



## Anti Bullying Policy

### Introduction

At North Road Academy we want to maintain a safe, secure and welcoming environment where bullying will not be tolerated. With the co-operation of learners, staff, parents, carers and guardians, we will utilise our policy to work towards the effective elimination of any form of bullying. Our policy is designed to ensure that bullying is prevented in so far as reasonably practicable and it is essential that it is effectively implemented by everyone. The policy will be made clear to students, parents and staff and will always be kept relevant and up to date. It covers the many forms of bullying, including physical and emotional bullying, name-calling, ostracising children from a group and the various forms of 'cyber-bullying' occurring through text or internet messages or social media networks with the intention of causing hurt or harm to the victim. This policy helps students, parents and staff to understand the signs to look out for, and contain a commitment to eliminating bullying and promoting a safe environment in the school. It should be clear about how to report bullying and how the school will deal with it, including what the sanctions are for bullying and in what circumstances they will apply. The school monitors all students' behaviour and ensures that the policy is implemented effectively by seeking the views of children, staff and parents about this issue.

We have used guidance by the DfE 'Preventing and tackling bullying: advice for school leaders, staff and governing bodies' to form our policy alongside our behaviour policy.

*Preventing and tackling bullying: advice for school leaders, staff and governing bodies* (DfE-00062-2011), Department for Education, 2011; [www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying).

### Policy review

This policy will be reviewed on an annual basis and as and when deemed necessary. This policy will be next reviewed September 2019. The school will monitor that the policy is implemented effectively and will seek the views of children, staff and parents about this. We will then put any strategies deemed necessary in place.

### Islamic Ethos

Islam strongly condemns any form of oppression. There are many references to this in the Quran and the Sunnah (the practice of Prophet Muhammad – may the peace and blessings of Allah be upon him - and his companions) such as:-

***“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.'* (Related by Muslim)

### **Our approach to bullying**

In Islam we are taught to love each other the way 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 the basis of 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 PSHE and Islamic Studies (North Road Academy) programme taught to all learners.

Additionally we will

- Use all staff, learners, parents, carers and guardians as a positive resource in countering bullying
- Encourage active discussion by promoting one-to-one / student -mentor / teacher support to build communication and trust and hence building a platform for open dialogue between learners, as well as with teachers, in order to bring bullying out into the open
- Give help and on-going support to victims
- 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
- Help and give support to bullies to change their behaviour
- Support the victim of bullying in ensuring that they retain a positive self-image and in building their self-esteem.

### **What is 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 non-physical 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.

But there are also types of bullying behaviour which are not so obvious. 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.

### **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.

### **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**

Physical – this could include:

- Severe beating
- Kicking, punching, arm twisting
- flicking, poking
- mock theft
- pushing/pushing into queues
- weaknesses ridiculed
- "Stirrers" – encouraging others to
- Manipulate others
- Physical abuse.

Mental – this could include

- Cutting people out of peer group
- Undermining self-confidence, teasing
- Taunting, coercion, sarcasm
- Highlighting difference
- Group condemnation
- Mocking.

Cyber and homophobic bullying – this could include

- People who use the internet, email, phones or similar technologies to bully others are cyber bullies

- Homophobic (emotional, physical, verbal, sexual, cyber, exclusion, interference with possessions which is done in the name of the victim's perceived differences in sexuality).

By identifying the above forms of bullying we commit to eliminating bullying, and will promote a safe environment in our school.

### **Reasons for bullying**

- Disliking the victim
- Jealousy
- Justify own inadequacy
- Assert/ affirm reputation or power
- Assertion over peers
- Entertainment
- Attention seeking
- Racial minority group
- Affluence/ poverty
- Troubled background/ childhood.

### **Possible locations where bullying could occur**

- Before or after school
- In the classrooms/ between or during class
- Corridors
- Playground
- Outdoor or extracurricular activities
- Toilets
- In queues.

### **What effect could this have on individuals?**

- Fear of school
- Fear of particular lesson(s)
- Fear of travelling to school/ home
- Fear of another individual
- Fear of being in certain groups
- Emotional or behaviour challenges
- Truancy
- Effect on performance
- Avoidance tactics
- Seeking protection.

### **What else can you look out for?**

Things to look out for

- Name Calling Dirty Looks Personal Insults
- Being left out from groups being at the centre of constant jokes
- Racial Insults
- Family Insults Sexist Insults Hitting Pushing Touching
- Being Hurt

- Destruction or removal of possessions without permission

### **Procedures**

Cases of bullying or suspected bullying that are observed in class or around the school must always be taken seriously by Teachers and Staff. Any occurrence that cannot be simply sorted out and dealt with should be discussed immediately with Gareth Bowen who is the schools behaviour management officer. The school will produce Anti-Bullying Incident Sheets to include statements by the victim, the perpetrator, and witnesses and if appropriate, the parents, guardians or carers. Copies of the statements will be placed in the file of the pupil/s concerned.

The headteacher will be notified of any serious case of bullying or of any on-going situation. In very serious cases, the headteacher in consultation with others makes the final decision about how the matter is to be dealt with and resolved.

### **Process**

- Staff should follow the established procedures set out in the behaviour management policy
- The behaviour management officer should make clear to parents (guardians and carers) of victims and bullies of the action being taken, why we are taking it and what the parents can do to help us reinforce our actions
- In dealing with the bully, staff should make it clear that the behaviour is unacceptable and also stress the serious consequences of repetition. However, staff should not 'bully the bully'
- Learners must be made aware of who they can talk to in confidence (i.e., teachers and key staff) and must know that information will be acted upon discretely and sensitively
- 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
- Opportunities should be taken, when appropriate, to explain school policy and bullying. Staff may also make use of opportune moments in the curriculum to highlight the issue of bullying and to reinforce this message
- Help and support is to be provided for victims to raise their self-esteem, and to counter any feelings of inferiority or guilt. Parents, carers or guardians may need to be involved here
- Bullies are to be shown how they can satisfy their needs through working with others rather than in a confrontational way. Parents, carers or guardians may also need to be drawn in to see how they can help change the child's behaviour
- Each party should be asked to keep a diary of the action causing distress and these daily entries should be used as a basis for further discussion and role play
- Staff need to be aware of racist and sexist language and actions, which are also a form of bullying
- Staff should, as always, watch for early signs of distress in a Learner'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.

All serious incidents will be documented on the behaviour management sanctions record (in accordance with the schools behaviour management policy) in order to track incidents enabling the school to prevent them in future. Furthermore the document is set up in year groups so that sanctions, strategies and general management of the incident/s can be tailored to match the age and stage of development of the students, thus making it effective.

Sanctions can include verbal warnings, detention, being placed on report and even exclusion in serious incidents. Further information regarding sanctions can be found in our behaviour management policy.

### **What to do if you encounter bullying**

First steps:

- 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 via the behaviour management sanctions record
- 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
- Discipline the bully appropriately, be very careful how you do this; reacting aggressively should never be promulgated as a way of discipline 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:
  - 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 re- occurrence
- Follow-up each case to ensure that the victim is given support and that the bully changes their behaviour.

### **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 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 behaviour management officer regarding a constructive plan to offer both sides.

### **How is this policy embedded into school practice?**

In order to imbed an anti-bullying ethos within the school environment school teachers seek opportunities through assemblies, 'group/circle time', PSHE, other curricular activities and in all daily routines and practices. This empowers students to talk about such topics and overcome any fears they may have as a result of bullying.

### **Advice to students**

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

- Students are asked to discourage bullying behaviour by not supporting the bully in their actions
- Students 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.
- Students must not put up with bullies in their friendship groups
- Adults and students should work together to resolve problems and to help prevent further bullying.

Students' must also always refer to examples from the Quran and Sunnah: 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...'***

### **How to beat the bully**

Some things to do if you are being bullied:

- Try not to show you are upset – which can be difficult
- Tell yourself that you do not deserve to be bullied
- Tell an adult that you trust
- Say NO to the bully
- Try to ignore the bully
- Fighting back may be worse, always talk to an adult they will know what to do
- If you are different in some way, be proud of it! It is good to be a unique
- Stay with people, even if they are not your regular friends, there is safety in numbers
- 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.

Try to be careful about what you may say to other pupils, they may be personal remarks and they may not see the funny side of your remarks.

An incident form to record any incidents can be found in the main office and with behaviour management officer. If a staff member does not feel confident in writing a report of the incident they must seek guidance from the behaviour management officer Gareth Bowen.

Signed: *Naeem Bashir*

Naeem Bashir  
Head Teacher