Al-Burhan
Grammar School

Anti-Bullying Policy

1. Overview

1.1 Rationale

Everyone is affected by acts of bullying. It is clear that certain jokes, insults, intimidating or threatening behaviour, written abuse and violence are to be found in our society. No one person or group, whether staff or pupil, should have to accept this type of behaviour.

Bullying is not an inevitable part of school life or a necessary part of growing up, and it rarely sorts itself out. Only when all issues of bullying are addressed, will a child benefit from the opportunities available at the school.

1.2 ABGS Anti-Bullying Statement

1. It is a basic entitlement of all children and young people that they receive their education free from humiliation, oppression and abuse.
2. We aim to prevent bullying by fostering a safe and secure environment and by raising the awareness of parents, pupils, staff and governors
3. We want to ensure that all members of the school community feel valued and have the confidence to contribute to the ethos of the school
4. This policy defines what is classed as bullying and what kind of behavior will be unacceptable in this regards
5. We will follow up any cases which should occur, both to ensure that the victim is supported and that the reoccurrence of behaviour is prevented.
6. We undertake to work with the victims and the bullies and to keep parents informed of our actions so that they can reinforce and support us
7. Students will be given the opportunity to talk to an adult in confidence, and we undertake to handle these matters discreetly and sensitively.
8. We will involve all staff, teaching and non-teaching, in our anti-bullying programme.

1.3 Reviewing the Policy:

This policy will be reviewed annually .

2. Types of Bullying

2.1 Definition of Bullying

The definition of bullying is from the 'Anti-Bullying Alliance' definition of bullying 'as the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.'
https://www.anti-bullyingalliance.org.uk/tools-information/all-aboutbullying/what-bullying

2.2 Types of Bullying

Bullying behaviour can take many forms, including:

- **discriminatory attitudes,** beliefs, behaviour, distinctions, exclusions, restrictions or preferences that are based on presumptions about an individual or group of people, verbal

name calling, insults, jokes, offensive language or comments, including graffiti, threats, innuendo, teasing, taunting, bragging, ridicule;

- **physical** unprovoked assaults such as prodding, pushing, hitting or kicking, 'rushing', shaking, inappropriate touching, blocking the way, capturing, contact involving objects used as weapons, social humiliation through exclusion or rejection by a peer group, 'blanking', spreading rumours, gossiping, peer pressure to conform, using difference as a dividing factor;
- **cyber bullying** via the internet, email or mobile phone, e.g. text messages, phone calls, pictures/video clips ('happy slapping'), chat rooms, instant messages or posting on websites or message boards;
- **non-verbal** staring, throwing dirty looks, gesturing, manipulating behaviour through intimidation, body language, invasion of personal space, silence, spitting, stalking, refusing to touch, playing mind games;
- **provocative inciting** others to behave in a threatening, racist, sexist or homophobic way, bringing provocative literature or homophobic propaganda onto the school's site;
- **other: extortion**, blackmail, hiding or interfering with personal property, etc., forcing to take part in embarrassing initiation rites or humiliating acts, seeking sexual favours.

Bullying can also be part of other forms of abuse, including neglect, emotional, physical and sexual abuse. Bullying is different from fighting, which can usually be defined as a one-off incident with the purpose of resolving immediate conflict.

The latest version of Keeping Children Safe in Education and related guidance, should be considered when identifying, responding to and monitoring of any instances of bullying. Reports and instances of bullying are logged and monitored within the Behaviour, Sanctions and Rewards monitoring system. All incidents of bullying will be recorded. Information on bullying is monitored to inform evaluation of provision, support and intervention.

2.3 Cyber Bullying

Cyber bullying relates to the use of online environments, the internet, mobile phones and any form of electronic communication system as a vehicle for bullying type activities. Cyber bullying can be in the form of direct address to the individual(s) being targeted and/or indirect where electronic systems are used to disseminate to a wider audience other images of/messages about the individual(s) concerned. H

All incidents of cyber bullying will be dealt with in line with the school behaviour policy and parents/guardians will be informed immediately

2.4 Homophobic Bullying

Homophobic bullying is a specific form of bullying and occurs when bullying is motivated by prejudice against lesbian, gay, bisexual or transgender people (LGBT), or against those perceived to be lesbian, gay, bisexual or transgender.

It can also be targeted towards students who are seen to be "different" in some other way, for example, because they may be considered shy by other students. In this way, a person's identity is used to abuse them and homophobic bullying can therefore be experienced by all students, regardless of their sexuality.

We foster a climate of respect for cultural diversity, of flexibility and acceptance with regard to cultural difference, creating an environment free from discrimination on the basis of perceptions about sexual orientation. We will not tolerate any act of homophobia towards any member of the school community. All incidents of homophobia will be dealt with at the school in line with our Behaviour,

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Rewards and Sanctions Policy, as with all instances of bullying

3. Roles and Responsibilities

3.1 Responsibilities of the School

1. Organise the community in order to minimise opportunities for bullying, e.g. provide increased supervision at problem times, such as before and after the school day, morning break and lunchtimes.
2. Use any opportunity to discuss aspects of bullying, and the appropriate way to behave towards each other, e.g. the PSHE programme and assemblies.
3. Deal quickly, firmly and fairly with any complaints, involving parents where necessary.
4. Review the School Policy and its degree of success.
5. The school staff will continue to have a firm but fair discipline structure. The rules should be few, simple and easy to understand.
6. Not use teaching materials or equipment which gives a bad or negative view of any group because of their ethnic origin, sex, etc.
7. Encourage pupils to discuss how they get on with other people and to form positive attitudes towards other people. This includes a review of what friendship really is.
8. Encourage pupils to treat everyone with respect.
9. We will treat bullying as a serious offence and take every possible action to eradicate it from our school.

3.2 Responsibilities of the Parent

1. Watch for signs of bullying in their child that could include one or more of the following:
   a) lack of concentration on school work or poor performance at school
   b) Intermittent absence from the school
   c) reluctance to walk to or from school
   d) reluctance to talk about school
   e) to not want to leave the house
   f) want to change schools
   g) become withdrawn, anxious or lacking in confidence
   h) to lose or increase their appetite
   i) have possessions damaged or go missing
   j) to bully other children or siblings
   k) be afraid to tell you what's wrong
   l) become clingy to their parent or guardian
   m) to ask for or steal money regularly.
2. Take an active interest in their child's social life or group of friends;
3. Advise their child to inform a staff member of any bullying incidents;
4. Encourage their children not to retaliate;
5. Work closely with the school to resolve issues of bullying

3.3 Individual Being Bullied

1. Remember that your silence is the bully's greatest weapon!
2. Tell yourself that you do not deserve to be bullied, and that it is WRONG!
3. Be proud of who you are. It is good to be individual.
4. Try not to show that you are upset. It is hard but a bully thrives on someone's fear.
5. Stay with a group of friends/people. There is safety in numbers.
6. Be assertive – shout "No!" walk confidently away. Go straight to a teacher or member of staff.

7. Tell someone of your concerns before they escalate.
8. Generally it is best to tell an adult you trust straight away. You will get immediate support. Fighting back might make things worse.

4. Anti-bullying Procedures

The following procedures must be followed at all times when responding to incidents of bullying and/or discrimination:

If bullying is suspected we talk to the suspected victim, the suspected bully and any witnesses.
If any degree of bullying is identified, the following action will be taken:

1. Help, support and counselling will be given as is appropriate to both the victims and the bullies:
   - By offering them an immediate opportunity to talk about the experience with their class teacher, or another adult if they choose.
   - Informing the victims' parents/guardians/carers.
   - By offering continuing support when they feel they need it.
   - If necessary, arrange for them to be escorted to and from the school premises.

2. Disciplinary steps:
   - They will be warned officially to stop offending. (This could be done by Form Tutor, Duty Teacher, Head of Year or Headteacher)
   - Informing the bullies' parents/guardians/carers. (by Form Tutor, Duty Teacher, Head of Year or Headteacher).
   - They may be excluded from the school premises at break and/or lunch times or put into isolation.
   - We may arrange for them to be escorted to and from the school premises.
   - If they do not stop bullying they will be excluded for a fixed period (one or two days).
   - If they then carry on they will be recommended for exclusion for a further fixed period (up to five days) or an indefinite period.
   - If they will not end such behaviour, they will be at risk of permanent exclusion.

3. But: try to help the bullies in the following ways:
   - By talking about what happened, to discover why they became involved.
   - Informing bullies' parents/guardians/carers.
   - By continuing to work with the bullies in order to get rid of prejudiced attitudes as far as possible.
   - By taking disciplinary steps per our behaviour policy to prevent more bullying.

5. Useful websites, contacts and reading

The following sources provide information, guidance and support regarding bullying, (including cyber bullying) and other issues relating to the safety of students.

Childline:
Provides a 24-hour helpline for young people experiencing any sort of problem including bullying. The site also has a number of resources and publications, and the organisation also provides peer support training for schools.
Tel: 0800 1111
www.childline.org.uk

Children's Legal Centre: gives advice for parents/guardians and professionals on arrange of issues, including bullying. The organization has published a report, Bullying – a Guide to the Law. www.childrenslegalcentre.com Department of Education: the Government's 'Don't Suffer in Silence' anti-bullying site, which provides advice and information for teachers, parents/guardians and young people, including a DVD and a wide range of other training materials.
https://www.gov.uk/government/publications/preventing-and-tackling-bullying

NSPCC Website:
A national charity dedicated to ending all cruelty towards children. The site contains advice on a number of bullying-related topics including child protection and a survey of children on bullying carried out in 2015/16. The site signposts to other organisations.
https://www.nspcc.org.uk/globalassets/documents/research-reports/what-children-are-tellingusabout-bullying-childline-bullying-report-2015-16.pdf
www.nspcc.org.uk

Kidscape:
This charity, which is committed to keeping children safe from abuse, provides information, resources for young people, parents/guardians and professionals. www.kidscape.org.uk NCH: the national children's charity carries out research and provides services to young people and parents/guardians. It provides policy briefings, publications and information for professionals, children and young people, some of which can be downloaded free from its website.
www.actionforchildren.org.uk

Anti-Bullying Alliance:
the Anti-Bullying Alliance collated research, resources for use with young people, information and advice, toolkits and practical ideas for use in Anti-Bullying Week; these include questionnaires about bullying that are useful for organisations wishing to survey young people and adults about bullying. There is also a site for young people, accessed from the general website address, and a fiction booklist containing titles linked to bullying.
https://www.anti-bullyingalliance.org.uk
Tel: 0845 338 5068

Parentline Plus:
A dedicated website for parents/guardians with a comprehensive section about bullying www.parentlineplus.org.uk Child Exploitation Online Protection (CEOP): a Government agency committed to protecting children from sexual exploitation online and promoting general online safety. It provides information for young people, parents/guardians and professionals.
Email: enquiries@ceop.gov.uk
www.ceop.gov.uk