 The policy will be promoted and implemented throughout the School.
- 11.2 The School will review this policy every two years in consultation with the Trust.
- 11.3 The Education Committee will monitor the implementation and effectiveness of this policy via regular reports to the committee by the member of the Senior Leadership Team given the responsibility for pastoral and student wellbeing within the School.
- 11.4 The School will monitor and evaluate the policy via:
  - the Central Bullying Records
  - a range of data from student surveys e.g. Anti-Bullying Week
  - records of peer mentoring initiatives e.g. buddy schemes
  - records of parental complaints
  - discussions at staff meetings.