

Anti-bullying Policy

Date: January 2024

Prepared by: Headteacher

Agreed with: Chair of Trustees

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Anti-Bullying (including Cyber Bullying) Policy

At Tarbiyyah Secondary School (TSS) we want to maintain a safe, secure and welcoming environment where bullying will not be tolerated. The co-operation of learners, staff, parents and guardians is required so we will utilise our policy to work towards the effective elimination of any form of bullying.

Islam strongly condemns any form of oppression. There are many references to this in the Quran and the Sunnah. Prophet Muhammad (may the peace and blessings of Allah be upon him) said:

“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?” (Al-Hujurat 49:11)

And in a Hadith Qudsi (a report directly from Allah to Prophet Muhammad may the peace and blessings of Allah be upon him) it states:

‘O My slaves, I have forbidden oppression for Myself and have made it forbidden amongst you, so do not oppress one another.’ (Reported by Muslim)

Aims

- The school is committed to providing a caring, friendly and safe environment so that all students can enjoy and achieve during their time here.
- Tarbiyyah aims to resolve all incidents of bullying within 3 school days from first hearing of the complaint to applying relevant sanctions.

Our approach to bullying

In Islam we are taught to love for each other what we love for ourselves, and that having excellent *adaab* (manners and character) at all times is an essential element in our dealings with each other. This is integral to our Islamic ethos and will be incorporated into our curriculum to raise awareness of the school's views and as a means of educating learners about the school's expectations. The issue of Bullying will be included in the Person, Social and Health Education (PSHE) and Islamic Studies (Tarbiyyah) programme taught to all learners.

Additionally, TSS will:

- Use all staff, children, parents, carers and guardians as a positive resource in countering bullying
- Encourage active discussion by promoting one-to-one / learner-mentor / teacher support /
- School Councillor to build communication and trust and hence building a platform for open dialogue between children, as well as with Teachers, in order to bring bullying out into the open

- Ensure that all accessible areas of the school are supervised at break, lunchtime, between lessons and at the end of the day
- Make the unacceptable nature of the behaviour and the consequences of any repetition clear to the bully and their parents, carers or guardians
- If bullying does occur, all students should be able to tell someone and know that incidents will be dealt with promptly and effectively.
- Supporting the victim of bullying in ensuring that they retain a positive self-image and in building their self-esteem.

What is bullying?

Bullying is defined as:

*Behaviour by an individual or a group, repeated over time, which intentionally hurts another person either **physically** or **emotionally**. It can often involve the misuse of power by an individual or group towards one or more people.*

It is important to make the distinction between bullying and friends 'falling out' with each other. Falling out is an inevitable part of a child's life that they need to learn to cope with. A single incident involving conflict – aggression, intimidation or nastiness – is also not bullying.

Certain types of bullying are obvious, i.e., **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 **nonphysical** bullying, e.g., verbal abuse, making fun of someone's name, looks intelligence, size or **race**; taking someone's bag or possession: threatening someone: excluding someone from a particular group or event or activity: extorting someone's homework to copy: putting pressure onto someone to lend money, **cyber** bullying (referring to bullying through information communication technologies) **sexual** and **homophobic** bullying.

But there are also types of bullying behaviour which are not so obvious, but rather **indirect**. They may seem to be excused as 'just having fun', but they can cause distress or pain, and so are unacceptable, e.g., 'gentle' ribbing, 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.

Prevention

At TSS we use a variety of methods for helping to prevent bullying through our educational programmes including.

- PSHE and Tarbiyyah lessons.
- Whole school assemblies
- Anti-bullying theme week explicitly discuss behaviour, bullying, its impact, how to support children in how to deal with bullying behaviour and when and how to seek help.

- Our school values and school code of conduct promote good behaviour choices and encourages children to have respect for each other and other people's property. Children are also consulted through in school pupil questionnaires and through regular meetings with the School council and School Buddies.

Staff regularly discuss behaviour with children and reassure children that staff are serious about dealing with bullying. Staff reinforce expected behaviour both inside and outside the classroom. The school has a behaviour log where bullying incidents taking place in the playground during break or lunchtimes can be recorded.

Children are also supported in building positive peer relationships through the use of our School buddies (children who mediate in minor friendship issues in the playground or classroom)

The frequency of bullying

Bullying can take place several times a week or day. It can go on for months and even years. We recognise that although bullying often occurs within school it can also manifest itself beyond that realm. We expect parents, guardians, and carers to be vigilant in recognising its signs and to be supportive in the process of eliminating any form of bullying.

The motivation

The bully gets pleasure from other people's pain, fear and humiliation. The bully learns aggressive behaviour allows them to dominate their victim/s and gain satisfaction from getting their own way. Sadly, the bully may also learn that creating fear in the victim is a rewarding experience. The bully often focuses on younger, smaller or timid children. The bully increasingly relies on threat and force, even if this is just the 'perceived image' of what he/she wants to portray. The bully could even be someone who was bullied themselves, and therefore could see it as a form of revenge.

Different roles within bullying

We understand that there are different roles within bullying. Such as:

- The ringleader, the person who through their social power can direct bullying activity.
- Assistants/associates who actively join in the bullying (sometimes because they are afraid of the ringleader)
- Re-enforcers who give positive feedback to the bully, perhaps by smiling or laughing.
- Outsiders/bystanders who stay back or stay silent and thereby appear to condone or collude with the bullying behaviour.
- Defenders who try and intervene to stop the bullying or comfort children who experience bullying.

Direct and indirect bullying

It is important to distinguish the difference, for example, between those who are bullies and victims, and the larger group of students who are onlookers. Sometimes bullies operate in secret

places, but often they feel quite confident that no one will stop them, and they bully others in public. The onlookers are then party to the bullying.

Types of Bullying

Please see below for examples of different types of bullying.

Physical	
Severe beating	Taking equipment/property without permission
Physical abuse	Hiding shoes during salat times
Kicking, punching, arm twisting	Pranks/jokes
Flicking, poking	Vandalising property
Moving chairs	Petty theft
Mock theft	Mimicking
Pushing/pushing into queues	Racial intolerance
Through older brothers and sisters	Invading privacy
Exclusion tactics	Violent attacks
Name calling	Group warfare
Weaknesses ridiculed	"stirrers" – encouraging others to fight
Manipulation of others to victimise	

Emotional	
Cutting people out of peer group	"dropping people in it"
Mocking, 'taking the mickey'	Personal insult/ridicule
Referring to family/home life/clothes	Undermining self confidence
Teasing, taunting, coercion	Sarcasm
Highlighting difference	Making demands/threats
Victimisation (less able/most able)	Blackmail
Group condemnation	Destroying work/property

Racial	Sexual
Taunts	Unwanted physical contact
Graffiti	Sexually abusive comments
Gestures	

Homophobic	
Focusing on the issue of sexuality, can be physical or emotional.	Name-calling
Direct or indirect	Sarcasm
Verbal	Teasing
Spreading rumours	

Cyber bullying	
All areas of internet	Email
Internet chat Twitter	Facebook misuse
Mobile threats by text messaging	Misuse of associated technology, i.e., Camera and video facilities, i-pad, games consoles

Reasons for Bullying	
Dislike of victim	Gender
Jealousy	Religion
Justify own inadequacy	Culture
Assert/affirm reputation	Sen or disability
Power assertion over peers	Appearance or health condition
Entertainment	Sexual orientation, sexism, or sexual bullying
Homophobia	Troubled background/childhood

Attention seeking activity	Home circumstances, incl Young carers and poverty
Race	Inadequate/less able

Possible Locations of Bullying	Signs to look for
On the way to school	Fear of school
In classrooms – between lessons, during lessons	Fear of particular lesson(s)
In corridors	Fear of travelling to/from school
In the playground	Fear of another person
On the way home	Fear of being with certain groups
Outdoor/extra-curricular activities	Emotional/behavioural problems
In the toilets	Becoming withdrawn
In queues	Fear of certain groups
	Fear of certain areas in school
	Truancy
	Effect on performance
	Avoidance tactics
	Seeking protection
	Real or feigned illness

Accountability

Role of the Trustees

- To delegate powers and responsibility to the Headteacher to ensure everyone complies with this policy
- To be responsible for the effective implementation, monitoring and evaluation of this policy

Role of the Headteacher

- To manage the end-to-end process outlined in detail below
- Be involved in the decision-making process regarding extreme cases of bullying
- To monitor the way in which this policy is managed
- To report back to the Trustees on the effectiveness of this policy

Procedure / Response to an allegation

- All bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly. We aim to resolve any issue that is related to bullying (or otherwise) WITHIN 3 days. This will include interviewing the bullied, the pupils concerned, parents called in and appropriate sanctions issued/restorative meeting held.
 - If a student is being bullied, or knows of someone else who is being bullied, they MUST TELL SOMEONE, be it a member of the school council who will ultimately inform the Head Teacher or directly to a member of staff. Students who are bullied should not blame themselves.
 - If a parent finds out about bullying of their child, or any other child, they should inform the school, either in person or by phone.
 - The school can only do something if we know there is a problem!
- Students can communicate incidents of bullying in a number of ways:
 - Speak to a member of staff
 - Inform a member of the School Council
 - Write a short note and hand to a member of staff
 - Speak to the Head Teacher directly
- Staff should be informed about the person being bullied and the bully through the school text messaging service and asked to monitor the behaviour and to report any concerns. We have a 3 day strategy in which we aim to form our conclusions from the first day that we are informed of a bullying incident. The incident is logged and relevant procedures are followed.
- Students who have been bullied will be helped by:
 - Being given an immediate opportunity to discuss the experience with the Head Teacher or Senior Leadership Team.
 - The bullied student will be offered reassurance and support as the SLT begins an investigation.
 - The bullied student will be asked to provide a written statement which identifies the bully/bullies and nature of the bullying.
 - Witnesses to bullying will also be asked to produce a written statement.
 - Parents will be informed by the Head Teacher.
- Students who have bullied will be helped by:
 - Discussing what happened and why they became involved in bullying.
 - Establishing the wrongdoing and the need to change.
 - The bully / bullies will be asked to provide a written statement of the bullying incident(s).
 - Witnesses to bullying will also be asked to provide a written statement.
 - Parents will be informed by the Head Teacher.
- The Head Teacher will make a judgement on the 3rd day, based on evidence, to take any one or more of the following courses of action:
 - Mediation between the bullied and bully
 - Disciplinary action against the bully using school behaviour policy and mediation with the bullied and bullying student(s). If possible, the students will be reconciled.
 - In extreme cases the Head Teacher will take the decision to exclude a student for a fixed term or, in extreme cases, recommend permanent exclusion.

- If necessary, the police will be consulted.
- The Admin will:
 - make a record of the bullying incident on Behaviour Record which identifies the students involved and the nature of the bullying. This record will be used annually to make amendments to the PSHE/citizenship programme to prevent further bullying incidents.
 - Formulate a brief action plan which describes what action is to be taken to end the bullying and identifies how it will be monitored.
- The parents of the bullied student and of the student who has been bullying will be informed by the Head teacher of the outcome of the investigation and the action taken.
- After the incident has been investigated, it is the responsibility of the Staff, parents and student to monitor the situation to try to prevent any further bullying from taking place. This will be in the form of a review with the bullied individual by Behavioural Support. This will be logged on our Behavioural system and incidents of bullying recorded with relevant steps taken on staff training, assemblies, PSHE sessions if need be.
- Staff should, as always, watch for early signs of distress in a child's deterioration of work, spurious illness, isolation, desire to remain with adults, erratic attendance, etc. These may be the early signs of bullying, though there may (of course) be other causes.
- Children must be made aware of who they can talk to in confidence (i.e., teachers, Headteacher) and must know that information will be acted upon discreetly and sensitively.
- In dealing with a child displaying unacceptable behaviour, staff should make clear the serious consequences of repetition (see behaviour steps sanctions). However, staff should not 'bully the bully'. The school reserves the right to exclude children whose behaviour remains wholly unacceptable – withdrawal of playtime privileges, withholding participation in school activities (eg. trips or sporting fixtures), fixed term or permanent exclusion
- Staff need to be aware of areas of the school where bullying might take place (e.g. Playground classroom, playground, toilets, on the journey to and from school, on residential trips and cyberspace. It can take place in group activities and between families in the local community and therefore staff must be sensitive to the times and situations when it may occur.

Bullying outside of school and cyber-bullying

Young people generally use computers, mobile phones and other digital devices in a positive way as part of their personal, social and academic development. Unfortunately, technologies can also be used in a negative way to harass and bully and this has become a national and global problem. The school expects that its students will not use technology inside or outside as part of cyber-bullying and that both student and parents will cooperate with any reasonable investigation of the use of that technology by the School, should a problem be identified.

Cyber-bullying is defined as the use of technology, in a hostile way and deliberately, to upset someone else. It can be behaviour by an individual or by a group. It may include threats and intimidation, repeatedly sending unwanted, unpleasant texts and instant messages; defamation;

exclusion or rejection by fellow students; impersonation; manipulation; disclosure of unauthorised private information or images.

Cyber-bullying may use a wide range of communication technologies, examples of which include: social networking sites such as Facebook, Instagram or Snapchat, e-mail, mobile phone text messages, instant messaging / chat rooms, defamatory personal websites, defamatory online personal polling websites, blogs, file-sharing sites, webcams, virtual worlds, video hosting sites, gaming sites and consoles and virtual learning environments. Some are instant such as text messages; some are delayed such as email.

The law has recognised that there is no longer a clear boundary between behaviour within a school and the external behaviour of its students. Unpleasant messages or unacceptable images may be sent outside school time. Naturally we would expect parents to play the main role in dealing with any incidents occurring outside school hours. If there is a clear link between behaviour at school and inappropriate behaviour when students are not on the school premises and not under the charge of a member of school staff, however, we reserve the right to take such action as is reasonable with a view to regulating conduct. This may involve: confiscating a student's phone temporarily, imposing a ban on bringing a mobile phone onto school premises; conducting a search through a student's phone record by a senior member of staff where a student is reasonably suspected of involvement in an incident of cyber-bullying or in order to clear a student of involvement.

The guidance for parents and students below was originally adapted from Let's Fight it Together, an anti-bullying package produced by the government and Childnet International. It has been updated with reference to the DfE document 'Advice for parents and carers on cyberbullying' published in November 2014.

How to prevent cyber-bullying and increase cyber-safety: advice to students

Parents are asked to talk through and discuss the advice below with their daughter.

- remember that anything you place on technology can be made public within seconds. You have very little control over this. Nothing is guaranteed to stay private. Whatever you send to others can travel world-wide and could stay on-line forever. You have no control over anyone who chooses to re-post your messages and pictures. University admissions officers and future employers may be able to view messages, films and photos posted years before.
- Be careful what you say on-line or in text messages. It is easy to upset someone by not reading carefully what you have written before pressing the SEND key. Be careful what images you send.
- If you receive a nasty or rude message about someone, or a photo of them, **do not forward it** to anyone. Doing this means that you will be taking part in the bullying. You could even be breaking the law.
- Do not reply to anyone who has written a nasty or hurtful message.
- Keep your password to yourself. Do not let anyone see you key it in. Do not let anyone know it or use it. Change your password regularly. Choose hard-to-guess passwords with symbols or numbers. This makes it harder for others to hack into your account.
- Only give your mobile number or personal website address to loyal friends whom you trust completely. Remember also that some people change friends often, especially in the early teenage years.
- Choose the highest security settings on internet sites; do not rely on default settings.
- Most social media services and other sites have a button you can click on to report bullying. Doing this can prevent a bully from targeting you and others in the future. Many services take bullying seriously and will either warn the individual or eliminate his or her account.

- Save the evidence. Always keep a copy of offending e-mails, text messages or a screen grab of online conversations and pass to a parent or a teacher.
- While you are on your mobile phone make sure you also pay attention to your surroundings.
- If you see cyber-bullying taking place, support the victim. Report the bully. Bullies get away with bad behaviour if no one tells.

How to respond if you are bullied: advice to students

- Do not reply to bullying messages.
- Do not retaliate by sending unpleasant messages back.
- Use the blocking and reporting facilities of the website.
- If necessary, change your contact details such as your instant messaging identity or your mobile number.
- Save the evidence. Keep copies, records and dates of offending messages, pictures and on-line conversations. Evidence will be needed by school, internet service providers and mobile phone companies. If the cyber-bullying breaks the law, the evidence may be needed by the police for an investigation.

Note that internet service providers will remove text or photos only if they break the law or the company's own terms and conditions.

To get help:

- tell a parent or adult you trust
- call a helpline like Childline on 0800 11 11
- check the provider's website to see how to report incidents
- ask your school for support and advice
- If the cyber-bullying breaks the law, your parents may decide to contact the police.

We hope that the guidance given above is helpful to parents. We advise you to be alert to signs of upset or withdrawn behaviour after your daughter has used the internet or a mobile phone. We also recommend that you use the tools on the internet service, turning on in-built safety features.

The CEOP website (www.ceop.police.uk) is very helpful as a resource for parents and children. It also provides information on how incidents of concern can be reported to the police.

Cyber-bullying and the law

Although bullying is not a specific criminal offence in UK law, there are laws that can apply in terms of harassing or threatening behaviour or menacing and threatening communications. In fact, some cyber-bullying activities could be criminal offences under a range of different laws, including:

- Protection from Harassment Act 1997, which has both criminal and civil provision
- Malicious Communications Act 1988
- Section 127 of the Communications Act 2003
- Public Order Act 1986
- Equality Act 2010
- Defamation Act 2013

Bullying and school staff

Bullying of staff by other staff members or member of the public is not tolerated in the school. Bullying of children by staff is a form of abuse and covered in the schools Safeguarding Policy.

What to Do if You Encounter Bullying

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
- ✓ Offer help, advice and support to the victim
- ✓ Present allegations to the accused, seek reactions, counsel and monitor behaviour
- ✓ As appropriate bring together the bully and bullied for more formal discussions
- ✓ Reassure the victim; do not make him or her feel inadequate or foolish
- ✓ Encourage bullies to examine their own behaviour. Advise the bully of options available to him to prevent him from re-offending
- ✓ Decide whether your action needs to be private or public – and initially deal with things in private if you can
- ✓ Punish the bully if you have to, but be very careful how you do this; reacting aggressively should never be promulgated as a way of punishing a bully as it gives the message that it is all right 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 any reoccurrence
- ✓ Follow-up each case to ensure that the victim is given support and that the bully changes their behaviour

DO NOT

- ✘ Be overprotective 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 other behavioural traits in the bully
- ✘ Keep the whole incident a secret because you have dealt with it
- ✘ Involve the parents without first discussing with the Head teacher regarding a constructive plan to offer both sides

Advice to Children

TSS aims to create a friendly, happy environment where every child can feel safe from any abusive, threatening or unpleasant behaviour. Children can help us to achieve this by doing all they can by watching out for, reporting and even preventing any form of BULLYING.

Additionally: -

- Children are asked to discourage bullying behaviour by not supporting the bully in their actions.
- Children are expected to inform Teachers/Staff/Adult immediately of incidents of bullying or distress which may result from bullying behaviour. This applies to bullying behaviour which is directed at them or to others.
- Children must not put up with bullies in their friendship groups.
- Adults and Children should work together to resolve problems and to help prevent further bullying.

Children must also always refer to examples from the Quran and Sunnah:

Also, in a *hadith* (report): "On the authority of Abu Huraira (May Allah be pleased with him) who said that the Messenger of Allah (May the peace and blessings of Allah be upon him) said: 'Do not envy one another, do not inflate prices one to another; do not hate one another; do not turn away from one another; and do not undercut one another, but be you, O slaves of Allah, brothers. A Muslim is the brother of a Muslim: he neither oppresses him nor disgraces him, he neither lies to him nor does he hold him in contempt.....'" (Reported by Muslim)

Monitoring the Effectiveness of the Policy

Annually the effectiveness of this policy will be reviewed, or when the need arises, and the necessary recommendations for improvement will be made to the Trustees.

Related Policies

School Behaviour Policy



Safeguarding Policy
E-Safety Policy

Signed:  (Headteacher)

Signed: M Madraswala (Chair of Trustees)

APPENDIX: USEFUL WEBSITES FOR STUDENTS, PARENTS AND TEACHERS:

www.bullying.co.uk

<https://www.gov.uk/bullying-at-school/reporting-bullying>

www.anti-bullyingalliance.org.uk/advice/parents-carers.aspx

www.beatbullying.org/dox/help/help-for-parents.html

www.bbc.co.uk/schools/parents/bullying

www.kidpower.org

www.direct.gov.uk/en/Parents/WorriedAbout/DG_10015758