

Normanton House School



ANTI-BULLYING POLICY AND PROCEDURES



The believers are nothing else than brothers [in faith]. So make peace between your brothers; and fear ALLAH, in order that you may receive mercy.

Oh you who believe, let not any group of men scoff at another, it may well be that they (i.e. those scoffed at) are better than them (i.e. the one scoffing). Nor let any women scoff at other women, it may well be that they are better than them. And do not find faults with one another nor call each other by insulting names. Terrible is the sinful name after faith! And whosoever will not repent then they are the wrong-doers.

Oh you who believe, Avoid too much suspicion. Indeed some suspicion is sin. And do not spy on and do not backbite one another. Would any of you like to eat the flesh of his dead brother ?It is detestable to you! So fear ALLAH, verily ALLAH is Relenting, Merciful.

Oh mankind verily WE created you from one male and one female and WE have made you into (different) nations and tribes so that you may know each other. Indeed the noblest of you in the sight of ALLAH is the most GOD-fearing. Verily ALLAH is All Knowing, Aware.

Al-Qur'an (s.Hujuraat: v.10 – 13)

The Prophet (peace and blessings be upon him) said: “O people, your Lord is One and your ancestor [Adam, peace be upon him] is one. There is no superiority for an Arab over a non-Arab, or for a non-Arab over an Arab, or for a fair-skinned person over a dark-skinned person, or for a dark-skinned person over a fair-skinned person. Whoever is more pious and God-fearing is more deserving of honour.” (Ahmad)

He (peace and blessings be upon him) also said: “None of you is truly a believer until he wishes for his brother what he wishes for himself.” (Muslim)

The school is founded upon an Islamic ethos. It aims to serve its community by providing an education of the highest quality within the context of Islam. It encourages an understanding of the meaning and significance of faith, and promotes Islamic values through the experience it offers to all its pupils.

Our intention is to provide a welcoming, happy and caring environment in which children can value excellence, achieve their potential and discover the joys of learning.

“There are no strangers in our school – we play fairly, behave well and work together”

This school is a place where every person has the right to be themselves and to be included in a safe and happy environment. Everyone at our school is equal and should be treated with respect.

Aims and purposes of the policy

In line with our Islamic ethos, bullying of any kind is unacceptable and will not be tolerated at our school. At our school the safety, welfare and well-being of all students and staff is a key priority. We take all incidences of bullying seriously and it's our duty as a whole school community to take measures to prevent and tackle any bullying, harassment or discrimination.

Our Islamic foundations mean that we want to enable our pupils to become responsible citizens and to prepare them for life in 21st Century Britain. These values reflect those that will be expected of our students by society when they leave school and enter the world of work or further study.

We're committed to improving our school's approach to tackling bullying by regularly monitoring, reviewing and assessing the impact of our preventative measures.

This policy is to be read in conjunction with the following:

Safeguarding policy

Sanctions and Rewards Policy

Pupil Discipline Policy

Curriculum Policy

DCSF document "Don't Suffer in Silence" available in the office and on the DCSF website

DCSF document "Safe to Learn" available in office and on DCSF and Teachernet websites.

This anti-bullying document is also compliant with:

Preventing and Tackling Bullying: Advice for School Leaders, Staff and Governing Bodies, July 2017

Keeping Children Safe in Education, 2021

1. Definition of bullying

Bullying is hurtful or unkind behaviour which is deliberate and repeated. Bullying can be carried out by an individual or a group of people towards another individual or group, where the bully or bullies hold more power than those being bullied.

The nature of bullying can be:

- Physical – such as hitting or physically intimidating someone, or using inappropriate or unwanted physical contact towards someone
- Attacking property – such as damaging, stealing or hiding someone's possessions
- Verbal – such as name calling, spreading rumours about someone, using derogatory or offensive language or threatening someone
- Psychological/emotional – such as deliberately excluding or ignoring people
- Cyber – such as using text, email or other social media to write or say hurtful things about someone
- Graffiti, gestures
- Homophobic, biphobic, because of, or focussing on the issue of sexuality
- Transphobic bullying or any bullying based on gender

The equality act 2010 makes it unlawful to discriminate against someone on the grounds of age, disability, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, religion and belief, sex (gender), and sexual orientation.

Bullying can be based on any of the following things:

- Race (racist bullying)
- Religion or belief, including incidents based on differences within the same religious group
- Culture or class
- Gender (sexist bullying)
- Sexual orientation (homophobic or biphobic bullying)
- Gender identity (transphobic bullying)
- Special Educational Needs (SEN) or disability
- Appearance or health conditions
- Related to home or other personal situations
- Related to another vulnerable group of people

No form of bullying will be tolerated and all incidents will be taken seriously.

Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- becomes withdrawn anxious, or lacking in confidence
- attempts or threatens suicide or runs away
- Shows signs of suffering – stops eating or sleeping or shows signs of mental health issues

- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- Teachers note a decline in quality of work
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money
- has unexplained cuts or bruises
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- if child is part of a social network group *school discourages the use of social media for this reason

These signs and behaviours could indicate other problems, and all possibilities should be explored or considered / investigated.

2. Reporting bullying

Students who are being bullied:

If a student is being bullied, they are encouraged to not retaliate but to tell someone they trust about it, such as a friend, family member or trusted adult. They are also encouraged to report any bullying incidents in school:

- Report to a teacher – such as a form tutor or head teacher.
- Report to a peer student councillors who can be found in the school playground every lunch time
- Report bullying by:
Email Subject: Bullying – headpr@alakramtrust.org.uk
Phone 01332 769333
- Call ChildLine to speak with someone in confidence on 0800 1111

Reporting – roles and responsibilities

STAFF: All school staff, both teaching and non-teaching (for example midday supervisors, caretakers, volunteers) have a duty to report bullying, to be vigilant to the signs of bullying and to play an active role in the school's efforts to prevent bullying. If staff are aware of bullying, they should reassure the students involved and inform a relevant member of the pastoral team.

SENIOR STAFF: The Senior Leadership Team and the Head teacher have overall responsibility for ensuring that the anti-bullying policy is followed by all members of staff and that the school upholds its duty to promote the safety and well-being of all young people.

PARENTS AND CARERS: Parents and carers should look out for potential signs of bullying such as distress, lack of concentration, feigning illness or other unusual behaviour. Parents and carers should tell their child not to retaliate, and support and encourage them to report the bullying. Parents and carers can report an incident of bullying to the school either in person, or by phoning or emailing the school office or a member of staff [Insert contact details here]

STUDENTS: Students should not take part in any kind of bullying and should watch out for potential signs of bullying among their peers. They should never be bystanders

to incidents of bullying. If students witness bullying, they should support the victim, encourage them to report the bullying and, if possible, accompany them to tell a trusted adult. Witnesses themselves should also be encouraged to report bullying to a trusted adult.

3. Responding to bullying

When bullying has been reported, the following actions will be taken:

- Staff will record the bullying on an incident reporting form
- Designated school staff will monitor incident reporting forms and information recorded, analysing and evaluating the results
- Designated school staff will produce termly reports summarising the information, which the Head teacher will report to the governing body
- Support will be offered to those who are the target of bullying in school, from a senior member of staff
- Staff will pro-actively respond to the bully, who may require support f
- Staff will assess whether parents and carers need to be involved
- Staff will assess whether any other authorities (such as police or the local authority) need to be involved, particularly where actions take place outside of school

4. Bullying outside of school

Bullying is unacceptable and will not be tolerated, whether it takes place inside or outside of school. Bullying can take place on the way to and from school, before or after school hours, at the weekends or during the holidays, or in the wider community. The nature of cyber bullying, in particular, means that it can impact on students' well-being beyond the school day. Staff, parents and carers, and students must be vigilant to bullying outside of school and report and respond according to their responsibilities as outlined in this policy. Our school has contact details for supportive imams, chaplains and other Muslim community leaders who can help any pupils who might be affected.

5. Derogatory language

Derogatory or offensive language is not acceptable and will not be tolerated. This type of language can take any of the forms of bullying listed in our definition of bullying. It will be challenged by staff and recorded and monitored and follow up actions and sanctions, if appropriate, will be taken for students and staff found using any such language. The victim should also be offered support if appropriate. Staff are also encouraged to record the casual use of derogatory language using informal mechanisms, such as a classroom log.

6. Prejudice-based incidents

A prejudice-based incident is a one-off incident of unkind or hurtful behaviour that's motivated by a prejudice or negative attitudes, beliefs or views towards a protected characteristic or minority group. It can be targeted towards an individual or group of people and have a significant impact on those targeted. All prejudice-based incidents are taken seriously and recorded and monitored in school, with the head teacher regularly reporting incidents to the governing body. This not only ensures that all incidents are dealt with accordingly, but also helps to prevent bullying as it enables targeted anti-bullying interventions.

7. School initiatives to prevent and tackle bullying

We use a range of measures to prevent and tackle bullying including:

- A student-friendly anti-bullying policy ensures all students understand and uphold the anti-bullying policy
- The PSHE/RE/RSE programme of study includes opportunities for students to understand about different types of bullying and what they can do to respond and prevent bullying
- Tutor time provides regular opportunities to discuss issues that may arise in class and for form tutors to target specific interventions
- Whole-school and year group assemblies help raise students' awareness of bullying and derogatory language
- Difference and diversity are celebrated across the school through diverse displays, books and images. The whole school participates in events including Anti-bullying week, Black History Month.
- The school values of equality and respect are embedded across the curriculum to ensure that it's as inclusive as possible
- Stereotypes are challenged by staff and students across the school
- Peer mentoring and student-led programmes such as *Anti-Bullying Ambassadors* offer support to all
- Students are continually involved in developing school-wide anti-bullying initiatives through consultation with— for example through the school council and through the anti-bullying survey
- Working with parents and carers, and in partnership with community organisations, to tackle bullying where and when appropriate

8. Training

The Head teacher is responsible for ensuring that all school staff, both teaching and non-teaching (including midday supervisors, caretakers and volunteers) receive regular training on all aspects of the anti-bullying policy.

9. Monitoring and reviewing

The Head teacher is responsible for reporting to the governing body (and the local authority where applicable) on how the policy is being enforced and upheld, via the termly report. The governors are, in turn, responsible for monitoring the effectiveness of the policy via the termly report and by in-school monitoring such as learning walks and focus groups with students.

The policy is reviewed every 12 months, in consultation with the whole school community including staff, students, parents and carers and governors.

Bullying and prejudice-based incident reporting form

Teaching and non-teaching members of staff, including midday supervisors, caretakers and volunteers, should use this form to report bullying or prejudice-based incidents. Once completed, this form should be handed to Ms. Nazia Iqbal or Miss. Rabia Zaman.

Section A: Staff details

Date of completing form:

Name:

Email:

Section B: Details of incident (tick where appropriate)

- Bullying – incidents of physical or verbal abuse, motivated by discrimination on the victim's perceived difference
- Prejudice-based incident - exclusion or damage to property motivated by discrimination on the victim's perceived difference

Nature of incident: Tick all that apply

- Physical
- Property
- Verbal
- Psychological
- Cyber

Form of bullying or incident: Tick all that apply

- Race – racist bullying
- Religion or belief, including incidents based on differences within the same religious group
- Culture or class
- Gender – sexist bullying
- Sexual orientation – homophobic or biphobic bullying
- Gender identity – transphobic bullying
- Special Educational Needs (SEN) or disability
- Appearance or health conditions
- Related to home or other personal situations
- Related to another vulnerable group of people

Details of those involved:

(Record all involved, whether adults, students, visitors from the school community and from external organisations).

Targets of bullying/ incident

Names:

Age/year group:

Form/tutor group:

Other relevant information:

Person(s) responsible for bullying/incident

Names:

Age/year group:

Form/tutor group:

Other relevant information:

Details of incident:

If you're unsure of the category (for example whether it's homophobic or biphobic bullying) then tick all that you think may apply and simply explain the details

- Date
- Place
- Time
- Witnesses
- Repeat incident or serious incident (if known)

Any relevant supporting information e.g. witness accounts/screen grabs

This section is best completed by the staff member who leads on anti-bullying work and pastoral care.

Action taken:

Details of others involved or notified:

Actions for follow up:

Date for reviewing:

Recording and monitoring the data

This data should be monitored and analysed regularly by the designated anti-bullying leads. They should identify any trends in homophobic, biphobic and transphobic bullying across your school, such as if more cases are occurring in a particular year group, or if there are repeated incidences from an individual student. Report the data regularly to governors and to the local authority (where applicable) as outlined in the anti-bullying policy. This will help to target any follow up actions, initiatives and support in school. Homophobic, biphobic and transphobic language should also be recorded, monitored and analysed on a central system. This won't always require a full incident reporting form unless it's a serious prejudice-based incident.