



# ANTI-BULLYING POLICY

## Year 2019/2020

SIGNED ON BEHALF OF THE TRUSTEES OF BRISTOL ISLAMIC SCHOOLS TRUST (BIST)

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REVIEW DATE: September 2020

*This policy must be read along with the following school policies and Key documentations:*

- *Keeping Children Safe in Education(2018).*
- *Working together to Safeguard Children(2018).*
- *Prevent Duty Guidance for England and Wales(2015).*
- *The Teachers' Standard.*
- *Behaviour and discipline in schools(2015).*
- *School Exclusion(2015).*
- *SEND code of practice: 0 to 25 years (2015).*
- *Supporting pupils at school with medical conditions.*
- *The school's behaviour policy.*
- *The school's Exclusion policy.*
- *The school's Safeguarding Policy (2019/20).*
- *Health and Safety policy.*
- *Risk Assessment Policy.*



## Principles and Values

**“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 [offensive] names. How wretched an attribute is deviance after faith. And whoever does not repent – then it is those who are the wrongdoers.” (Holy Qur’an 49:11)**

Every student has the right to learn in a safe and secure environment, which is supportive of their health and well-being. At Andalusia Academy, we are committed to working with Parents, Staff and Students in nurturing and maintaining a school environment where bullying is not tolerated. Pupils, parents and staff should be assured that they will be supported when bullying is reported. The ethos of our school fosters high expectations of outstanding behaviour and we will challenge any behaviour that falls below this.

This policy has been written with regard to the DfE Guidance 2014 ‘Preventing and Tackling Bullying’ and is linked to the AAB Behaviour Policy, the AAB Safeguarding Policy, the AAB Internet Safety Policy and the AAB Complaints Policy.

### Key People

All Staff, Students and Parents are responsible for supporting an environment where bullying is not tolerated. There are, however, key people who are responsible for this area, as detailed below.

**Head of Pastoral Care – Mrs M Fayyaz**

**Head of Behaviour – Mrs S Khalid**

If a parent or student has a concern, their first point of contact should be their Class Teacher and Tutors. They will deal with the matter initially, with Mrs Chowdhury overseeing the process and liaising between the parties involved.

The Head of Behaviour and Head of Pastoral Care is also responsible for the following:

- ❖ Policy development and review involving Students, Staff, Trustees and Parents
- ❖ Implementing this policy and monitoring and assessing its effectiveness in practice
- ❖ Ensuring evaluation takes place and that this informs policy review
- ❖ Managing bullying incidents
- ❖ Managing the reporting and recording of bullying incidents
- ❖ Assessing and coordinating training and support for staff and parents where appropriate
- ❖ Coordinating strategies for preventing bullying behaviour



**Aims:**

- ❖ To work towards eliminating bullying through behaviour management procedures and education involving bullies, victims and their parents, having discussed what behaviour is unacceptable.
- ❖ To make Trustees, Staff, Students and Parents aware of what bullying is, how we tackle bullying and what we do when bullying takes place
- ❖ To support those who are victims of bullying by giving them clear guidelines on the actions they should take.
- ❖ To ensure that all staff, teaching and non-teaching, receive training in identifying bullying and victims, and in using anti-bullying procedures.

**What is Bullying?**

Bullying is repeated behaviour which makes other people feel uncomfortable or threatened, whether intended or not. Active Bullying is when a person takes part in the act of bullying. Passive Bullying is when a person allows it to happen without saying anything. Bullying can take many forms, but may be:

- ❖ Physical: hitting, kicking, taking or hiding belongings.
- ❖ Verbal: name calling, teasing, insulting, racist remarks, writing unkind notes.
- ❖ Emotional: spreading rumours, excluding from groups, tormenting, staring, cyber bullying.
- ❖ A combination of these: extortion or intimidation
- ❖ Cyberbullying: misuse of mobile phones or internet to spread rumours or intimidate others. Unlike other forms of bullying, cyberbullying can follow children outside school and into their home. There is no safe haven for the person targeted by a cyberbullying.

Any of these also have contexts which discriminate in relation to race, gender, sexual orientation, special educational need, disability, religion or appearance. Certain groups of pupils are particularly vulnerable to bullying, such as students with disabilities, young carers and Looked After children. Bullying can take place between young people, young people and staff, between staff and between individuals or groups.

**Some of the signs of bullying:**

- ❖ Becoming withdrawn.
- ❖ Coming home with cuts and bruises.
- ❖ Losing belongings.
- ❖ Reluctant to go to school or to a club – anywhere where the bullies are.



- ❖ Doing less well at their schoolwork.
- ❖ Changes in their mood, becoming depressed, angry, unhappy.
- ❖ Changes in their behaviour, for example wetting the bed.
- ❖ Showing aggression at home with siblings and other family members.
- ❖ Feeling anxious.
- ❖ Difficulties sleeping.
- ❖ Wanting to change their journey or time of their journey to school.

### **Eliminating Bullying**

There are a number of ways aim to prevent bullying.

- ❖ The whole school community is made aware of what bullying is and that we do not tolerate it at Andalusia Academy
- ❖ Opportunities are taken within the curriculum to reinforce the Anti-Bullying message, as well as develop characteristics such as empathy, acceptance and a celebration of our differences. The overall message is that Allah (swt) made us all. We are all His creations and therefore must respect each other.
- ❖ We look for opportunities in PSHE lessons and 'Circle time' to address the matter and nurture positive characteristics and behaviour, as well as celebrate diversity. This is supported by lessons in Islamic Studies and Quran.
- ❖ Internet safety is promoted through 'Safer Internet Day' as well as being covered in ICT and PSHE.
- ❖ Messages of 'Internet Safety' and 'Anti-bullying' are displayed throughout the school as a reminder to all students to be vigilant. Jummah Khutbah will focus on the characteristics of a good muslim, to support our stance on Anti-bullying.
- ❖ There is a child-friendly guidance on Anti-bullying, developed with our School Council, which advises students on what to do if they see or are being bullied.
- ❖ Each class will have an Anti-bullying Ambassador (also known as Friendship Ambassador'), who can support a student who is being bullied, for example by befriending them in the playground, or acting as a confidante.
- ❖ All staff take the time to talk to students about any worries or fears they may have, either in or out of school.



### Dealing with Bullying

The class teacher/tutor, and the Leadership Team, will take all reports of bullying seriously and act swiftly, ensuring age-appropriate actions take place. They will speak to the bully and victim – either together or separately depending on the wishes of the victim –to bring the matter to a resolution. All reported incidents will be investigated according to the following procedure.

- 1) Any accusations from the victim will be recorded on a Bullying Incident Form. The Head of Behaviour and Pastoral Care will be notified.
- 2) The Head of Behaviour and Pastoral Care will meet with the accused and allow them to outline ‘their side of the story’.
- 3) A judgement will be made as to whether it is possible to resolve the issue between the two parties.
- 4) Where appropriate, the parents of both parties will be interviewed.

In all incidents, the following guidance will be adhered to:

- ❖ Parents will always be informed about any major incidents. We will work with the parents of the victim and the perpetrator to ensure they are aware of concerns and involved in the process of implementing and reviewing strategies.
- ❖ The behaviour of the perpetrator and victim will be monitored and reviewed by the class teacher/tutor, and all any staff on break or lunch duty will be made aware of the situation.
- ❖ Help and support will be given to the victim, for example, by offering strategies for dealing with the situation and by raising self-esteem and self-confidence.
- ❖ Help and support will be given to the perpetrator with specific targets to enable them to improve their behaviour and rebuild trust.

### What can you do if you are feeling bullied?

If you are feeling bullied or isolated by anyone in the school, it is important that you tell someone. You can talk to your Class Teacher, Subject Teacher, Tutor, Mrs Chowdhury (Head of Pastoral Care) or an Anti-bullying Ambassador. **All** teachers and students are responsible for helping and supporting you.





### Sanctions for bullying

- ❖ **Stage 1** – A warning is issued to the perpetrator and the tutor is informed of the incident this will be recorded in the bullying incidence log.
- ❖ Restorative Justice takes place and then we will work with the victim and ensure they are supported and monitored throughout the school week.
- ❖ **Stage 2** – If the offence is repeated
- ❖ A detention will be given to the perpetrator and a letter sent home to the parents
- ❖ **Stage 3** - Continuous offence
- ❖ Call the parents in and the perpetrator to sign an agreement on behaviour. The perpetrator will meet the Islamic Studies teacher and undergo a programme on Tarbiyah.
- ❖ **Stage 4** – External exclusion – 2-3 (days).
- ❖ When the perpetrator returns back to school the SLT will work with other members of staff and the perpetrator to ensure any bullying incidence does not take place at any time.
- ❖ **Stage 5** Final Warning – At this stage the Head Teacher will get involved and produce a final warning for the perpetrator.
- ❖ **Stage 6** Permanent Exclusion

Depending on the severity of the offence the perpetrator can be moved to any stage. Help and emotional support will be given to the victim throughout the process to enable them to feel safe and secure in the school environment.



**Map of Action**

