

INSTITUTE OF ISLAMIC EDUCATION ANTI BULLYING POLICY

Document control

This policy has been approved for operation within the Institute of Islamic Education

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This statutory policy has been reviewed in accordance with the following guidance:

The standard in this paragraph is met if the proprietor ensures that bullying at the School is prevented in so far as reasonably practicable, by the drawing up and implementation of an effective anti-bullying strategy.

Supporting Documents

The following related information is referred to in this policy:

- Advice for parents and carers on cyberbullying (November 2014)
- Cyberbullying: advice for headteachers and school staff (November 2014)
- Education Act 2011
- Education and Inspections Act 2006
- Equality Act 2010
- Keeping children safe in education (September 2019)
- Preventing and tackling bullying (July 2017)
- School's code of conduct for using ICT

Introduction

This policy is applicable to all Students at the School. It has been developed and reviewed by Students, staff, Parents and Governors. It applies to bullying of and by Students and also applies to bullying behaviour outside of the School. The School will respond to all allegations.

This policy takes into account the non-statutory DfE advice:

- Preventing and Tackling Bullying (July 2017)
- Cyberbullying: Advice for headteachers and School staff (2014)
- Advice for parents and carers on cyberbullying (2014).

Aims

The aims of this policy are:

- To have a clear and agreed understanding of what constitutes bullying including cyberbullying
- To explain how the School aims to prevent bullying including helping Students understand
- why bullying is wrong
- To encourage Students to report cases of bullying, explain the procedure to do so and the support given to victims
- To establish what the School does when there is an allegation or suspicion that bullying has taken place including any sanctions or disciplinary actions
- To support the bullies themselves to overcome their difficulties
- To raise awareness of bullying through staff training
- To comply with the School's duties under the Equality Act 2010.

Definition of Bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms. It may include hurtful comments and/or behaviour focusing on:

- Race
- Gender or gender reassignment
- Sexual orientation, including homophobia
- Religious and cultural differences
- Appearance and health conditions
- Home circumstances
- Disability and SEN
- Some kind of perceived difference
- Pregnancy and maternity
- Differences in academic performance.

All bullying is aggressive whether it is physical, verbal, non-verbal or emotional but not all aggression is bullying. It can be short or long term, overt or covert. It can be difficult for the victims to defend themselves against the bully.

Stopping violence and ensuring immediate physical safety is the School's first priority but emotional bullying can be as or more damaging than physical; the School will make its own judgements about each specific case.

Bullying may involve an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves.

The imbalance of power can manifest itself in several ways; it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online. Low-level disruption and the use of offensive language can in itself have a significant impact on its target. If left unchallenged or dismissed as banter or horseplay it can also lead to reluctance to report other behaviour.

The School believes that education and early intervention can help to set clear expectations of the behaviour that is and is not acceptable and help stop negative behaviours escalating.

The School educates Students about bullying stating how Students can seek help and emphasising the School's zero tolerance to bullying.

Cyberbullying

Cyberbullying is a different form of bullying and can happen at all times of the day, with a potentially wider audience, as people forward on content at a click.

Cyberbullying includes the inappropriate use of social media and networking sites.

The Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device has been seized by a member of staff, they can examine data or files, and delete

these, where there is good reason to do so. This power applies to all Schools and there is no need to have parental consent to search through a young person's mobile phone.

If an electronic device that is prohibited by the School Rules has been seized and the member of staff has reasonable grounds to suspect that it contains evidence in relation to an offence, then the School will give the device to the police as soon as it is reasonably practicable. Material on the device that is suspected to be evidence relevant to an offence, or that is a pornographic image of a child or an extreme pornographic image, will not be deleted prior to giving the device to the police.

Safeguarding

A bullying incident will be treated as a child protection concern if there is reasonable cause to believe that the child is suffering or likely to suffer significant harm. Where this is the case, the School staff should discuss with the School's Designated Safeguarding Lead and report their concerns to their local authority children's social care and work with them to take appropriate action.

No one person works on their own when dealing with a bullying incident and the threshold for referral is discussed in all cases.

Trends in bullying cases are reported to Governors at the Annual Child Protection Review. However, external support can be given to a Student whether or not it is deemed a child protection concern.

Even where safeguarding is not considered to be an issue, the School may draw on a range of external services to support the Student who is experiencing bullying, or to tackle any underlying issue which has contributed to a child engaging in bullying.

Bullying can take the following forms:

- Personal and emotional - including threats to exclude or actual exclusion from a group, persistent hurtful comments and gestures
- Physical – such as hitting, pinching, kicking, taking belongings, glaring 'looks' gestures
- Verbal – name calling, insults, making offensive remarks including rumours
- Indirect – such as spreading rumours about someone verbally; spreading rumours about someone through malicious emails/text messages/posting of unpleasant comments on social networking sites; excluding from social groups; 'borrowing' of property; gestures, looks and silence; secretive letters
- Cyberbullying - including via all areas of the internet such as chat rooms, e-mails, msn, social networking sites e.g. Facebook, blogs, mobile phone calls, text messages and photographs (see also the School's code of conduct for the use of ICT).

Who is a Bully?

Bullies are not always easily recognisable – be aware of stereotypes and preconceptions. A Student may temporarily become a bully as a result of some traumatic event e.g. a death, a family break up.

Bullies tend to:

- Be assertive and aggressive

- Lack empathy
- Have low self esteem
- Lack guilt - they rationalise that the victim somehow deserves the treatment
- Tend to join in group jokes at an individual's expense
- Condone, tolerate and encourage hurtful behaviour
- Seek attention.

An effective bully will continue with their behaviour.

Bullies need to change their behaviour (it is the behaviour not the person which is condemned) and in order to do this they will need support.

Who is a Victim?

Staff should be aware of stereotypes; bullies pick on the vulnerable but who is vulnerable may not be obvious.

A Student may be bullied because they seem different in some way, wear glasses, are overweight or have other pronounced physical characteristics.

On the other hand, they may be bullied because they are clever, attractive or have a particular talent. One sign that a Student is being bullied is a change in the behaviour or academic progress.

Other signs of being bullied may include a combination of the following:

- Under-achievement academically
- Absenteeism
- Reluctance to come into the School
- Crying easily
- Low self esteem
- Sitting alone in lessons or at lunchtime
- Opting out
- Spending 'free time' alone
- Anxiety and insecurity
- Younger Students may follow staff
- Over dependence on adult company
- Losing books, pens, money etc.
- Becoming aggressive or disruptive
- Becoming withdrawn/depressed
- Making frequent visits to the medical room or toilet
- Being jumpy when a cyber-message is received
- Suffering from headaches, stomach ache, anxiety, irritability
- Sleeping problems.

Some victims of bullying may bury the experience but most will exhibit some of the signs listed above.

Bullying is serious and can cause psychological damage and even suicide. Victims may see themselves as inadequate and friendless, and may begin to feel they deserve the treatment they are getting.

Preventing Bullying

Raising awareness of the problems of bullying is an important part of Students' pastoral education. This is delivered in a variety of ways.

The Head or Staff members addresses the Students on the subject of bullying towards the beginning of each academic year. It is also dealt with in PSHE lessons, during lessons, notices, assemblies and, if necessary, at any time should it be deemed appropriate.

The message given to all Students is that bullying is entirely unacceptable, and that all Students share responsibility for preventing bullying from happening by making it socially unacceptable. Students are taught the part they can play to avoid bullying by not tolerating this conduct when they find themselves to be bystanders.

Students are encouraged to be actively involved in designing the School's anti-bullying posters.

There are annual Student questionnaires on anti-bullying to help inform staff when reviewing the policy.

There are procedures in place to ensure the adequate supervision of Students around the School campuses.

The School is aware that lunchtimes and break times are the most obvious occasions when bullying can take place. Supervisors are organised to make sure that there is a visible staff presence around the site. Prefects are trained to share in this responsibility

All staff and particularly form tutors watch for early signs of distress in Students which may include deterioration in work, spurious illnesses, isolation, erratic attendance and sudden changes in behaviour. All teaching staff are trained in classroom management e.g. deciding groupings and partners, can encourage Student awareness and help avoid possible tensions.

Dealing with Bullying

All Students are strongly encouraged to tell a member of staff if they are being bullied or if they know/think others are being bullied. They are encouraged to think of this as positive behaviour and Parents are invited to share with the School any reports of bullying they hear from their child.

It is important that staff take any allegations seriously and report any alleged bullying behaviour to the appropriate senior leader of the School.

These staff will then arrange for the matter to be investigated, which will include discussions with the victim, the alleged bully and any witnesses and an appropriate strategy will be put in place for dealing with the matter.

Parents will be consulted in the event of repeated or substantial allegations being made.

Every effort is made to provide prompt, sensitive and effective support for victim and bully. Support from external services will be sought where appropriate. The motivation behind the bullying behaviour will be considered. Frequent monitoring occurs after incidents to prevent repetition.

A record of incidents of bullying is kept by the Designated Safeguarding Lead of the School and regularly reviewed to enable patterns over time to be identified.

Sanctions

Cases of bullying are handled sensitively by all staff at the School. It is recognised that these are difficult and complex situations which need to be dealt with in a thoughtful manner. Careful calibration of the School's response, so as to ensure that the incident is dealt with seriously without overreaction is at the heart of the School's policy.

The key aim of the School's pastoral action will be to bring the bullying to a halt, and to help the bully understand the inappropriate nature of their actions and to provide a deterrent effect. Disciplinary measures will be applied fairly, consistently and reasonably taking into account any special educational needs or disabilities of the Student and the needs of vulnerable Students. Sanctions may include staying inside at playtime (Junior School);

A School detention; a series of detentions; Suspension from the School; in the most serious of cases sanctions may include Expulsion.

In severe cases of bullying or persistent bullying, strong sanctions will be applied, including temporary or permanent exclusion. In relatively less serious cases the School will apply its full range of other sanctions including detentions and impositions (which, for example, might be an essay on the consequences of bullying actions).

Parents of the bully may be called into the School to speak with a senior member of the pastoral team or the Head or where appropriate another member of the Senior Leadership Team.

It should also be noted that, although bullying in itself is not a specific criminal act in the UK, some types of harassing or threatening behaviour or communications could be a criminal offence. If the School feels that an offence may have been committed the Head may decide to seek assistance from the police. It is vital that Parents and the School work together to ensure that all Students are aware of the serious consequences of getting involved in anything that might be seen to be cyberbullying.

Bullying can have extremely serious implications for the wellbeing of Students at any School and can lead to physical or psychological damage for both the victim and the bully. It is recognised that a perpetrator of bullying is usually an unhappy Student, who has often experienced bullying themselves.

The School makes every effort to support the perpetrators of bullying, by helping them to recognise the error of their ways and offers counselling.

Bullying which Occurs Outside the School Premises

The School staff members have the power to discipline Students for misbehaving outside the School premises. Sections 90 and 91 of The Education and Inspections Act 2006 say that a School's disciplinary powers can be used to address Students' conduct when they are not on School premises and are not under the lawful control or charge of a member of School staff, but only if it would be reasonable for the School to regulate Students' behaviour in those circumstances.

This may include bullying incidents occurring anywhere off the School premises, such as on the School or public transport, outside local shops, or in a town or village centre.

Where bullying outside of the School is reported to the School staff, it should be investigated and acted on. The Head 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 Student.

If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

While the School staff members have the power to discipline Students for bullying that occurs outside of the School, they can only impose the disciplinary sanction and implement that sanction on the School premises or when the Student is under the lawful control of the School staff, for instance on a School trip.

Staff Training

As part of the regular mandatory training staff are reminded of the Anti-Bullying Policy. All members of staff are trained in procedures to prevent and deal with bullying as a critical part of child protection training, and issues are regularly discussed in meetings

Assembly and PSHE programmes regularly address issues of bullying.

As part of their initial training, prefects discuss various scenarios and are made aware of the possible signs of bullying that they should look out for.