

**IMAM ZAKARIYA PRIMARY SCHOOL**

**ANTI- BULLYING  
POLICY**

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**DATE REVIEWED: 13<sup>TH</sup> SEPTEMBER 2018**

**NEXT REVIEW DATE: 13<sup>th</sup> SEPTEMBER 2019**

## **Anti-Bullying Policy**

**This policy should be read in conjunction with all other policies and not as a standalone policy. Please note in particular the Behaviour Policy which should be read together with this document so that these two policies and procedures dovetail with each other.**

Imam Zakariya Academy pays due regard to the national guidance regarding the prevention of bullying. For example, this policy acknowledges the guidance in:

- Preventing and tackling bullying: advice for school leaders, staff and governing bodies [www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying).

### **Principles**

Members of our school should feel confident to raise the issue of bullying in the knowledge that it will be treated with urgency and seriousness. We view silence as condoning bullying and therefore expect and encourage all our pupils to speak to a person whom they can trust. Everyone should have the opportunity to thrive and learn in a positive and safe environment.

### **Reasons for this policy**

Imam Zakariya Academy (IZA) believes that how we feel affects how we learn. Imam Zakariya Academy aims to create a happy, safe and secure learning environment where all members of the schools community are valued and have the opportunity to achieve their full potential. We aim to ensure that bullying in the schools is prevented so far as is reasonably practicable.

### **The aims and objectives of this policy are:-**

- To prevent, de-escalate and/or stop any continuation of harmful behaviour.
- To react to bullying incidents in a reasonable, proportionate and consistent manner.
- To safeguard the pupil who has experienced bullying and to implement support for the pupil and, where necessary, the family.
- To apply a consistent and robust sanctions policy where deemed necessary and appropriate, in order to deter harmful behaviour and repeat bullying.
- To provide multi-agency support to the student causing harm, in order to prevent a cycle of bullying by the perpetrator.

### **What does the law say and what do I have to do?**

Every school must have measures in place to prevent all forms of bullying.

### **The Equality Act 2010**

The Equality Act 2010 replaces previous anti-discrimination laws with a single Act. A key provision is a new public sector Equality Duty, which came into force on 5 April 2011. It replaces the three previous public sector equality duties for race, disability and gender, and covers; age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

The Duty has three aims. It requires public bodies to have due regard to the need to:

- eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act
- advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations between people who share a protected characteristic and people who do not share it.

Imam Zakariya Academy is required to comply with the new Equality Duty. Part 6 of the Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a student or potential student in relation to admissions, the way it provides education for pupils, provision of student access to any benefit, facility or service, or by excluding a student or subjecting them to any other detriment. In England and Wales Part 6 of the Act applies to maintained schools and Academies and to other independent schools.

### **Through The Curriculum**

The most effective way of preventing bullying through the curriculum is to create effective learning environments in which:

- The contribution of all pupils is valued;
- All pupils can feel secure and are able to contribute appropriately
- Stereotypical views are challenged, and pupils learn to appreciate and view positively differences in others whether arising from race, culture, gender, sexuality, ability or disability;
- Pupils learn to take responsibility for their actions and behaviour both in school and in the wider community;
- All forms of bullying and harassment are challenged; and
- Pupils are supported to develop their social and emotional skills.

## **The Islamic Context**

The model for human behaviour and interaction has been given to us by Islam and the Prophet Muhammad (Peace be upon him).

In the Qur'aan (the holy book in Islam) the Almighty Lord has stated: "The (faithful) servants of the Beneficent are those who walk upon the earth modestly." (Al Furqaan 25:63).

The following are some of the Hadeeth (narrations) of the Prophet (PBUH):

"(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."

## **The role and responsibilities of senior leadership team**

The school leadership team are responsible for:

- Ensuring the safety of the pupils in school at all times and that Imam Zakariya Academy has an effective Anti-Bullying strategy in place
- Ensuring that the Anti-Bullying Policy is kept up to date and in line with all current guidelines
- Ensuring all staff including volunteers are made aware of this policy and procedures
- Ensuring any known issues or problems with Anti-Bullying processes are improved in a timely fashion
- Ensuring that Imam Zakariya Academy has strong guidelines and procedures for dealing with allegations of Bullying
- Ensuring that the Anti-Bullying policy and all Safeguarding Policies are reviewed annually or earlier if this is required by the DfE
- Liaising with the DSL regularly and frequently to discuss safeguarding policies (including Anti-Bullying) to ensure that improvements are identified promptly and everything possible and reasonably practicable is done to prevent bullying.

## **The role and responsibilities of the Head teacher**

The Head teacher is responsible for:

- Ensuring that each of the Imam Zakariya Academy's provisions is a safe learning environment
- Ensuring that Lead Teachers are well trained and accredited in Safeguarding (Level 2 or higher)
- Ensuring that other senior management make all staff in school including volunteers are aware of this policy and all Anti-Bullying arrangements
- Reviewing all safeguarding policies and procedures annually (including Anti-Bullying), or earlier when significant changes are required
- Ensuring that all safeguarding policies and procedures (including Anti-Bullying), are amended promptly when significant changes are required by the DfE
- Ensuring that Anti-Bullying procedures are improved in a timely fashion

## **The role and responsibilities of Staff**

Staffs are responsible for:

- Ensuring that they are aware of Imam Zakariya Academy's Anti-Bullying Policy and procedures
- Ensuring that they have read, understood and are committed to the school's Anti-Bullying policy and procedures
- Ensuring that the school and learning environment is safe by exercising due diligence and a high level of vigilance regarding bullying
- Adhering to all aspects of the school's Anti-Bullying policy and procedures including recording and reporting any issues
- Ensuring that any weaknesses they feel exist regarding the school's policy and procedures are promptly reported to the Designated Safeguarding Leader or senior leaders.

## **Safeguarding children and young people**

Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, staff should report their concerns to the Lead Safeguarding member of staff. Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the student who is experiencing bullying, or to tackle any underlying issue which has contributed to a child engaging in bullying.

### **Criminal law**

Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986.

### **Definition of Bullying**

Bullying is behaviour by an individual or group with more power, repeated over time, that intentionally hurts another individual or group who feel helpless to respond. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), 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. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and school have to make their own judgements about each specific case. 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.

### **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. The wider search powers included in the Education Act 2011 give teachers stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones.

Separate advice on teachers' powers to search (including statutory guidance on dealing with electronic devices) for more information on how to respond to cyber-bullying and how pupils can keep themselves safe, please refer to the Childnet International link under 'further resources'.

### **Dealing with bullying**

Imam Zakariya Academy makes every effort to ensure it creates an environment that prevents bullying from being a serious problem in the first place. All school staff, the Head Teacher are best placed to decide how best to respond to the particular issues that affect their pupils.

### **Prevention**

Imam Zakariya Academy school's response to bullying should not start at the point at where a child has been bullied, Imam Zakariya Academy has developed a more sophisticated approach in which school staff proactively gather intelligence about issues between pupils which might provoke conflict and develop strategies to prevent bullying occurring in the first place. This might involve talking to pupils about issues of difference, perhaps in lessons (KS1 carpet time), through dedicated events or projects (themed weeks/month- Anti bullying week, Multicultural), having elected members- Fighting Against Bullying class representatives (FAB), having conversations with pupils during breaks, or through assemblies. Staff themselves will be able to determine what will work best for their pupils, depending on the particular issues they need to address.

Imam Zakariya Academy ensure that in tackling bullying they have created an ethos of good behaviour where pupils treat one another, school staff, wider community with respect because they know that this is the right way to behave. Values of respect for staff, fellow pupils, an understanding of the value of education, and a clear understanding of how our actions affect others permeate the whole school environment and are reinforced by staff and older pupils who set a good example to the rest.

### **Procedures for monitoring and evaluation of policy.**

The school will monitor and evaluate bullying by:

\* Keeping records of all incidents in behaviour book

\* Parental complaints

\* Discussions at staff meetings

\* INSETS

### **Intervention**

Imam Zakariya Academy School will apply disciplinary measures to pupils who bully in order to show clearly that their behaviour is wrong and unacceptable. Disciplinary measures must be applied fairly, consistently, and reasonably taking account of any special educational needs or disabilities that the pupil may have and taking into account the needs of vulnerable pupil. It is also important to consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. Where this is the case the child engaging in bullying may need support themselves.

The organisations listed in the 'further resources' section provide a range of practical resources for schools to help staff develop their own approaches to different issues which might motivate bullying and conflict.

Imam Zakariya Academy also:

- 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
- Regularly evaluate and update their approach to take account of developments in technology, for instance updating 'acceptable use' policies for computers
- Implement disciplinary sanctions. The consequences of bullying reflect the seriousness of the incident so that others see that bullying is unacceptable
- 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.
- Teach children that using any prejudice based language is unacceptable
- Use specific organisations or resources for help with particular problems.
- Provide effective staff training. Anti-bullying policies are most effective when all school staff understand the principles and purpose of the school's policy, its legal responsibilities regarding bullying, how to resolve problems, and where to seek support. Aim to equip, invest and train staff in specialised skills to help their staff understand the needs of their pupils, including those with special educational needs and/or disability (SEND) and lesbian, gay, bisexual and transgender (LGB&T) pupils

- 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.
- 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
- Create an inclusive environment, where pupils can openly discuss the cause of their bullying, without fear of further bullying or discrimination
- Celebrate success. Celebrating success( Star of the day/week, Celebrating Pupil's work within each class or around the school, certificates) is an important way of creating a positive school ethos around the issue

### **Implementation of the Policy**

The action taken by staff will be determined by the degree of bullying that has taken place. Pupils can refer incidents to any member of school staff who must immediately notify the Head teacher or Senior Leaders.

Staff will be proactive in preventing bullying behaviour by:

- Promoting an anti-bullying week/month.
- Fight Against Bullying (FAB) class representatives (voted) who will monitor their peers and who their peers can report instances of bullying. FAB will then report to teacher.
- Listening to, and acting upon feedback from pupils.
- Creating a climate of trust and respect.
- Using the peer mediation system.
- Using Sanctions described in the Behaviour Policy.
- Accessing multi-agency support and/or counselling.
- Monitoring bullying records over time.
- Displays around the school and classroom

Action taken by staff will be determined by the degree of bullying that has taken place For incidents such as name calling, or first offences staff should:

- Deal with the incident as soon as is practically possible.
- Ensure that a sincere apology is made and a hand shake takes place (signifying matter is dealt with, finished and is forgiven).
- Provide sensible counselling for the pupils involved.
- Provide the Head teacher with a written account of the incident.

Incidents which would be deemed to be of a more serious nature include:

- Physical assault (injury sustained).
- Sustained/repeated verbal abuse.
- Persistent harassment or racist behaviour.

In such cases, staff should refer the situation to the Head Teacher who will liaise with the parents/ guardians of all student(s) involved.

When cyberbullying occurs outside the confines of the school, but is brought to the attention of the School, Head Teacher should be informed immediately. Head Teacher should inform parents/guardians and ensure they are involved.

The Police can take action under the 'Telecommunications Act' 1984 section 43 and/or 'The Malicious Communications Act', 1988, section 1.

### **Signs and Symptoms of bullying:**

Everyone should be aware of the possible signs and symptoms of bullying and investigate any concerns; these may include:

- Not wanting to walk or go on school trips, not wanting to go the playground at play time
- Asking for a lift / refusing to travel by public transport
- Refuses to attend or increases non-attendance
- Makes changes to their usual routine
- Becomes withdrawn, anxious or lacks confidence
- Becomes aggressive, unreasonable, abusive or disruptive
- Develops a stammer

- Threatens to or attempts suicide, self harm
- Absconds
- Feels ill in the morning
- Under performs or shows a change in average performance
- Asks for more money, steals money or says that they have lost money regularly
- Has torn clothing, damaged or missing property
- Has changes in eating habits or complains of hunger
- Starts bullying others
- Is frightened to say what's wrong
- Makes excuses for their behaviour

**Harassment Definition:**

There is no simple definition of harassment as it can take many forms and can be directed at an individual or group of individuals. It is not the intention of the perpetrator, but the deed itself and the impact on the recipient, which constitutes harassment. Ultimately the question, which has to be asked, is whether or not the individual has been treated in a detrimental way on improper grounds. Individuals can be subject to harassment on a wide variety of grounds including:

- Race, ethnic origin or nationality
- Sex or sexual orientation
- Religious, political or personal convictions
- Status
- Willingness to challenge harassment, leading to victimisation
- Membership or non-membership of a trade union
- Disabilities or learning disabilities
- Age
- Marriage or Pregnancy

**Signs and Symptoms of harassment:**

Harassment can range from extreme forms such as violence and bullying, to less obvious actions like ignoring someone. As with bullying it can be physical, verbal etc. or can involve the recipient being subject to pressure, intrusion or exclusion. As a result the recipient can be subject to fear, stress and anxiety.

Prevention of bullying and harassment: Imam Zakariya Academy is committed through PSHCE curriculum, assemblies, Islamic and other National Curriculum subjects as to ensure that all pupils know what bullying and harassment is, feel able as witnesses or victims to report bullying, and have confidence that such reports will be taken seriously and investigated in line with procedures.

### **Record Keeping of Bullying Incidents**

All incidents of bullying must be recorded, including the statements from the pupils, and action taken. These records must be given to the Head teacher .

This provides:

- Documented proof for future reference.
- A record of those individuals who are the victims of bullying, and whether those individuals suffer bullying from other sources.
- Statistical evidence which should inform future policy and practice
- Head Teachers must store all bullying-related incidents
- Historical documentation of the extent of bullying within the school and areas where bullying has taken place.

### **Record Keeping of Racist Incidents**

All incidents of a racist nature must be tagged as such in the record keeping system.

**Imam Zakariya Academy will deal firmly with bullying behaviour in a way that reflects our commitment to equality and justice for all.**

### **Related Policies/Documents**

- Behaviour Policy
- E-Safety Policy
- Curriculum Policy
- Safeguarding Policy

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## Policy review

This policy document will be reviewed by members of the SLT on an annual basis or when any changes come in as to ensure it is up to date with current legislation and best practice.

Dates last reviewed: 15<sup>TH</sup> November 2017

Reviewed and Updated: 13th September 2018

Next review date: 15<sup>th</sup> September 2019

## Further sources of information

Other departmental advice and guidance you may be interested in

- Cyber bullying: advice for head teachers and school staff
- Advice for parents and carers on cyberbullying
- DfE Behaviour and Discipline in Schools Guidance
- Supporting children and young people who are bullied: advice for schools
- Counselling in schools a blueprint for the future: advice for school leaders and counsellors

## Legislative links

Schools' duty to promote good behaviour: Section 89 Education and Inspections Act 2006 and Education (Independent School Standards) (England) Regulations 2010

Power to tackle poor behaviour outside school

The Equality Act 2010

## Appendix A

### Imam Zakariya Academy

### Bullying Incident Report Form

Name of Child: \_\_\_\_\_ Year Group \_\_\_\_\_

Date: \_\_\_\_\_

**Details of incident:**

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**Incident reported to:** \_\_\_\_\_

**Action taken:**

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**Signature of Child/Children involved:** \_\_\_\_\_

**Signature of staff member incident reported to:** \_\_\_\_\_

**Signature of Lead Teacher:** \_\_\_\_\_

Head Teacher's Signature: .....

Chair of Governor's Signature: .....

Date: .....