



Karima School

Anti -Bullying Policy

For the purpose of the document, the term 'parent/s' indicates any adult who plays a significant role in a child's life.

Introduction

"O you, who have believed, avoid much [negative] assumption. Indeed, some assumption is sin. And do not spy or backbite each other. Would one of you like to eat the flesh of his brother when dead? You would detest it. And fear Allah; indeed, Allah is accepting of repentance and Merciful."

"O you who have believed, let not a people ridicule [another] people; perhaps they may be better than them; nor let women ridicule [other] women; perhaps they may be better than them. And do not insult one another and do not call each other by [offensive] nicknames. Wretched is the name of disobedience after [one's] faith. And whoever does not repent - then it is those who are the wrongdoers."

Every pupil should be able to learn in a school environment free from bullying of any kind, and in which they feel safe and supported. There is no place for bullying in our schools and communities and each of us involved in education has a role in creating a culture in school where bullying is not tolerated. No pupils deserve to suffer the pain and indignity that bullying can cause. We recognise the negative impact it has on the educational experiences and wider development of so many of our pupils. Bullying has no place anywhere in the school community, and this applies to both the bullying of pupils and teachers.

Providing safe and happy places to learn is essential to achieving school improvement, raising achievement and attendance, promoting equality and diversity, and ensuring the safety and well – being of all members of the school community.

What is Bullying?

Behaviour by an individual or group, usually repeated overtime, that intentionally hurts another individual or group either physically or emotionally.

Bullying can take many forms including:

- **Physical** bullying which can include kicking, hitting, pushing and taking away belongings;
- **Verbal** bullying which includes name calling, mocking and making offensive comments;
- **Emotional** bullying which includes isolating an individual or spreading rumours about them;
- **Cyber-bullying** where technology is used to hurt an individual – for instance text messaging or posting messages/images on the internet or any form of social media
- **Racist** bullying occurs when bullying is motivated by racial, ethnic or cultural prejudice.
- **Disablism** bullying occurs when bullying is motivated by a prejudice against people with any form of disability.

- **Sexist** bullying occurs when bullying is motivated by a prejudice against someone because of their gender.

Bullying includes: name-calling : taunting; mocking; making offensive comments; kicking hitting; pushing; taking belongings; inappropriate text messaging and emailing; sending offensive or degrading images by phone or via the internet; producing offensive graffiti; gossiping; excluding people from the groups; and spreading hurtful rumours. Although sometimes occurring between two individuals in isolation, it quite often takes place in the presence of others.

Bullying can take place between pupils and staff, or between staff, by individuals or groups, face to face, indirectly or using a range of cyberbullying methods.

The Anti-bullying Policy aims to:

Promote the general progress and well-being of individual pupils and of any class or group of pupils assigned to them, which includes ensuring as far as possible that pupils are free from bullying and harassment; and all staff apply the school rewards and sanctions lawfully.

- ☐ Prevent, de-escalate and/ or stop any continuation of harmful behaviour.
- ☐ React to bullying incidents in a reasonable proportionate and consistent way.
- ☐ Safeguard the pupil who has experienced bullying and to trigger sources of support.
- ☐ Apply disciplinary sanction to the pupils easing the bullying and ensure they learn from the experience.
- ☐ Educate the whole school community (pupils, staff and parents) about bullying, by providing both the awareness strategies to recognise it and procedures to deal with it.

Intervention Strategies

- Anti- Bullying ethos promoted at school
- Social Study lessons on respect and Anti - bullying
- Assemblies
- Staff CPD Sessions
- Prefect peer support

How to get help:

Who can students talk to if they have any concerns about bullying?

- ✓ Form/subject teacher
- ✓ Teacher Assistant
- ✓ Headteacher
- ✓ Any member of Staff

What do we know about bullies and those who are bullied?

- ☐ Pupils may be reluctant to report bullying for fear of repeat harm and because of a concern that “nothing can be done”. It is therefore important that schools show they can support pupils to prevent harm, that bullying is not tolerated, and that there are solutions which work.

- ❑ Pupils may not report bullying because they may feel it is something within them which is at fault. Pupils therefore need to receive a clear message from schools that nobody ever deserves to be bullied.
- ❑ A significant change in academic performance may be noted and the pupil may appear anxious, regularly feel sick or unwell. There may be a reluctance to come to school.
- ❑ The way that a school deals with the bullying of pupils by staff will also have an impact on the confidence of pupils to report bullying – it is important that schools demonstrate that bullying is a whole – school issue and that the bullying of any member of the school community will be taken seriously and dealt with effectively.
- ❑ Pupils with learning disabilities or communication difficulties may not understand that they are being bullied or may have difficulty in explaining that they are being bullied. School staff should look for signs of bullying and act if they suspect a pupil is being bullied.
- ❑ Pupils not directly involved in bullying can be unsure of what to do. Different roles within bullying have been identified:
 - a) The ring-leader, the person who through their social power can direct bullying activity.
 - b) Assistants / associates, who actively join in the bullying (sometimes because they are afraid of the ring-leader),
 - c) Reinforces, who give positive feedback to the bully, perhaps by smiling or laughing.
 - d) Outsiders/ bystanders, who stay back or stay silent and thereby appear to condone or collude with the bullying behaviour.
 - e) Defenders, who try to intervene to stop the bullying or comfort pupils who experience bullying,
- ❑ It should be noted, however, that the same pupils can adopt different roles at different times, or indeed at the same time (a bullied pupil might be bullying another pupil at the same time, or seeming “reinforce” might become a “defender” when the ring-leader is not around).
- ❑ Some pupils may be more vulnerable than others. It is important that we are sensitive to pupils who because of their behaviours or circumstances may be vulnerable. Deteriorating attendance, poor punctuality, lack of progress and diminishing achievement can be indicators that the pupil is vulnerable in some way and susceptible to – or suffering already from – bullying.
- ❑ Pupils being bullied may also demonstrate emotional and behavioural problems, physical problems such as headaches and stomach pains, or signs of depression. Bullying is a deeply damaging activity, for both the person being bullied and the person conducting the bullying, and its legacy can follow young people into adulthood.
- ❑ Early identification of pupils at risk can help us to develop more effective strategies for responding to, and preventing, incidents. Induction meetings and other processes can be used to help identify specific needs or likely concerns so these can be taken into account when we develop anti-bullying strategies.
- ❑ Some bullying behaviour by pupils is linked to deeper issues. As should be the case when responding to those who are bullied, understanding the emotional health and well-being of these pupils is key to selecting the right strategies and to engaging the right external support where it is needed (for example, in relation to issues of domestic violence or safeguarding issues).

In order to identify incidents of bullying and the identities of bullies, the following strategies will be applied:

- ❑ All staff watch for early signs of distress in pupils.
- ❑ All staff listen, believe, act.
- ❑ Parents, who are concerned that their child might be being bullied, or who suspect that their child may be a perpetrator of bullying, should contact their child's form teacher immediately.

Procedures for staff

All staff need to know how to respond to a bullying incident:

All bullying incidents must be reported immediately in writing to the Headteacher who will keep a log of it.

- ❖ Minor incidents may be dealt with by procedures laid down in the behaviour policy but persistent incidents need to be dealt under the cloak of the Anti – Bullying Policy.
- ❖ If a pupil or a parent reports an incident, this needs to be taken seriously and act upon immediately. It should not be dismissed; the veracity of the complaint should be established.
- ❖ If an incident is reported, staff must be extra vigilant and may need to investigate by collecting statements from pupils, teachers, other staff members etc.
- ❖ The Headteacher will establish facts and decide on a suitable action to take.
- ❖ Parents of the victim and the bullies must be kept informed throughout.
- ❖ If bullying continues, the Headteacher must decide on further action.
- ❖ In case of persistent bullying, the Headteacher and Director of Education will consider further action, including exclusion. Exclusion as a response to bullying should be used sparingly and always as a last resort.

Strategy for dealing with bullying

The following is a list of actions available to staff depending on the perceived seriousness of the situation. The emphasis is always on a caring, listening approach as bullies are often victims too – that is why they bully.

- ❖ Discussions at length with the victim. This will require patience and understanding. Remember – Listen, believe and act.
- ❖ Identify the bully/ bullies. Obtain witnesses if possible. Do an effective and fair investigation.
- ❖ Discussions with the bully - confront them with the details and ask them to tell the truth about the situation/ incident. Make it clear that bullying is not acceptable at the school, deter them from repeating that behaviour and signal to other pupils that the behaviour is unacceptable and deter them from doing it.
If they own up then follow the procedure outlined in the behaviour policy.
- ❖ Sanctions for the bully may include withdrawal from activities, isolation, exclusion from school - depending on the perceived severity of the incident (s).
- ❖ If they do not own up, investigate further. It is clear that they are lying, continue with the procedure. Pupils usually own up if presented with all the facts.
- ❖ Separate discussions with parents of bully and victim.

- ❖ Continue monitoring the situation by observing during arrival/dismissal and during lessons.
- ❖ As the behaviour of the bully (hopefully) improves. Then favoured actives etc can be reinstated, and the pupils should be praised for good behaviour. This will rebuild the pupils' self-esteem, which may have been damaged after being caught bullying, or could have been low anyway, hence the bullying.

Curriculum organisation and management Coordination

The Anti-bullying policy will be coordinated by the Headteacher, who will liaise with both teaching and non-teaching staff.

Delivery

- By dealing with specific issues as they are relevant
- Through story, drama and visual aids
- Assemblies and Study Circles

Teaching methods

A mixture of whole class, groups and individual teaching will be adopted according to need and will be covered within Social Studies for older children.

Evaluation

Yearly planning will be reviewed by Teachers, Headteachers, and the Director of Education.

Specific issues - working with parents

The school firmly believes in a partnership with parents in order to deal effectively with cases of bullying and to 're-educate' the bullies whilst supporting the recipient of the bullying.

Confidentiality

This will be maintained where appropriate.

Equal Opportunities

The Anti – bullying policy follows the guidelines laid down in our Equality policy and the Equality Act of 2010 (amended 2014), Behaviour policy and Safeguarding policies.

Monitoring

This policy is monitored by the schools' Headteachers and will be reviewed annually.

Appendices

1. Where bullying can occur.
2. How can a school find out if bullying is happening.
3. Possible signs and symptoms of bullying.
4. Curriculum issues to be explored.
5. Monitoring the effectiveness of the policy

Appendix 1

Where bullying can occur:

- Classroom
- Elsewhere in the school e.g. toilets
- To and from school

Appendix 2

How can a school find out if bullying is happening:

- Listening to pupils
- Reports from parents
- Reports from community
- Observations by adults or students in school
- Year assemblies and social studies

Appendix 3

Possible signs and symptoms – these symptoms may be an indication of bullying but there can be many other explanations for changes of behaviour:

- General change in behaviour
- Unwillingness to go to school
- Bed wetting/ wetting themselves
- Disrupted sleep patterns
- Poor school performance
- Continually complaining
- Becoming withdrawn or over sensitive
- Aggressive or disruptive behaviour
- Change in eating patterns
- Physical signs bruises, scratches, torn clothing
- Attention seeking – e.g. faking illnesses
- Damage to or loss of equipment/ possessions

Appendix 4

Curriculum issues to be explored:

- What is bullying
- What cause people to bully each other
- How does it feel to be bullied
- What is the effect of bullying behaviour on other pupils
- What should one do if one witnesses bullying behaviour
- Why should we try not to bully
- What can be we do to stop bullying
- What sanctions should be in place to prevent bullying behaviour

Appendix 5

Monitoring and reviewing the effectiveness of the policy we hope to find:

- All staff are more aware of the issues involved.
- Any reported incidents of bullying are dealt with to the satisfaction of pupils/ parents concerned.

Policy reviewed July 2024.