

Fitrah SIPS Policy on Bullying Prevention¹

Narrated by Abu Musa (Allah be pleased with him), Some people asked Allah's Apostle (peace and blessings be upon him) "Whose Islam is the best?" He replied, "One who avoids harming Muslims with his tongue and hands" (Bukhari)

1 Introduction

- 1.1 It is a government requirement that all schools have a bullying prevention policy. This policy reflects this guidance and the principles enshrined in:
- The Children Act 1989
 - Section 89 of the Education and Inspections Act 2006
 - Independent School Standard Regulations 2010
 - The Equality Act 2010
- 1.2 Guidance from the Department for Education (DfE) defines bullying as "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 (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, 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. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case."²
- 1.3 Our policy against bullying is also in line with the school's Islamic ethos framework on building the Islamic personality - respecting each other's differences and encouraging a positive learning environment. Bullying is any act of aggression be it verbal, physical, psychological or deliberate exclusion of a student from other students or groups of students. We also believe that a pupil is bullied if they suffer from things such as:

¹ This policy should be read in conjunction with the school's behaviour policy and Islamic ethos framework – both available from the School

² Prevention and tackling bullying: Advice for Principals, staff and governing bodies (Department for Education, July 2013)

- Name calling
- Being threatened/coerced
- Rumours being spread about them – including being negatively spoken about by pupils in a language other than English
- Being hit
- Being outcast for any reason

2 Aims and objectives

- 2.1 This policy aims to produce a consistent school response to any bullying incidents that may occur, which is underpinned by the following principles:
- The conduct of each pupil should be nurtured to follow the noble conduct of Prophet Muhammad (peace and blessings be upon him) and how he engaged with everyone – Muslim and non-Muslim – to bring harmony, justice and fulfilment of rights to all
 - Oppression of rights is unlawful in Islam and, within the context of the school, needs to be identified and tackled immediately through supportive rather than punitive means
 - The school ethos needs to be embedded across school life so that every pupil feels safe, respected and cared for by all – pupils, staff and approved visitors
 - The curriculum needs to have embedded activities for stimulating a caring, sharing, respectful, compassionate and just environment for the pupils
 - Every member of the school's staff needs to extol the virtues of good akhlaq, adab and avoiding any form of bullying if they are to earn the love and pleasure of Allah Subhanahu Wa Ta'ala – clear roles need to be set out for staff members

3 The Role of Governors

- 3.1 The governing body supports the Principal in all attempts to eliminate bullying from our school. The governing body will not condone any bullying at all in our school, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately.
- 3.2 The governing body monitors incidents of bullying that do occur, and reviews the effectiveness of this policy regularly. The governors require the Principal to keep accurate records of all incidents of bullying, and to report to the governors on request about the effectiveness of school bullying prevention strategies.
- 3.3 A parent who is dissatisfied with the way the school has dealt with a bullying incident can ask the chair of governors to look into the matter.
- 3.4 The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the Principal, and asks him/her to conduct an investigation into the case, and to report back to a representative of the governing body.

4 The role of the Principal

- 4.1 It is the responsibility of the Principal to implement the school bullying-prevention strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy, and know how to identify and deal with incidents of bullying. The Principal reports to the governing body about the effectiveness of the bullying prevention policy on request.
- 4.2 The Principal ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The Principal draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the Principal may decide to use an assembly as the forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.
- 4.3 The Principal ensures that all staff, including lunchtime staff, receives sufficient training to be equipped to identify and deal with all incidents of bullying.
- 4.4 The Principal sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

5 The Role of the Teacher and Support Staff

- 5.1 Bullying prevention is a serious matter for all staff and volunteers.
- 5.2 Class teachers should keep their own records of all incidents that happen in their class that they are aware of. If teachers witness an act of bullying, they will either investigate it themselves or refer it to the Principal. Teachers and support staff do all they can to support the child who is being bullied. If a child is still being bullied over a period of time despite initial intervention from the class teacher then this needs to be escalated to the Principal at the earliest opportunity with parental liaison paramount to any solutions generated.
- 5.3 In the School Office, there is a bullying prevention logbook in which staff should record all incidents of bullying that occur both in and out of class. We also record incidents that occur near the school, or on the children's way between school and home. Any adult who witnesses an act of bullying should record it in the logbook.
- 5.4 When any bullying has taken place between members of a class, the teacher will deal with the issue immediately. This may involve counselling and support for the victim, and punishment for the offender. Time is spent talking to the child who has done the bullying, explaining to them why their action was wrong and how they should change their behaviour in future. If a child is repeatedly involved in bullying, we inform the Principal and the designated lead for the Governing Body. We then invite the child's parents or carers into the school to discuss the situation. In more extreme cases, e.g. where these initial discussions have proved ineffective, the Principal may contact external support agencies, such as social services.

- 5.5 The Governing Body will identify appropriate training for staff and ensure that there is an 'annual refresher', based on changes to legislation, good practice as well as learning lessons from previous incidents at the school.
- 5.6 Teachers should use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They use drama, role-play, stories etc., within the formal curriculum, to help pupils understand the feelings of bullied children, and to practise the restraint required to avoid lapsing into bullying behaviour.
- 5.7 Circle time is encouraged to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere in both the class and the whole school.

6 The role of Parents and Carers

- 6.1 Parents and carers that are concerned their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. If they are not satisfied with the response, they should contact the Principal. If they remain dissatisfied, they should follow the school's complaints procedure.
- 6.2 Parents and carers have a responsibility to support the school's bullying prevention policy; actively encouraging their child to be a positive member of the school.




7 The Role of Pupils

- 7.1 Pupils are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must keep on letting people know.
- 7.2 Pupils are invited to tell us their views about a range of school issues, including bullying, in the student suggestion box; which is available on each floor and examined on a weekly basis.

8 Monitoring and Review

- 8.1 This policy is monitored on a day-to-day basis by the Principal, who reports to governors on request about the effectiveness of the policy.
- 8.2 This policy is the governors' responsibility, and they review its effectiveness annually through thorough examination of the school's bullying prevention logbook and discussion with the Principal. Governors analyse information for patterns of people, places or groups. They look out in particular for racist bullying, or bullying directed at children with disabilities or special educational needs.
- 8.3 This policy will be reviewed every two years or earlier if necessary.

Next Review Date: July 2015

	Name & Position	Signatures	Date
Date adopted: 06/09/2013	Anas Al-korj Governor - Director		06/09/2013
Review by: 06/09/2013	Nazrul Islam Chaudhery Governor – Director		07/09/2013
	Sabir Amin Chair of Governors - Director		07/09/2013

Annex A – Defining Bullying

There are various types of bullying, which include:

- Race related bullying
- Religion related bullying
- Culture related bullying
- Special Educational Needs related bullying
- Disability related bullying
- Appearance or health condition related bullying
- Home circumstances related bullying
- Sexist or sexually related bullying

Who does bullying take place between?

- Between pupils
- Between pupils and staff
- Between staff
- Individuals and groups

What form can bullying take?

Direct and indirect; bullying can take a variety of forms, these include:

- Face to face verbal bullying
- Physical bullying
- Cyber bullying

Examples of direct bullying include but are not limited to:

- hitting, tripping, shoving, pinching, hair pulling, biting, kicking and excessive tickling
- verbal threats, name-calling, racial slurs, taunting insults, teasing, gossip
- demanding monetary, property, or some service to be performed

Examples of indirect bullying include but are not limited to:

- rejecting, excluding, ostracizing, isolating targets
- peer pressure
- humiliating target in front of peers
- manipulating friends and relationships
- sending hurtful or threatening emails or notes
- blackmailing, terrorizing, or posing dangerous dares
- involvement in a website devoted to taunting, ranking or degrading a target and inviting others to join in posting humiliating notes or messages

How do you know when someone is being bullied?

Other than witnessing an act of bullying or being informed of bullying by the victim or a third party, there are many signs that one can look out for that may signify that a person is being bullied, these include:

I) Physical signs

- Physical injuries that the young person cannot or will not give a convincing explanation for (e.g. cuts, bruises and pain in arms and legs)
- Torn or damaged clothing. The young person may be unable or unwilling to explain how the clothes were damaged
- General physical ill-health is often a sign of emotional and psychological stress

II) Emotional signs

- Mood swings or apparent changes in personality. Constant anxiety/nervousness.
- Depression or tearfulness for no apparent reason.
- Lack of confidence and negative self-image. Pupils who are being bullied often put themselves down and devalue their own abilities.
- Hostility and defensiveness. Young people who are being bullied may complain of feeling or seem to feel picked on

III) Behavioural signs

- Children and young people who are being bullied sometimes respond by withdrawing into themselves and sometimes by lashing out
- Withdrawal and self-abuse
- Being generally withdrawn.

- Less active and effective participation in lessons and after-school activities and/or frequent unexplained absences.
- An inability to concentrate.
- Eating disorders e.g. Comfort eating or denying him/her food.
- Alcohol and/or drug use (this can sometimes be a coping mechanism or a result of peer pressure).
- Evidence of self-harming.
- Lashing out and abuse of others
- Behaving in a disruptive and challenging way during school time.
- Behaving or starting to behave in a bullying way towards other pupils and/or staff

IV) General

- The young person may frequently “lose” money, possessions, items of clothing and equipment.
- The young person appears tired and lethargic and may complain of sleep disturbance or insomnia.
- They may go out of their way to avoid other pupils at the beginning and end of the school day.

Annex B – Basic guidelines on bullying prevention practice

Teachers should:

- Never ignore any suspected bullying
- Should not make premature assumptions about bullying
- Listen carefully to all accounts to gain a full picture of what has happened
- Adopt a problem solving approach to minimize reoccurrence of such incidents
- Follow up any investigation to ensure that there is no reoccurrence of bullying

Protocol for teachers on incidents of bullying

- Listen carefully and with consideration to all reports of bullying
- Never ignore a problem or an incidence of bullying
- Identify all sides of the incident so that you are fully aware of the situation
- Talk to all pupils involved
- Attempt to resolve the situation with both sides sitting and discussing the incident together
- The incident needs to be recorded in the ***Bullying Report Form***
- Serious incidents need to be reported to the Principal
- Follow up with the discipline procedures outlined in the Behaviour Policy

Procedure for the Principal

Once an incident is noted to the Principal, the following procedure needs to be followed:

- Read the bullying report form
- Discuss with the teacher reporting the incident
- Listen carefully to all sides of the argument
- Establish how regularly the incident/bullying has been going on for
- Establish whether the discipline procedures have been exhausted
- If incident is serious or continuous then engage parents of both the child that is bullying and being bullied

Policy on involving Parents

When parents are contacted to discuss the problem and solutions that will be put in place, great care needs to be taken on the approach. This is a very sensitive subject for both parents involved and it is more productive to discuss the solution at length rather than the problem. The following points are guidelines for involving parents:

- Approach parents in a calm manner.
- Involve the parents constructively.

- Use a problem solving approach.
- When approaching the parents of the bully, approach not in a blaming way but rather in a way to solve problems that their child is having at school. Make them aware of the disciplinary procedures and the schools policy against bullying.
- When approaching parents of the child who is being bullied make them aware of our policy against bullying and assure them that the school will do all that is possible to address the problem.
- Discuss with each set of parents what actions will be taken at school to solve the problem and prevent its reoccurrence.
- Ask the parents/guardians what action they will be taking at home to contribute to the solution.
- Set out a timeframe with the parents and the agreed measures. These plans should initially be for two weeks and then reviewed with both set of parents.
- In serious incidences the child who is bullying may need to be excluded from the school for a period of time. Parents will need to be informed that if the measures taken do not solve the problem, then permanent exclusion is possible.

Curriculum approach

- Whole school assembly on bullying
- Create awareness about what bullying is
- Create awareness of what constitutes bullying
- Encourage reporting of bullying
- Encourage bullying-prevention through regular discussion on akhlaaq (morals) and adab (etiquettes) and the rights of others
- Incorporating awareness of bullying into Citizenship activities
- Show and tell assemblies and classroom learning to help children to get to know each other in other ways and promote friendship development

Annex C – Bullying Report Form

This report will be held in strict confidence, although there may be instances where its contents need to be made available to outside persons or agencies, such as where child protection issues arise.

Report from:

Date / time of incident:

Type of incident – please tick

Verbal		Physical	
Name-calling		Kicking	
Taunting		Hitting	
Mocking		Punching	
Making offensive comments		Pushing	
Teasing		Pinching	
Other (please state)		Other (please state)	
Emotional		Cyber	
Offensive graffiti		Offensive text messages	
Excluding from group		Offensive e-mails	
Spreading rumours		Sending degrading images	
Being forced to do something against own will		Other (please state)	
Taking possessions/money			
Other (please state)			

If you feel the bullying incident was in any way motivated by any of the following please indicate with a tick.

Appearance	<input type="checkbox"/>	Disability	<input type="checkbox"/>	Home circumstances	<input type="checkbox"/>
Gender	<input type="checkbox"/>	Race/ethnic origin	<input type="checkbox"/>	Medical condition	<input type="checkbox"/>
Religion	<input type="checkbox"/>	Sexuality	<input type="checkbox"/>		

Brief description of incident

Action taken

Did the incident lead to the perpetrator(s) being excluded? yes/no

Have you had contact with the victim’s parent/carer? yes/no

Have you had contact with the perpetrator’s parent/carer? yes/no

Have you reported this incident to any other agencies? yes/no

If ‘yes’ which agencies?

Signed _____

Return to: Sajid M Butt (Principal)