# Al-Burhan Grammar School

*Dedicated to learning as the foundation of life*

# Anti-bullying Policy

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# Contents

## 1. Introduction

### 1.1 Overview
Our vision is to create a maintain a secure, warm and family-like environment where our pupils can thrive in all aspects of their personal and academic development. Pupils are taught to practice Ihsan (excellence) and to implement the values of kindness and compassion.

Bullying has no part to play in achieving this vision and would prevent a pupil from benefitting from the opportunities available at the school.

Unfortunately, bullying and behaviours which could constitute bullying if they are persistent are commonly found in the wider society, for example, certain jokes, insults, intimidating or threatening behaviour, written abuse and violence. However, we believe that no one should have to accept this sort of behaviour.

We find bullying to be unacceptable and have a zero-tolerance policy at Al-Burhan.

### 1.2 Links with other policies
This policy links to and must be read in conjunction with the following policies:
- Vision and ethos policy

- Behaviour and tarbiyyah policy
- SEND policy
- Curriculum policy
- Safeguarding policy

### 1.3 Monitoring and evaluation
Implementation of this policy will be monitored by the SLT. This policy will be reviewed by the Headteacher and SLT every 3 years (or sooner, if there is a significant change in circumstances).

Information on bullying is monitored to inform evaluation of provision, support and intervention.

## 2. What is bullying?

### 2.1 Definition
Bullying is Behaviour by an individual or group, persistent, deliberate and repeated over time, which intentionally hurts another individual or group either physically or emotionally" (DfE definition).

Bullying is, therefore:
- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

### 2.2 Types of bullying
Bullying can take many forms and can include:

| TYPE OF BULLYING | DEFINITION |
|---|---|
| Emotional | Being unfriendly, excluding, tormenting. Social humiliation through exclusion or rejection by a peer group, 'blanking', spreading rumours, gossiping, peer pressure to conform, playing mind games. |
| Physical | Prodding, pushing, hitting, kicking, spitting, taking another's belongings, any use of violence, blocking the way, capturing, contact involving objects used as weapons |
| Prejudice-based and discriminatory, including:<br>• Racial<br>• Faith-based<br>• Gendered (sexist)<br>• Homophobic/biphobic<br>• Transphobic<br>• Disability-based | Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality).<br>Discriminatory attitudes, beliefs, behaviour, distinctions, exclusions, restrictions or preferences.<br>Inciting others to behave in a racist, sexist or homophobic way, bringing provocative literature or homophobic propaganda onto the school's site; |

| TYPE OF BULLYING | DEFINITION |
|---|---|
| Sexual | Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or inappropriate touching |
| Direct or indirect verbal | Name-calling, sarcasm, spreading rumours, teasing |
| Non-verbal | Non-verbal staring, throwing dirty looks, gesturing, manipulating behaviour through intimidation, body language, invasion of personal space, silence, stalking. |
| Cyber-bullying | Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI) |

### 2.2.1 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.

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

### 2.2.2 Generative artificial intelligence (AI)

Artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Bard.

We recognise that AI has many uses to help pupils learn, but may also have the potential to be used to bully others. For example, in the form of 'deepfakes', where AI is used to create images, audio or video hoaxes that look real.

We will treat any use of AI to bully pupils in line with our anti-bullying and behaviour & Tarbiyyah policy.

### 2.2.3 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 mutual respect and tolerance for diversity and difference and create an environment free from discrimination. 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 and tarbiyyah policy and anti-bullying procedures.

### 2.3 Signs of bullying
- Lack of concentration on school work or poor performance at school
- Becoming withdrawn, anxious or lacking in confidence
- Losing or increasing their appetite
- Not going outside at break/lunch on out days despite being reminded.
- Begins to fake illness during the school day to be sent home
- Is consistently buying food or drink for other students
- Has unexplained cuts and bruises
- Becomes aggressive, disruptive or unreasonable
- Bully other children or siblings
- Being afraid to tell parents/teachers what's wrong
- Have possessions damaged or go missing
- Intermittent absence from the school
- Reluctance to walk to or from school
- Changes their usual routine for getting to or from school
- Reluctance to talk about school
- Not wanting to leave the house
- Wanting to change schools;
- Becoming clingy to their parent or guardian
- Asking for or stealing money regularly.

### 3. Our procedures

### 3.1 Anti-bullying statement
- It is a basic entitlement of all children and young people that they receive their education free from humiliation, oppression and abuse.
- 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
- This policy defines what is classed as bullying and what kind of behaviour will be unacceptable in this regards
- We aim to prevent bullying by fostering a safe and secure environment and by raising the awareness of parents, pupils, staff and governors
- 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.
- 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
- Students will be given the opportunity to talk to an adult in confidence, and we undertake to handle these matters discreetly and sensitively.
- We will involve all staff, teaching and non-teaching, in our anti-bullying programme.

## 3.2 Preventative measures

- Our Islamic values of kindness, compassion and humbleness underpin everything we do and are constantly reinforced.
- Raising awareness of bullying through PSHE, collective worship, and form time activities.
- Anti-bullying week activities
- Positive behaviour strategies to reinforce acceptable behaviour
- Good behaviour is rewarded through housepoints and other rewards
- Our behaviour policy sets out clear guidelines for dealing with inappropriate behaviour, so that it doesn't get to the stage of becoming bullying.
- Students are not permitted to use their mobile phones around the school. This is partly to prevent cyber-bullying.
- Staff are expected to model appropriate behaviour for communicating with seniors, peers and youngsters.
- Tutors play an active role in overseeing the interaction of students in their tutor groups so that potential problems can be spotted and dealt with at an early stage
- Duty staff have been trained to be vigilant and to watch and listen for any bullying type behaviours, no matter how small.
- Seating plans in lessons are carefully considered using any relevant information about the relationships between specific pupils

Measures to prevent cyber-bullying in particular:
- Acceptable Use Agreement signed by all staff and pupils
- Links for parents on school website
- Pupils learn how to keep safe online through lessons with their teachers
- Training on cyberbullying for teachers and support staff

## 3.3 What should an individual being bullied do?

- Remember that your silence is the bully's greatest weapon!
- Tell yourself that you do not deserve to be bullied, and that it is WRONG!
- Be proud of who you are. It is good to be individual.
- Try not to show that you are upset. It is hard but a bully thrives on someone's fear.
- Stay with a group of friends/people. There is safety in numbers.
- Be assertive – shout "No!" walk confidently away. Go straight to a teacher or member of staff.
- Tell someone of your concerns before they escalate.
- Generally it is best to tell an adult you trust straight away. You will get immediate support. Fighting back might make things worse.

## 3.4 Reporting bullying

**If a student is being bullied, they must**:
- Report the bullying immediately to their tutor or a member of staff that they like and feel comfortable with about the problem. If students are uncomfortable going on their own either to see staff, they should take along a friend to give support.
- Students should not allow themselves to be intimidated by threats from the bully of what will happen if they tell.
- Students are advised to report cases of bullying sooner rather than later so that the situation can be dealt with before it gets out of hand.
- Students need to know that all reported incidents will be taken seriously and followed up.

- If any student thinks another is being bullied, they should report it immediately.
- Where cyberbullying has occurred, copies of the exchange should be kept and brought into school. A report should be made via the 'report abuse' buttons

**Parents**

If parents are concerned about bullying, they must:
- Contact the main office and arrange to speak to any of the following: the form tutor, pastoral and Behaviour lead, or Headteacher
- not allow children to miss time from school if possible as this only defers the problem and does not help to deal with it

**Staff**:

If staff receive a disclosure that a student is being bullied, they must:
- Listen to what they say.
- Always take it seriously.
- Record what the student tells them.
- Pass the information on to the Pastoral & Behaviour Lead, who will inform the tutor if another member of staff has highlighted the problem.
- Make it clear that the student has made the right decision by telling.
- Explain to the student that total anonymity may not be possible, and explain that this is because total anonymity will not help us to ultimately resolve the problem.
- Reassure them.

If staff suspect an incident of bullying/unkind behaviour, they should:
- Record any unkind behaviour seen in the behaviour log of the perpetrator
- Stop the perpetrator if the unkind/bullying behaviour is taking place
- Contact the Behaviour lead and/or Headteacher as soon as possible with further details.

Once a teacher has reported it, they must not get involved in the investigation or management of the incident, unless specifically instructed to do so.

### 3.5 Responding to a bullying incident

The latest version of Keeping Children Safe in Education and related guidance, as well as the SEND policy, must be considered when identifying, responding to and monitoring any instances of bullying.

**Investigation**

- The investigation will be led by the most appropriate member of the pastoral team, depending on the severity of the allegation.
    - o The Headteacher and Pastoral Lead will determine who this person is.
    - o Once a teacher has reported it, they must not get involved in the investigation or management of the incident, unless specifically instructed to do so.
    - o The investigation will be overseen by the Pastoral Lead and Headteacher.
- The suspected victim, the suspected bully and any witnesses will be spoken to and written reports gained:
    - o Listen to what the victim has to say and make sure there is an accurate statement from them with all the relevant information including, location/time of incident, any potential witnesses.
    - o Gain accurate statements from the suspected bully and witnesses.
- Communicate with home to confirm that an issue has been raised and that we are investigating/have dealt with the issue.

- If relevant, searching for and, if necessary, deleting inappropriate images (or files) on electronic devices, including mobile phones (as per the wider search powers included in the Education Act 2011, which give teachers stronger powers to tackle cyber-bullying)
- Where bullying outside school is reported to school staff, it will be investigated and acted on.
    - The Headteacher will also consider whether it is appropriate to notify the police
    - If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

**On confirming that bullying has taken place:**

A 'Repair and Restore' meeting will be set up to take place as soon as possible. This is the process where both parties get an opportunity to achieve closure through mediation by trained staff.

Parents/carers will be kept updated throughout.

1. Pupil who have been bullied will be supported by:
    - offering an immediate opportunity to discuss the experience with the class teacher or member of staff of their choice
    - reassuring the pupil
    - offering continuous support
    - restoring self-esteem and confidence

2. Pupils who have bullied will be helped by:
    - discussing what happened
    - discovering why the pupil became involved
    - establishing the wrongdoing and need to change
    - informing parents or guardians to help change the attitude of the pupil.
    - setting clear targets
    - continuing to work with the bullies in order to get rid of prejudiced attitudes as far as possible.

3. Disciplinary steps for the bully:
    - Official warnings to stop offending
    - Break and/or lunchtime detention.
    - Behaviour report
    - We may arrange for them to be escorted to and from the school premises.
    - Fixed term exclusion (one or two days).
    - Further fixed term exclusion (up to five days) or an indefinite period.
    - Permanent exclusion.

Parents can raise concerns or disputed/unresolved issues via our complaints policy.

**Documentation**
All incidents of bullying will be recorded within the within the Behaviour logs (for the perpetrators) and a behaviour incident form will be completed.
Subsequent pastoral input in school will be documented in the individual pastoral record of each pupil.

### 3.6 Bullying outside the school premises

Teachers have the power to discipline students for misbehaviour outside the school premises "if it would be reasonable for the school to regulate students' behaviour in those circumstances" (DFE: Preventing and Tackling bullying March 2017).

Therefore as a school, we have the right to deal with bullying tat goes on outside the school grounds e.g. incidents that occur on the home/school route or cyberbullying. If bullying outside the school is reported, the school should therefore do the following:

- In extreme or persistent cases, advise the student's parents/carers to contact the police.
- Speak to the students involved (and warn them where necessary) even though the incident has not taken place on school property.
- Liaise with parents/carers concerning students who are frightened about leaving the school premises or concerned about internet/text messaging communication
- Talk to students about how to avoid or handle bullying outside the school premises.
- Talk to the local police or school community police officer about problems on local streets.
- Inform the police directly in the cases of physical/verbal threats and/or threatening text/cyber communication

### 3.7 External sources of help and information

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:**
Anational charity dedicated to ending all cruelty towards children. The site contains advice on a number of bullying-related topics. The site signposts to other organisations.
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

**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

## 4. Responsibilities

**The School** are responsible for:
- Using any opportunity to discuss aspects of bullying, and the appropriate way to behave towards each other, e.g. the PSHE programme and assemblies.
- Encourage pupils to discuss how they get on with other people and to form positive attitudes towards other people.
- Encourage pupils to treat everyone with respect.
- Organising the community in such a way as 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.
- Implementing the principles of our behaviour and tarbiyyah policy fairly and consistently
- Not use teaching materials or equipment which gives a bad or negative view of any group because of their ethnic origin, sex, etc.
- Dealing quickly, firmly and fairly with any complaints, involving parents where necessary.
- Reviewing the School Policy and its degree of success.

**Parents** are responsible for:
- Watching for signs of bullying in their child (see section 2.3)
- Take an active interest in their child's social life or group of friends;
- Advise their child to inform a staff member of any bullying incidents;
- If their child does not inform staff themselves, then to inform the school confidentially.
- Encourage their children not to retaliate;
- Work closely with the school to resolve issues of bullying