



V1.0

POLICY IN ANTI BULLYING

September 2020

Assunnah Primary School

565A High Road | London | N17 6SB

T: 0208 350 0592

E: admin@assunnahschool.co.uk

W: www.assunnahschool.co.uk

School Manager: Mohamed Yusuf **Head Teacher:**
Hoden Yussuf

TEMPORARY STAFF AND VOLUNTEERS	10	PARENTAL
RESPONSIBILITIES		
10 REVIEW		
10 USEFUL NUMBERS		11
SOURCES		

11

Mission Statement

As-Sunnah Primary school is an independent, selective, faith-based Muslim School. We strive to offer a holistic education cultivating growth along spiritual, moral, emotional, intellectual, physical and communal dimensions. Our aim is to positively orient our students towards realising their full potential as exemplary contributors to our society, in actively promoting fundamental universal values.

We are against radicalisation that leads to unjust acts of violence and the violation of fundamental universal values. We encourage peaceful but effective communication, dialogue and interaction with all parties who are keen to working towards achieving common goals of goodness.

The policies for the school are provided by the school leadership comprising of the governors, school manager, headteacher and deputy headteacher.

Expectations

Assunnah Primary School is a unique Islamic School that is committed to maintaining an environment within the framework of Islamic principles and striving to achieve academic excellence and perfection of character.

In order to achieve this the school leadership expects that all staff, parents and guardians fully comprehend and adhere to the policy in full as specified in their employment contract, terms of agreements and handbooks.

Purpose

In keeping with our ethos this policy serves to ensure that all students are able to learn and develop. The policy represents a framework for all those involved in helping students to develop academically, spiritually and physically. It also acts as a guide for parents and guardians. Our objective is to provide a flexible but balanced curriculum which meets the need of all our students.

Islamic Context

The model for human behaviour and conduct has been given to us by Islam through the Qur'an and the Prophet Muhammad (PBUH)

The Glorious Qur'an has abolished racism in a clear-cut categorical manner. In surat Al-Hujurat, we read:

"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."

(Sūrah 49: Al-Hujurat, ayats 11)

"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."

(Sūrah 49: Al-Hujurat, ayats 12)

Furthermore it is narrated that the Prophet (PBUH) said:

"Fear God and treat your children [small or grown] fairly (with equal justice)."

"(On the Day of Resurrection) there will be nothing heavier in the scale than good character (and polite manners)." "I have been sent (by the Lord, as a Messenger) for the perfection of human conduct." "The true believer is one from whom people are safe with their lives and wealth."

"He is not from amongst us who doesn't show respect to his elders and does not show affection towards his youngsters."

"Show mercy (be kind) to those on earth and He who is in the heavens will have mercy upon you."

Introduction 1 The Glorious Qur'aan has abolished racism in a clear-cut categorical manner. In surat AlHujurat, verse 13, we read:

'O mankind! We have created you from a single male and female and made you into nations and tribes so that you may know each other. The most honourable of you in the sight of Allaah are surely the righteous.'

A lesson from the roots of Islaam:

According to these Qur'aanic verses, Islaam stressed the absolute unity in variety of the human race. In the Prophet Muhammed (sallahu alahi was sallam) famous Farewell Pilgrimage sermon, he declared:

"O people! You are all to Adam and Adam was made of dust. No Arab is to be preferred over a non-Arab except by virtue of his piety." In another hadith, he (sallahu alahi was sallam) said: "Allaah does not look at your images or your colours but He looks at your hearts (intentions) and your deeds. Creatures are the dependants of Allaah and the closest among them to Allaah are indeed the most useful to His dependants."

"Allah The Merciful, The Most Kind, "says: 'O My mankind, I have prohibited (thulm) oppression upon myself and made it prohibited between you, so do not oppress one another.'" (Saheeh Muslim)

Islam defines for us the importance of good conduct, compassion, fairness, kindness and respect to both adults and children.

This is to ensure that there is progressive development of these characteristics thus positively contributing to human development and human civilisation.

At Assunnah we believe that, no person is superior over another person except by piety and good action. It is taught that everyone has a right to be treated equally and fairly no matter what their race, religion, background or disabilities are.

Links to other policies 2 This policy is to be read in conjunction with the following policies:

- Safeguarding Policy
- Behaviour Policy
- ICT and E-Safety policy

Definition of Bullying 3 As stated in our Safeguarding and Promoting the Welfare of Children policy (page 10), the definition of 'bullying' states that;

"Bullying" is a deliberate act done to cause distress solely in order to give a feeling of power, status or other gratification to the bully; it can range from ostracising, name-calling, teasing, threats and extortion, through to physical assault on persons and or their property. It can be an

unresolved single frightening incident, which casts a shadow over a child's life, or a series of such incidents over a period of time.

Bullying is abuse that can either be physical, emotional or both. Bullying therefore manifests itself in many forms and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. **Cyber-bullying**

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click. Cyber-bullying is mostly emotional abuse with long lasting damaging consequences. However the bully or group of individuals may follow up with physical acts of abuse adding to the level of harm.

What causes bullying?

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

Who gets bullied?

Bullying can happen to anyone and anywhere, and could be between two or more children, adults, adult to child or even child to adult. Raising awareness and clarifying what bullying is and its harms will greatly add to reducing the act of bullying and being bullied itself.

Our role as Muslims 4

According to the Islamic teachings, bullying of any kind is unacceptable and this therefore is carried out in the policy of our school. If bullying does occur, all pupils should be able to report the incident and feel confident it will be dealt with promptly and effectively.

Bullying results in pain and distress and can manifest in many ways including the following:

- 4.1** Emotional being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- 4.2** Physical pushing, kicking, hitting, punching or any use of violence
- 4.3** Racist racial taunts, graffiti, gestures
- 4.4** Verbal name-calling (including homophobic language), sarcasm, spreading rumours, and teasing

Cyber bullying of any kind is also unacceptable and thus is also tackled through policy within our school. If cyber bullying does occur anyone should be able to report the incident(s) and feel confident it will be dealt with promptly and end effectively.

Cyber bullying is also extremely harmful often resulting in shame, embarrassment and reputations being compromised.

Cyber bullying is widespread and can be conducted through various forms of digital platforms with the following type of behaviour:

- Abusive comments: rumours, gossip, and threats made over the internet or other digital communications

- Sharing content: videos, pictures or personal information without the consent of the owner and with the intent to cause harm and/or humiliation
- Hacking: into someone's email, phone or online profiles to extract and share personal information, or to send abusive or inappropriate content while posing as that person.
- Creating specific websites that negatively target an individual or group, typically by posting content that intends to humiliate, ostracise and/or threaten.
- Blackmail: or pressurising someone to do something online they do not want to do such as sending inappropriate images, videos, etc.

5 Why is it Important to Respond to Bullying?

“O you who believe! Let not a group scoff at another group, it may be that the latter are better than the former; nor let (some) women scoff at other women, it may be that the latter are better than the former, nor defame one another, nor insult one another by nicknames. How bad is it, to insult one's brother after having Faith [i.e. to call your Muslim brother (a faithful believer) as: “O sinner”, or “O wicked”, etc.]. And whosoever does not repent, then such are indeed Zâlimûn (wrong-doers, etc.). “ [Surah Al-Hujurat Ayah 11].

Emotionally, bullying hurts a lot. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. A bully must be taught how to behave towards others.

The term “thulm” in Arabic means oppression. The Islamic definition of the word is diverse and encompasses the following:

- Transgressing the boundaries on oneself;
- Transgressing the boundaries of others;
- Claiming that which does not belong to oneself;
- Denying others their rights. ^[1]_{SEP}

Essentially by working together (school, staff, parents and children) we are carrying out the Islamic principle of enjoining the good and preventing harm. This consists of actions that are pleasing to Allaah that are rewarded. Therefore all parties, including the bully should be reminded that stopping bullying, taking corrective action and supporting the bully and the bullied is all pleasing to Allaah that we will Insha Allaah be rewarded for. May Allaah accept it form us – aameen.

Legal Responsibilities 6

As Muslims we are obliged to comply with the laws of the country of residence, upholding principles of justice and human values. “Allah The Merciful, The Most Kind, “says:

“O you who have believed, fulfill [all] contracts.

[Sûrah 5: al-Mâ'idah, verse 1]

“And fulfill (every) covenant. Verily! The covenant will be questioned about.”

[Sûrah 17: al-Isrâ', verse 34]

“And fulfill the Covenant to Allah when you have covenanted, and break not the oaths after you have confirmed them.”

[Sûrah 16: al-Nahl, verse 91]

In accordance with the **Education Act 2002, the Education and Inspections Act 2006 and the Equalities Act 2010.**

The law requires that headteachers must:

Determine the more detailed measures (rules, reward, sanctions and behaviour management strategies) on behaviour and discipline that form the school's behaviour policy. The policy determined by the head teacher must include measures to be taken with a view to

“encourage good behaviour and respect for others on the part of pupils and, in particular,

Objective

7

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 must apply the school rewards and sanctions lawfully. To create a safe and calm environment that is free from disruption and in which education is the primary focus.

Specific aims

8

In order to promote an effective anti bullying culture, this policy has the following aims:
Ensure the maintenance of good order and discipline at all times during the school day and whenever the pupils are engaged in authorised school activities, whether on the school premises or elsewhere.
preventing all forms of bullying amongst pupils”.

Publicise the measures in the behaviour policy and draw them to the attention of pupils, parents and staff at least once a year.

Determine and ensure the implementation of a policy for the pastoral care of the pupils.

The law requires that teachers must:

- 8.1 Involve parents to ensure that they are clear that the school does not tolerate bullying and are aware of the procedures to follow if they believe that their child is being bullied. Parents feel confident that the school will take any complaint about bullying seriously and resolve the issue in a way that protects the child, and they reinforce the value of good behaviour at home
- 8.2 Involve pupils. All pupils understand the school's approach and are clear about the part they can play to prevent bullying, including when they find themselves as bystanders
- 8.3 Regularly evaluate and update and take account of developments in technology, for instance updating 'acceptable use' policies for computers
- 8.4 Implement disciplinary sanctions. The consequences of bullying reflect the seriousness of the incident so that others see that bullying is unacceptable
- 8.5 Openly discuss differences between people that could motivate bullying, such as religion, ethnicity, disability, gender or sexuality. Also children with different family situations, such as looked after children or those with caring responsibilities.
- 8.6 Specifically teach children that using any prejudice based language is unacceptable
- 8.7 Use the experience and expertise of anti-bullying organisations with a proven track record and/or specialised expertise in dealing with certain forms of bullying
- 8.8 Provide effective staff training seeking for all staff to understand the principles and purpose of the school's policy, its legal responsibilities regarding bullying, how to resolve problems, and where to seek support.
- 8.9 Work with the wider community such as the police and children's services where bullying is particularly serious or persistent and where a criminal offence may have been committed.
- 8.10 Extend anti bullying efforts to include work with other agencies and the wider community to tackle bullying that is happening outside school

8.11 Make it easy for pupils to report bullying so that they are assured that they will be listened to and incidents acted on. Pupils should feel that they can report bullying which may have occurred outside school including cyber-bullying

8.12 Create an inclusive environment. Schools should create a safe environment where pupils can openly discuss the cause of their bullying, without fear of further bullying or discrimination

Harms of Bullying

9 The harms of bullying are severe and can often continue long into adulthood. Thus all staff have a duty to prevent it, and take incidents serious. If Bullying is left unaccounted it will have a negative impact on the victim and will grow to affect everyone in the environment

Children who are bullied are more likely to:

- Have low self esteem
- Develop depression or anxiety
- Become socially withdrawn, isolated and lonely
- Have lower academic achievements, due to avoiding or becoming disengaged with school
- Be unable to form trusting, healthy relationships with friends or partners in the future.

Children who frequently bully are more likely to

- Drop out of, be expelled from school
- Engage in criminal behaviour
- Develop depression or anxiety
- Be abusive towards others including their own children and other adults

Identifying Bullying

10 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 they should investigate if a child:

Sign and Symptoms
Is frightened of walking to or from school
Changes their usual routine (eating habits)
Is unwilling to go to school (always feels ill in the morning)
Starts stammering
Becomes withdrawn anxious, or lacking in confidence
Attempts or threatens suicide or runs away
Cries themselves to sleep at night or has nightmares
Begins to do poorly in school work
Comes home with clothes torn or books damaged
Has items/money continually 'lost'
Comes home 'starving'
Asks for money or starts stealing money (to pay bully)
Has unexplained cuts or bruises

Is frightened to say what is wrong
Becomes aggressive, disruptive or unreasonable
Bullying other children or siblings
Gives dubious excuses for any of the above
Afraid to use the internet or mobile phone (specific to cyber bullying)
Nervous or jumpy when a cyber-message is received (specific to cyber bullying)

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

What to do if bullying 11 The following are some suggestions for what to do if bullying is taking place, whether it is a **is happening** child being bullied, teacher, parent or just someone you know who is being bullied:

Child (Being Bullied / or is witnessing as a bystander)
Tell a friend
Tell a School Council representative
Tell a member of staff in school – take a friend with you if you want
Tell a parent or adult at home whom you feel you can trust
Discuss it as part of your Circle Time
Don't blame yourself for what is happening

Concerned Parent (Child is being Bullied) (School to provide these guideline to parents)
Listen to their child with an open mind and try to collect all the facts – is it bullying or friendship problems, which may resolve naturally?
Be sensitive to the child's feelings letting them speak for themselves
Contact the school as soon as possible
Be prepared to work with the school
Encourage your child to talk to an adult in school
Encourage your child to report often especially if further incidents occur
Support the school's anti-bullying policy
Discuss the anti-bullying policy with your child
If parents feel their concerns aren't being addressed they should talk to the head teacher
Listen to the child with an open mind and try to collect all the facts – is it bullying or friendship problems, which may resolve naturally?
DO NOT attempt to sort out the problem by speaking to the alleged bully or their parents
DO NOT encourage your child to be 'a bully' back

Staff – has received disclosure
Listen carefully
Reassure that they are doing the right thing by reporting, it takes a lot of courage to do so!
Do not jump to conclusion – be prepared to listen to all concerned
Ask questions to support, council and reassure – Avoid interrogating
Find as many witnesses as possible
Always make sure follow up action is taken
A pupil reporting a bullying incident should never be ignored.
Time and space to listen should be given as soon as possible.
The person receiving the disclosure has a professional duty to ensure the complaint is investigated and resolved. This will involve conducting initial investigations and making sure the ‘victim’ knows something is being done.
Records of what has been said should be made and passed to staff members who can take further action if necessary.
The aim is to ensure that ‘victims’ feel confident that they are listened to, as well as being supported and that the bullying stops.
A log will be kept of all reported bullying incidents showing what follow up action has been taken.

Procedures for 12 These are the general guidelines to follow if a bullying incident occurs:

handling bullying 12.1 Any incident related to bullying will be reported to staff that will address and document the incident.

12.2 The bullying behaviour or threats of bullying will be investigated and addressed immediately.

12.3 An attempt will be made to help the bully (bullies) change their behaviour.

12.4 Parents will be informed from the beginning in a sensitive manner which is appropriate for both the victim and the accused.

12.5 Manage individual cases effectively

Outcomes **13** **13.1** An effort will be made to reconcile pupils and renew friendship.

- Use of School Council (to report bullying)

14.4 Constant encouragement to parents to discuss how their child's week has been.

14.5 Feedback from parents involved, to ensure parents are happy with school procedures taken.

14.6 Regular evaluation of our bullying policy closely observing:

13.2 The bully will be supported to recognise their harmful behaviour and take corrective action, possibly setting themselves a suitable consequence.

13.3 Consequences may take place such as:

13.4 Bullies may be withheld from participating in school events that are not an essential part of the curriculum.

13.5 Withdrawal of break and lunchtime privileges.

13.6 In serious cases, suspension or even exclusion will be considered.

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

13.8 Counselling the one who has been bullied

13.9 Impress on the perpetrator that what he/she has done is unacceptable

13.10 Deter him/her from repeating that behaviour

13.11 Signal to other pupils that the behaviour is unacceptable and deter them from doing it

**Prevention
(measures to be
taken)**

14 **14.1** Writing a set of school rules by the pupil's.

14.2 Reading stories about bullying or having them read to a class or assembly.

14.3 Having discussions about bullying and why it matters across the curriculum such as:

- PSHE
- PE – winning sensibly avoiding teasing and mocking
- Islamic Studies (Tarbiyah)
- Circle Time
- SEAL
- Citizenship
- Literacy
- Numeracy
- Art – Posters
- ICT – E safety, cyber bullying
- Assemblies

- 14.7 Pupil's perceptions on bullying
- 14.8 Comments received from visitors, parents and teachers.
- 14.9 Number of incidents.
- 14.10 Number of absences.
- 14.11 Support will be provided to ex bullied victims to help develop confidence and to make sure they know how to deal with the situation should it arise again.
- 14.12 Use of opportunities throughout the school calendar and at certain times of the school day to raise awareness of the negative consequences of bullying (e.g. Anti-Bullying week in November of each year)

Headteacher responsibilities 15 The Headteacher is responsible for introducing and implementing this policy. However it must be acknowledged that all staff, all pupils and their parents have an active part to play in the development and maintenance of the policy, and in its success.

Staff responsibilities 16 In order for this policy to be effective, we recognise the importance of staff commitment and full adherence to the policy.

All staff members (including volunteers) have a key responsible to carry out the following safeguarding duties:

- 16.1 To understand the principles and purpose of the school anti-bullying policy
- 16.2 Are clear about their responsibility to resolve problems at the nearest level to the pupil
- 16.3 Know what sanctions and behaviour management strategies are in place and where to seek support
 - Understand the needs of vulnerable pupils, including disabled pupils, those with special educational needs (SEN) or those with caring responsibilities who may become susceptible to bullying
 - Must complete all types of training including online, internal and any external training
 - Be willing to discuss requirements and this policy during their induction process or at any stage of their professional development.
 - Implement through practice the guidance and processes outlined in this policy
 - Assist and remind other staff members to also adhere to this policy
 - Remind parents, guardians and other responsible adults about the guidance found in this policy

Temporary staff and 17 The school will inform temporary support staff and volunteers about their responsibilities in relation to anti-bullying in the school (e.g. to be included in temporary staff briefing and before any school trips or other occasions where parent volunteers or others are engaged). This will include:

- 17.1 A clear, workable definition of bullying
- 17.2 Expectations that bullying will not be tolerated
- 17.3 Statements about actions to be taken

Parental responsibilities 18 Parents, guardians and other responsible adults must exercise key safeguarding duties as follows:

- Attend training sessions held by the school
- Follow the detailed process as above if able, otherwise
- To report to teaching staff, management staff at the school any concerns about the child

Review 19 The governing body reviews this policy every year. However they may review the policy earlier than this when new regulations or guidelines come into effect or if the governing body receives recommendations on how this policy might be improved.

Useful Numbers

20

Kidscape

www.kidscape.org.uk

02077303300

Childline

Advice and stories from children who have survived bullying 08000 1111

Bullying on line

www.bullying.co.uk

Parentline Plus – advice and links for parents www.parentlineplus.org.uk

08088002222

Parents Against Bullying

01928 576152

Cyberbullying.org

One of the first websites set up in this area, for young people, providing advice around preventing and taking action against cyberbullying. A Canadian based site

www.cyberbullying.org

Chatdanger –

a website that informs about the potential dangers online (including bullying), and advice on how to stay safe while chatting www.chatdanger.com

Think U Know

The Child Exploitation and Online Protection Centre (CEOP), has produced a set of resources around internet safety for secondary schools www.thinkuknow.co.uk

Know IT All for Parents

A range of resources for primary and secondary schools by Childnet International. Has a sample family agreement

www.childnet-int.org/kia/parents

Sources

21

- We aim to ensure our pupils remain safe in accordance to the following advice and guidance from the following sources:
- DfES – Preventing and Tackling Bullying:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444862/Preventing_and_tackling_bullying_advice.pdf
- Haringey LSCB guidance, via website: <http://www.haringeylscb.org/haringey-guidance>
- Anti bullying and discriminatory incident policy framework (PDF, 246KB)
- Haringey LSCB guidance on Bullying, via website <http://www.haringeylscb.org/guidance> • Kidscape