Anti-Bullying Policy

2026/27

Aims

This policy applies to anyone working on behalf of **Al-Islamia Institute for education**, including senior managers and the board of trustees, paid staff, volunteers, sessional workers, agency staff and students.

We are committed to providing a caring, friendly and safe environment for all our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school and will not be tolerated. If bullying does occur, all pupils 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. Only when all issues of bullying are addressed will pupils be able to fully benefit from the opportunities available in school.

Islam discourages bullying and teaches us to be kind and considerate;
Allah says in the Quran 'And Allah does not love the oppressors' (3:140)
The Blessed Prophet said 'Religion teaches that you should be a well-wisher of all. True religion is that you should seek good for everyone'
In another Hadeeth it says 'All does not show mercy on the one that does not show mercy to others'

What Is Bullying?

Bullying includes a range of abusive behaviour that is
• repeated
• intended to hurt someone either physically or emotionally.

The main types of bullying are:
· Emotional
Being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
· Physical
Pushing, kicking, hitting, punching or any use of violence
· Verbal
Name-calling, sarcasm, spreading rumours, teasing
· Racist
Racial taunts, graffiti, gestures
· Sexual
Unwanted physical contact or sexually abusive comments
· Homophobic
Because of, or focussing on the issue of sexuality
· Virtual
Use of email or texts

A (true) Muslim is the one from whom other Muslims are safe from his tongue and his hands

Why is it Important to Respond to Bullying?

Children and young people should never experience abuse of any kind. . Everybody has the right to be treated with respect.

- We have a responsibility to promote the welfare of all children and young people, to keep them safe and operate in a way that protects them.
- Pupils who are bullying need to learn different ways of behaving.
- We have a responsibility to respond promptly and effectively to issues of bullying.

Objectives of this Policy

- All Trustees, staff, pupils and parents should understand what bullying is.
- All Trustees and staff should know what the school policy is on bullying and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.

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:

· Is frightened of walking to or from school
· Begs 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 and there is a pattern.
· Begins to do poorly in schoolwork
· Comes home with clothes torn or books damaged
· Has 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 children or siblings
· Stops eating
· Is frightened to say what's wrong
· Gives improbable excuses for any of the above

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

Principles for the management of incidents

· A secure environment should be provided in which incidents can be reported confidently
· The pupil who has been bullied should be made to feel safe
· All pupils should be shown that bullying is taken seriously
· Teachers should respond calmly and consistently to incidents of bullying
· The school should protect and support all parties while the issues are resolved
· The person who has done the bullying, and those who may have colluded, should be encouraged to behave in a more acceptable way
· Interventions should be monitored and followed-up appropriately at the individual, group or whole school level.

Staff should:
Be available - Break the code of secrecy. Make it known that you are ready to listen.
Provide immediate support
· **Listen to the child** - Ask the bullied child who was involved and how she or he is feeling
· **Record** - Ensure the incident is recorded and that reports are collated
· **Respond** - Ensure that your response is non-aggressive and provides models of positive behaviour. Identify pupils with long-term needs requiring a development programme.
· **Follow up** - Review progress and evaluate policies and intervention.

Working with parents
It is essential to involve parents where bullying has taken place. The most effective emphasis in meetings with parents is on joint problem solving. The aim of such a meeting is to minimise the likelihood of further bullying regardless of whether one is talking about the child who has bullied or the one who has been bullied.
Careful planning is necessary to retain the joint problem-solving focus in the face of such an emotive subject.

Ensure that:
· Parents are clear about the joint problem-solving focus
· They have been given enough notice
· The meeting is informal but uninterrupted
· All relevant information is available
· Parents have an opportunity to have their say and express their feelings about the situation
· The meeting is purposeful and ends on a positive note.

Advice for parents
If your child is being bullied:
· Encourage your child to talk about it, but be patient as she or he may be distressed
· Stay calm but show that you are supportive
· Avoid dwelling on sensitive issues
· Reassure your child that you are sympathetic and will do something about it.

· Try to help him or her to see the difficulty as a problem that can be solved
· Ask your child if they can see ways of changing things
· Talk to staff at Al-Islamia Institute for Education about bullying and work with them to improve the situation
· Help him or her to develop coping strategies
· Help everyone to keep a sense of proportion in the situation

Work with children

Work with individual or groups of children are carried out for two reasons:
· To reduce the likelihood of instances of bullying occurring
· To respond to the needs of children who have been bullied and of those children responsible for the bullying

Preventive measures

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Our regular discussions with staff, volunteers and children will focus on
- Group members' responsibilities to look after one another and uphold the behaviour code
- practising skills such as listening to each other
- respecting the fact that we are all different
- making sure that no one is without friends
- Dealing with problems in a positive way
- checking that our anti-bullying measures are working well.

Ethos

At Al-Islamia Institute for Education we establish school rules which demonstrate caring behaviour, and ensure that they are understood by all children
Specify clearly those types of behaviour which are "bullying" and therefore unacceptable
· Specify clearly what sanctions will follow bullying behaviour
· Regularly remind children in assembly or on notices, etc, of the importance or respectful and caring behaviour to be shown to everyone. Take part in Anti Bullying week
· Use the personal, health and social curriculum. This curriculum should permeate all aspects of school life and be thoroughly integrated into the more general curriculum wherever possible. Every member of staff has the responsibility to support and foster this curriculum.
· We have structure in place which ensures that issues of bullying are routinely and regularly addressed in the classroom curriculum.
· We draw up individual educational programmes for those children experiencing interpersonal and peer relationship difficulties
· We use differentiated personal and social curriculum materials (eg: social skills curriculum and materials from the Social and Emotional Aspects of Learning)
· We monitor closely those children with special educational needs.

Procedures

1. Bullying incidents are reported by member staff for all the children involved. Who will inform Pastoral lead
2. In cases of serious bullying, the incidents will be recorded by the class teacher(s) and referred on to SLT.
3. In serious cases parents of all the children involved should be informed and will be asked to come into meeting to discuss the problem. This may involve the Staff, Pastoral Lead and the Head teacher.
4. The bullying behaviour or threats of bullying will be investigated, and the bullying stopped quickly.
5. An attempt will be made to help the bully (bullies) change their behaviour.

Work with children after the reported bullying

The child who is bullied

Work with children following any discovery or report of bullying must carefully done to avoid aggravating the bullied child's physical or emotional distress.

Staff need to take particular care that in following up a complaint of bullying they do not expose the bullied child to the risk of even more bullying. They should take all reasonable measures to ensure that the bullied child is supported and protected. Where a bullied child is suffering prolonged or intense anxiety or distress, referral to outside agencies should be considered.

We will:
· Provide an opportunity for discussions with the child who has been bullied
· Avoid embarrassing and shaming the bullied child by focusing on a particular incident when the child is present
· use "supportive" children to ensure that the bullied child is befriended and protected, eg. In going to and from school
· Consider the appropriateness of referring the bullied child from specialist help, having consulted and secured the agreement of parents. Outside agencies which may provide this expertise include the Educational Psychology Service, the Education Welfare Service, child and family guidance, etc.

Self-esteem

Children who are bullied tend to have very low self-esteem. They feel guilty and worthless and, because they sometimes lack self-assertion skills, they are targeted by the kind of children who themselves bolster their own low levels of self-esteem by physically hurting, mocking and shaming "weaker" peers.
Class teachers and staff generally need to be aware of the ways in which school practices may enhance or diminish children's levels of self-esteem.
· Ensure that all children are spoken to respectfully
· Ensure that all children are noticed and valued
· Ensure that all children have access to rewards and privileges
· Acknowledge that effort is more important than achievement

The child who bullies

The Beloved Prophet says: "He is not from amongst us the one who does not show compassion towards his youngsters and respect towards his elders."

We work hard with those children who bully others to ensure that they receive the help that will prevent further bullying. Bullies themselves are frequently bullied and may need help to see that bullying is not acceptable behaviour.
It is useful for staff to acknowledge that children sometimes bully because they have not learned appropriate ways of interacting with their peers. Modelling and role play will often be required. Approaches which are solely punitive are not advisable, since evidence suggest that they do not prevent further bullying.

Tackling Bullying

The Prophet (S.A.W.) said Help the oppressor and the oppressed, the companions asked "O Prophet of Allah we understand helping the oppressed, but the oppressor? Should he not be taught that this act is wrong, replied The Prophet"

This strategy is based on the research of Anatol Pikas and it has been shown to be 75% effective in reducing persistent, low-level bullying. This can be co-ordinated by any member of staff that is familiar with the incident(s) and that has time set aside to deal with the matter.
There are three phases:
Phase 1 individual "chats" (7 minutes)
Phase 2 Follow-up a week later (3 minutes)
Phase 3 Group meeting (30 minutes)

Phase 1 Individual "chats"

Aim: To reach agreement that the pupil concerned is having a bad time in school and to agree Individual action.

Begin with the ringleader and include all the people directly involved. Include the victim(s) as well. Follow the script below exactly.

· Welcome the pupil into the room.
· Establish a non-punitive, relaxed atmosphere.
· Don't speak until you have engaged eye contact.
· Remain neutral and calm.

1. Say: **"I hear that you have not been nice to X. Tell me about it."**
· Let the pupil talk.
· Don't ask any follow-up questions.

· Don't try to get them to say everything.
· WAIT if they don't say anything.
· Don't question if they complain about the bullied pupil.

2. Say: **"So, it sounds like X is having a bad time in school."**
· As soon as they agree move onto Stage 3.
· If they say it's her/his fault, accept their viewpoint but still point out that they are having a bad time.

3. Say: **"I was wondering what you could do to make things better for X."**
· Accept suggestions.
· Don't bargain or question.
· Don't discuss how.
· WAIT if they don't say anything.
· If the child is really stuck for ideas, say: "I've got an idea, would you like to hear it?"

4. Say: **"OK, I'll see you next week to find out how you are getting on."**
(NB) The above questions will need to be re-phrased for the child who has been bullied:

1. "I hear that X has been nasty to you. Tell me about it."
2. "So, it sounds like you are having a bad time in school."
3. "I was wondering what X could do to make things better for you."

FOLLOW-UP IS CRITICAL.

Phase 2: Follow-up
Aim: Follow up to find out about the effectiveness of the individual action.
Celebrate success and, if appropriate, set new targets.

Phase 3: Half hour group meeting
Aim: To establish long-term change. This is a very important phase.

Discuss:
· What has been done well?
· What can be done if the bullying happens again?
It is important to emphasise that the children are going to be in school together for a long time. Conflict is most easily resolved when people in conflict have a sense of a long-term future together.

Outcomes
1. The bully (bullies) may be asked to genuinely apologise. Other consequences may take place according to the school's Behaviour Policy.
2. If possible, the pupils will be reconciled.

3. After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

Al-Islamia Institute for Education will:

- Make sure our response to incidents of bullying takes into account:
    - The needs of the person being bullied
    - The needs of the person displaying bullying behaviour
    - Needs of any bystanders
    - Our organisation as a whole.
- We will review the plan we have developed to address any incidents of bullying at regular intervals, in order to ensure that the problem has been resolved in the long term.

Diversity and inclusion

We recognise that bullying is closely related to how we respect and recognise the Value of diversity.
We will be proactive about:
• seeking opportunities to learn about and celebrate difference
• increasing diversity within our staff, volunteers and children.
• welcoming new members to our organisation.