



Striving For Excellence in Education & Piety

Anti-Bullying Policy

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Revised On	September 2023	Ratified By	Board of Education
Ratified On	September 2023	Next Review Date	September 2026
SMT Member Responsible	Abdulahadi Mamon (Headteacher)		

Policy Statement

قَالَ النَّبِيُّ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ: لَا ضَرَرَ وَلَا ضِرَارَ

*Allah's Messenger (saws) said: "There is [to be] no causing harm, nor returning harm."
(Muwatta Imam Malik)*

London Islamic School is committed to every pupil and member of staff feeling safe from any abusive, threatening or unpleasant behaviour. Members of staff should be able to operate on the clear understanding that pupils will behave towards them with courtesy, cooperativeness and obedience to legitimate rules and instructions. Pupils must be able to expect the highest standards in teacher's behaviour and attitude towards them. Members of staff should always set high standards for how pupils behave towards each other"

What is bullying?

Suggested definition of bullying: **"Bullying hurts, threatens, and frightens someone else"**.

(Adapted from; "Action Against Bullying", Scottish council for research in education 1991).

Another definition is: **"Where a person purposely, hurts, threatens or frightens and/or intimidates another person, causing them emotional, physical and/or mental harm"**.

Some types of bullying are obvious e.g. physical attacks on people, such as hitting, pushing, barging, and mobbing in a queue-all intended to hurt or upset the victim. There is also non-physical bullying e.g. verbal abuse, making fun, threatening someone; excluding someone from a particular event or activity; extorting someone's homework to copy; putting pressure onto someone to lend money.

But there are also types of behaviour which are not so obviously 'bullying'; they may seem to be excusable as 'just having fun', but they can cause distress or pain, and so are unacceptable; e.g. tripping up someone 'for fun', throwing around someone's pencil case. There is a very fine line between friendly teasing where the 'victim' shares the joke and the kind of teasing which upsets the victim even if he or she tries not to show it.

Bullying is the use of aggression with the intention of hurting another person. Bullying results in pain and distress to the victim.

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
- Homophobic physical, verbal or mental abuse of any pupil who accepts homophobia or a member of society who is Homosexual.
- Sexual unwanted physical contact or sexually abusive comments because of, or focussing on the issue of sexuality
- Verbal name-calling, sarcasm, spreading rumours, teasing
- Cyber All areas of internet ,such as email & internet chat room misuse
Mobile threats by text messaging & calls
Misuse of associated technology , i.e. camera & video facilities

The older pupils should be encouraged to look after the younger ones, and in turn they should be encouraged to respect the older pupils and all the school staff. ***"Those that do not respect their elders, have mercy on the young ones, and hold in high esteem the Ulama are not from amongst us"*** (Saying of the Prophet PBUH).

Detecting Bullying - Signs and Symptoms

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

- Is frightened of walking to or from school
- Doesn't want to go on the school / public bus
- Begs to be driven to school
- Changes their usual routine
- Is unwilling to go to school (school phobic)
- Begins to truant
- 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 school work
- Comes home with clothes torn or books damaged
- Has possessions which are damaged or "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
- 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

Objectives of this Policy

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it up 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.

Procedures to follow

1. Cases of bullying or suspected bullying that are observed in class or around the school must always be taken seriously. Any occurrence that cannot be simply sorted out and dealt with teachers should be discussed immediately with the anti-bullying officer (**Mr Abdulhadi Mamon**). The school will produce anti-bullying incident sheets to include statements by the victim, the perpetrator, and witnesses and if appropriate, parents. Copies of the statement will be placed in the file of the pupil/s concerned.
2. The principal will be notified of any serious case of bullying or of any on-going situation. In very serious cases, the Headteacher and Deputy Head in consultation with the principal will take the final decision about how the matter is to be dealt with and resolved.

3. In serious cases parents should be informed and will be asked to come in to a meeting to discuss the problem
4. If necessary and appropriate, police will be consulted
5. An attempt will be made to help the bully (bullies) change their behaviour.

Outcomes and Sanctions

Stage	Action
1	<p>The bully (bullies) will be given:</p> <ul style="list-style-type: none"> • A verbal warning • Asked to genuinely apologise • Receive detention, or a written warning depending on the incident. <p>Other consequences may also apply.</p>
2	<p>In serious cases where the incident is of a serious nature sanctions could be:</p> <ul style="list-style-type: none"> • Meeting with parents. • Pupil(s) being put on report and monitored. • Pupils may be suspended or even excluded depending on the seriousness.
3	<p>After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.</p>

Prevention

We will use methods for helping children prevent bullying. As and when appropriate, these may include:

- Writing a set of school rules
- Taking part in national anti bullying week
- Signing a behaviour contract
- Writing stories or poems or drawing pictures about bullying
- Reading stories about bullying or having them read to a class or assembly
- Making up role-plays
- Curriculum units on bullying covered in the Citizenship/PHSE programme
- Having discussions about bullying and why it matters
- Assemblies and Oratory skill speeches on anti bullying

School Guidelines on bullying

1. Staff should follow the established procedures.
2. Every effort should be made to follow up each case to ensure that the victim is given support to prevent recurrence.
3. Anti-bullying officer **Mr Abdulhadi Mamon** should make clear to parents of victims and bullies the action being taken, why we are taking them and what the parents can do to help us and reinforce our actions.
4. In dealing with the bully, teachers should make it clear that the behaviour is unacceptable and also stress the serious consequences of repetition. However, teachers should not 'bully the bully'.
5. Pupils must be made aware of who they can talk to in confidence (form tutors, teachers) and must know that information will be acted upon discretely and sensitively.
6. Staff need to be aware of areas of the school where bullying might take place and be sensitive to the times and situations when it may occur.
7. Opportunities should be taken in delivery of pastoral care and as appropriate in assemblies to explain school policy on bullying. Staff may also make use of opportune moments in the curriculum to highlight the issue of bullying and to reinforce this message.
8. Help is to be provided for victims to raise their self esteem, and support to counter any feelings or inferiority or guilt. Parents may need to be involved here.
9. Bullies are to be shown how they can satisfy their needs through working with others rather than in a confrontational way. Parents may also need to be drawn in to see how they can help change the child's behaviour.
10. Staffs need to be aware of racist and sexist language and actions, which are a form of bullying.

11. Staff should, as always, watch for early signs of distress in pupils such as deterioration of work, spurious illness, isolation, and desire to remain with adults or erratic attendance. These may be the early signs of bullying though there may (of course) be other causes.

If you do come across bullying, what can you do?

First steps:

DO

- Remain calm; reacting emotionally may add to the bully's fun and give the bully control of the situation.
- Take the incident seriously and take action;
- Reassure the victim; do not make him or her feel inadequate or foolish;
- Decide whether your action needs to be private or public – and initially deal with things in private if you can;
- Offer help, advice and support to the victim;
- Punish the bully if you have to, but be very careful how you do this; reacting aggressively or punitively gives the message that it is alright to bully if you have the power, and can in certain circumstances exacerbate the bullying and so be counter-productive;
- Explain clearly any punishment and why it is being taken.

After taking the appropriate initial action:

DO

- Make sure that the incident does not live on through reminders from you;
- If you have uncovered the 'trigger factor', try to think ahead to prevent a reoccurrence of the incident.
- This should then be reported to the Anti-Bullying officer who will deal with the matter appropriately

DO NOT

- Be over protective and refuse to allow the victim to help him or herself;
- Assume that the bully is bad through and through; his or her behaviour in this respect is unacceptable, but they have virtues in other areas – try to look objectively at the behaviour in the bully;
- Keep the whole incident a secret because you have dealt with it;
- Involve the parents without discussion with the Anti-bullying officer without agreeing a constructive plan to offer both sides.

Bullying: Advice to pupils

The school aims to create a friendly, happy environment where every pupil can feel safe from any abusive, threatening or unpleasant behaviour. You can help us to achieve this by doing all you can to watch out for, avoid, report and even prevent BULLYING.

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someone; excluding someone from a particular event or activity; extorting someone's homework to copy; putting pressure onto someone to lend money.

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someone's pencil case. There is a very fine line between friendly teasing where the 'victim' shares the joke and the kind of teasing which upsets the victim even if he or she tries not to show it.

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Who does the Bullying?

- Sometimes there is one individual who hurts others, who may be younger, smaller or weaker.
- Sometimes a group of people may cause the problem – perhaps led by one dominant person with whom the others want to keep in favour.
- Often there is a regular victim who is teased by nearly everyone – even you.

Why do people Bully?

- By making someone else feel or look small, you can feel more powerful or 'better' or 'bigger'.
- By making fun of someone, you get others laughing – so you feel 'clever' and approved of.
- You may want to keep in with an individual, or a group, and you think showing how 'big' you are will help you to achieve this.
- You may simply not realise the hurtful effect your words or actions are having on someone.
- You may get in a conflict with someone else that gets out of hand.
- You may feel angry or hurt about something and take out your feelings on someone who irritates you or gets in your way.
- Rarely, there may be a 'victim' who seems deliberately and persistently to 'ask for' trouble who pushes you too far one day.

What do you do about Bullying?

- Don't be unpleasant to yourself! That means watching your own behaviour to make sure you are not guilty of any types of unpleasantness mentioned above – or any others.
- As far as you can, persuade others not to be unpleasant; **do not** join them.
- If you yourself are bullied, do not retaliate; that puts you in the wrong, and makes it easy for the bully to claim that the incident was as much your fault as it was his or hers.
- If you tend to be picked on, avoid the times and places where this is most likely to happen; try always to walk with a friend;
- If you find someone's behaviour unacceptable or threatening, whether to you or to some else **REPORT IT** to someone in authority: a teacher, your parents. Persuade a friend to go with you to do this if you are worried about accusations of 'dobbing' or any other retaliation.
- Remember: your silence makes it easier for bullies to bully

MOST INCIDENTS OF BULLYING CAN BE QUITE EASILY SORTED OUT IF THEY ARE REPORTED ON TIME. THE SCHOOL IS COMMITTED AS FAR AS HUMANLY POSSIBLE TO ELIMINATING BULLYING; EVERYONE WILL HELP.

Record of Suspecting Bullying Incident Form

Incident No:

Date:

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What happened?

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Who was involved? - full names and year group

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Where and what time, did the incident take place?

Witnesses, full names and year group:

Action taken?

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Dealt By:

Signature:

	Signature:	
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HOW TO BEAT THE BULLY

SOME THINGS TO DO IF YOU ARE BEING BULLIED

- Try not to show you are upset – which is difficult
- Tell yourself that you do not deserve to be bullied
- Tell an adult that you trust
- Get friends together and say NO to the bully
- Try to ignore the bully
- Fighting back may be worse. If you decide to fight back, talk to an adult
- If you are different in some way, be proud of it! It is good to be an individual
- Stay with people, even if they are not friends, there is safety in numbers
- Try being assertive by shouting loudly. (Practise in front of the mirror to gain confidence)
- If you are in danger, get away. Do not fight to keep possessions
- Walk quickly and confidently even if you do not feel that way inside. Practise!
- Try to be careful about what you may say to other pupils, they maybe personal remarks and they may not see the funny side of your remarks

IMPORTANT NOTICE

TO ALL STAFF MEMEBRS

WHAT MAY CONSTITUTE BULLYING
THINGS TO LOOK FOR

NAME CALLING
DIRTY LOOKS
PERSONAL INSULTS
BEING LEFT OUT FROM GROUPS
BEING THE BUTT OF CONSTANT JOKES
RACIAL INSULTS
FAMILY INSULTS
SEXIST INSULTS
HOMOPHOBIC INSULTS
HITTING
PUSHING
TOUCHING
BEING HURT
DESTRUCTION OR REOMVAL OF POSSESIONS WITHOUT PERMISSION

If you witness any of the above, please do NOT ignore it, cast it aside, or think it is not your problem and it does not concern you...it is your duty to protect the students at all times!!!!

REMEMBER..... IT'S YOUR JOB!!!!