

ANTI-BULLYING POLICY



Madni Academy

A quest for faith and knowledge

EARLY YEARS PRIMARY SECONDARY

ANTI BULLYING POLICY

Statement of Intent

“O Mankind! We have created you from a male and a female, and made you into nations and tribes, that you may know one another. Verily, the most honourable of you with Allah is that (believer) who has At-Taqwâ (i.e. he is one of the Muttaqûn (the pious). Verily, Allah is All-Knowing, All-Aware.” (49.13)

Islam strongly condemns any form of discrimination including racism and bullying. The following Hadith of the Holy Prophet (S.A.W) also stresses the same point “The belief of brotherhood and unity of Islam is so significant that a man does not behave until he likes for his brother what he likes for himself.” (Bukhari)

For this reason at Madni Academy we believe that all students have the right to learn in a supportive, caring and safe environment without the fear of being bullied. Bullying of any kind is unacceptable at our school. If bullying does occur, all students should be able to tell and know that incidents will be dealt with promptly and effectively. We are a **TELLING** school. This means that *anyone* who knows that bullying is happening is expected to tell the staff.

The school aims to foster a sense of sisterhood amongst students, the aim of the anti-bullying policy is to ensure that students learn in a supportive, caring and safe environment without fear of being bullied. MMGHS has a zero-tolerance attitude to bullying.

Definition

Bullying is behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.

Bullying can be:

- **Emotional** – being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures).
- **Physical** – pushing, kicking, hitting, punching or any use of violence.
- **Racist** – racial taunts, graffiti, gestures.

- **Sexual** – unwanted physical contact or sexually abusive comments.
- **Homophobic** – because of, or focusing on the issue of sexuality.
- **Verbal** – name-calling, sarcasm, spreading rumours, teasing.
- **Religious**- mocking the religious beliefs of individuals
- **Disability** Due to a person being physically disabled or having special educational needs and a learning disability or disorder.
- **Cultural Bullying** due to a person's particular cultural background or if they belong to a minority group e.g. travellers
- **Cyber bullying**- all areas of internet, such as email and internet chat room misuse. Mobile threats by text messaging and calls. Misuse of associated technology, i.e. camera and video facilities.

Cyber bullying differs from other forms of bullying in that it can take place at any time and can invade previously safe places such as the home. The audience can be very large and reached very quickly. The perpetrator may never be in the same physical space as their target and may attempt to remain anonymous. Many cyber bullying incidents can themselves act as evidence and it is important that in all settings staff and adults know how to deal with incidents

Why is it Important to Respond to Bullying?

Bullying can seriously damage a young person's confidence and sense of self-worth. It can lead to serious and prolonged emotional damage for an individual. Everybody has the right to be treated with respect. Students who are bullying need to learn different ways of behaving. As Muslims it is important that we inculcate good habits in our students, they must learn to respect and care for each other and must understand that to hurt another person intentionally is unacceptable for a Muslim.

Madni Academy has a responsibility to respond promptly and effectively to issues of bullying and to sanction the bully.

Children are often held back from telling anyone about their experiences either by way of threats or by a feeling that nothing can change their situations.

Children, who bully, have often been bullied themselves and suffered considerable disruption in their own lives. The bullying behaviour may occur because the child is unhappy, jealous or lacking in confidence.

It is also important to support the victim to help them feel safe again

Advice to Students

What can you do if you are being bullied?

Remember that your silence is the bully's greatest weapon!

- Tell yourself that you do not deserve to be bullied, and that it is wrong!

- Be proud of who you are. It is good to be individual.
- Try not to show that you are upset. It is hard but a bully thrives on someone's fear.
- Stay with a group of friends/people. There is safety in numbers.
- Be assertive – shout “no!” walk confidently away. Go straight to a teacher or member of staff.
- Fighting back may make things worse. If you decide to fight back, talk to a teacher or parent/guardian first.
- Generally it is best to tell an adult you trust straight away. You will get immediate support.

Teachers will take bullying seriously and will deal with bullies in a way which will end the bullying and will not make things worse. It would be helpful to list some of the things that might happen.

If you know someone is being bullied

- Take action! Watching and doing nothing looks as if you are on the side of the bully. It makes the victim feel more unhappy and on their own.
- If you feel you cannot get involved, tell an adult immediately. Teachers have ways of dealing with people who bully without getting you into trouble.
- Do not be, or pretend to be, friends with someone who is a bully.

Parental Involvement

Madni Academy is firmly committed to working in partnership with parents and believes that the best outcomes emerge when professionals and parents/carers are able to work together when bullying occurs. We recognise the important influence which parents/carers have on their children and would wish to enlist their support when their child is involved in bullying – either as victim or a perpetrator. Parents will be invited to an Information Meeting outlining the school's Anti-Bullying Policy before they start at school.

Parents who believe their children are the victim of bullying should share their concerns with school at the earliest opportunity and be prepared to work with school to keep their children safe.

All expressions of concern will be taken seriously and investigated thoroughly. Where parents have concerns about with regard to bullying they should contact their child's tutor in the first instance.

Look for unusual behaviour in your children. For example, they may suddenly not wish to attend school, feel ill regularly, or not complete work to their normal standard. Always take an active role in your child's education. Enquire how their day has gone, who they have spent their time with, how lunch time was spent etc.

If you feel your child may be a victim of bullying behaviour, inform the school immediately. Your complaint will be taken seriously and appropriate action will follow.

It is important that you advise your child not to fight back. It can make matters worse. Make sure your child is fully aware of the school policy concerning bullying, so that they will not be afraid to ask for help

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:

- Does not want to attend school
- Is frightened of walking to and from school.
- Doesn't want to go on the school/public bus.
- Begg 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.
- Feels ill in the morning.
- Begins to do poorly in schoolwork.
- Comes home with clothes torn or books damaged.
- Have possessions go "missing".
- Asks for money or starts stealing money (to pay bully).
- Has dinner or other monies continually "lost".
- Has unexplained cuts or bruises.
- Comes home starving (money/lunch has been stolen).
- Becomes aggressive, disruptive or unreasonable.
- Is bullying other students or siblings.
- Stops eating.
- Is frightened to say what's wrong.
- Gives improbable excuses for any of the above.
- Is afraid to use the internet or mobile phone
- Is nervous & jumpy when a cyber message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

AS A SCHOOL

The following strategies have been put in place to reinforce the anti bullying ethos at the school.

- Not use teaching materials or equipment which gives a bad or negative view of any group because of their ethnic origin, or gender.
- Encourage pupils to discuss how they get on with other people and to form positive attitudes towards other people. This includes a review of what friendship really is.
- Encourage pupils to treat everyone with respect.
- At whole school level – through assemblies when children will be informed of the school's zero-tolerance policy and the actions that will be taken to prevent bullying taking place.
- Anti-Bullying Week in November will be used as an opportunity to raise the profile of this issue.
- At classroom level – especially through PSHE and Citizenship the focus will be on developing strong anti-bullying messages.

Madni Academy recognises that there are particular times when students may be more vulnerable to bullying – lunch and break times and the beginning and end of the school day. Arrangements will be made to ensure that at such times there is adequate supervision available to reduce the risk of bullying incidents.

Students will have the opportunity to contribute to the school's Anti-Bullying Policy through Student Voice (Student Shura)

Peer Mentors will be available for those students requiring extra support and be encouraged to organise anti-bullying campaigns in school and discourage the “bystander culture”.

Stereotypical views are challenged and pupils encouraged appreciating and viewing positively the differences in others whether arising from race, culture, gender, ability or disability.

ACTION TO BE TAKEN WHEN BULLYING IS SUSPECTED

If bullying is suspected we talk to the suspected victim, the suspected bully and any witnesses.

All teachers are required to fill out a bullying incident form in the presence of the student. It is then passed to the appropriate form tutor for action OR if the incident is deemed serious it will be dealt with straight away by the Behaviour officer.

If any degree of bullying is identified, the school will aim to use the ‘Support group’ approach whenever possible. This involves the following steps:-

Step one – meet with the targeted pupil

After a bullying incident has been referred for ‘support group’ intervention, the facilitator will talk to the targeted pupil about his/her feelings. No questions are asked about the incidents but information is needed about who was involved.

Step two – convene a meeting with the people involved

The facilitator arranges to meet with the group of pupils who have been involved. This will include pupils who have been directly involved as well as some bystanders or colluders and either friends of the target or good role models. A group of six to eight young people is recommended.

Step three – explain the problem

The facilitator tells the group about the way the target is feeling and might use a poem, piece of writing or a drawing to emphasise his/her distress.

Step four – share responsibility

The facilitator **does not** attribute blame but does emphasise the joint responsibility of all to help the targeted pupil feel happy and safe.

Step five – ask the group for their ideas

Each member of the group is encouraged to suggest a way in which the targeted pupil could be helped to feel happier and safer. The facilitator gives out some positive responses but s/he does not go on to extract a promise of improved behaviour.

Step six – leave it up to them

The facilitator ends the meeting by passing over the responsibility to the group to solve the problem. She arranges to 'catch up' with each of the group in a few days (or sooner if appropriate) to see how things are going.

Step seven – meet them later

A few days later and then regularly for a number of weeks, the facilitator discusses with each pupil, including the targeted pupil, how things have been going. In some situations a simple non-verbal signal can be used to indicate how well the plan is going such as thumbs up. This allows the facilitator to monitor the bullying and keeps the young people involved in the process. This monitoring should continue until the facilitator is confident that the bullying has stopped. All monitoring needs to be recorded.

Help, support and counselling will be given as is appropriate to both the victim and the bullies:

We also support the victims in the other ways:

- By offering them an immediate opportunity to talk about the experience with their form tutor, house group leader, or another teacher if they choose.
- Informing the victims' parents/guardians.
- By offering continuing support when they feel they need it.
- Arrange for them to be escorted to and from the school premises.

CONSEQUENCES FOR THE BULLY

By taking one or more of the seven disciplinary steps described below to prevent more bullying.

We also discipline, yet try to help people who have been bullied in the following ways:

- By talking about what happened, to discover why they became involved
- They will be warned officially to stop offending

- Informing the bully's parents/guardians.
- By continuing to work with the bullies in order to get rid of prejudiced attitudes as far as possible.
- By taking one of more of the disciplinary steps described below to prevent more bullying. They may be put in internal exclusion.
- They may be excluded from the school premises at break and/or lunch times.
- We may arrange for them to be escorted to and from the school premises.
- If they do not stop bullying they may be excluded for a minor fixed period.
- If they then carry on they will be recommended for exclusion for a major fixed period or an indefinite period.
- If they will not end such behaviour, they will be recommended for permanent exclusion.

Alternative strategies are also used to help the 'bully' and the 'victim'. These include individual and group counselling, peer group monitoring, circle time and home school agreements.

Prevention

We will use the following methods for helping students to prevent bullying. Students will be reminded of their Islamic duty to be courteous, respectful and caring towards others at all times. Students will be taught the effects and causes of bullying through the curriculum. As and when appropriate, these may include:

- ❖ Writing a set of school rules
- ❖ Writing stories or poems about bullying.
- ❖ Reading stories about bullying or having them read to a class or assembly.
- ❖ Making up role-plays.
- ❖ Having discussions about bullying and why it matters.
- ❖ Bullying and its harmful effects will be discussed with all students through PHSCE, English and Religious Studies.
- ❖ Reminding students about their duty as young Muslims to treat others as they would want to be treated themselves.
- ❖ Displays on bullying around the school
- ❖ Whole school participation in Anti- bullying week
- ❖ Daily and regular pastoral care with form tutor
- ❖ Assemblies
- ❖ Working with the wider community- Police, Children's services
- ❖ Transition –carefully planned

Cyber- bullying

The school has a written policy on Acceptable Use of ICT and E-safety including cyber bullying.

Bullying off school premises

Where bullying outside school is reported to school staff, it will be investigated and acted on.

Bullying of staff

At Madni Academy we expect that all members of the school community will respect each other in accordance with the teachings of the Holy Prophet (Pbuh) and the Quran. Our staff have the right to fulfil their role without feeling intimidated.

Bullying of staff, whether by other colleagues, by parents or pupils will be dealt with immediately.

If a member of staff finds that she is being bullied, she should immediately report the matter to the headteacher who will investigate the matter fully. This will include interviewing all parties involved.

The consequences of such bullying will be determined by the HT in consultation with the trustees.

Training

At the beginning of the Autumn term all staff will be updated on any changes to the anti-bullying policy and be given appropriate training and it will be included in the induction programme for new staff. The Anti bullying policy and procedures will also be updated in the staff handbook periodically.

Play Policy

The following are guidelines for managing pupil behaviour during break and lunchtimes.

1. Supervisors must ensure they move around the grounds. Talking briefly with students and anticipating potential difficulties. A suspected problem should be promptly investigated.
2. Supervisors may consider operating rewards and sanctions to encourage good behaviour.
3. Observe student interaction watching out for signs of bullying.
4. Try to involve in games and in play those students who always appear to be standing alone.

Monitoring, Evaluation and Review

The policy will be promoted and implemented throughout the school by teachers, form tutors and the headteacher. The headteacher will assess the implementation and effectiveness of this policy and review the policy periodically. Records of serious incidences of bullying will be kept to enable the school to monitor patterns/to celebrate the success of anti-bullying work.

