



Anti-Bullying Policy

Islamiyah School

Relevant legal guidance.

Safe to learn: Embedding anti-bullying work in schools (DCFS-00656-2007) Cyberbullying (DCFS 00658-2007)

Homophobic Bullying (DCFS 00668-2007)

This policy takes account of DfE Guidance Preventing and Tackling Bullying which has replaced Safe to Learn – Embedding anti-bullying work in schools.

Preventing and tackling bullying: Advice for headteachers, staff and governing bodies (DfE, July 2017);

Cyberbullying: advice for headteachers and school staff (DfE, November 2014);

Working together to safeguard children (DfE, July 2018);

Keeping children safe in education (**DfE, September 2020**);

Information sharing advice for safeguarding practitioners (DfE, July 2018);

Sexual violence and sexual harassment between children in schools and colleges (DfE, May 2018);

Sexual violence and sexual harassment between children in schools and colleges (DfE, May 2018)

Relationships education, relationships and sex education and health education guidance (DfE, June 2019);

Advice and guidance: how can we stop prejudice based bullying in schools (Equality and Human Rights Commission); and

Searching, screening and confiscation: advice for schools (DfE, January 2018).

Introduction.

This policy, which incorporates a set of procedures, makes clear Islamiyah School's commitment to be known amongst the students and the community as **An Anti-Bullying School**.

To this end, we recognise that bullying exists within our society, and that its consequences can sometimes be traumatic for the individuals and families concerned.

At Islamiyah, we embrace the spirit of 'Every Child Matters' and, through this policy, will underline our resolve that young people at the school should both 'Stay Safe' and also 'Enjoy and Achieve', both of which are less likely to be realised in a context where the young person is in fear of bullying.

This policy has been drafted through:

- Gauging the views of learners, staff and parents
- Working with the School staff to give feedback on key parts of the revised policy;
- Liaising with Governors through a review at a Governing Body meeting; and
- Consulting key guidance published by the DCSF on homophobic and cyber-bullying.

Role of the Headteacher and Governing Body.

The school will fulfil its legal duty of care to ensure its students do not come to harm. This includes the reporting of all bullying incidents which have been identified as such, using the policy definition. This reporting is done by the Headteacher to the Governing Body on a regular.

The definition of bullying is used as a guide for staff when reporting all bullying incidents. The school regularly monitor incidents of bullying and report to Governors at least every term.

Dissemination of the policy.

The policy is to be used as a key vehicle for communicating and celebrating the anti-bullying stance of the school with students, parents and the wider community. The school incorporates the anti-bullying policy into staff and governor handbooks, the school curriculum and whole school assemblies, all school staff training as well as taking on board other opportunities to raise awareness e.g. anti-bullying week, targeted group work.

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 students is valued;
- All students can feel secure and are able to contribute appropriately
- stereotypical views are challenged, and students learn to appreciate and view positively differences in others whether arising from race, culture, gender, sexuality, ability or disability;
- Students learn to take responsibility for their actions and behaviours both in school and in the wider community;
- All forms of bullying and harassment are challenged; and
- Students 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).

ALLAH (SWT) SAYS IN SURATUL HUJURAT:

O you, who have believed, avoid much [negative] assumption. Indeed, some assumption is sin. And do not spy or backbite each other. Would one of you like to eat the flesh of his brother when dead? You would detest it. And fear Allah; indeed, Allah is accepting of repentance and Merciful.

O you, who have believed, let not a people ridicule [another] people; perhaps they may be better than them; nor let women ridicule [other] women; perhaps they may be better than them. And do not insult one another and do not call each other by [offensive] nicknames. Wretched is the name of disobedience after [one's] faith. And whoever does not repent - then it is those who are the wrongdoers.

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. ”

Anti-Bullying Policy

Definition of Bullying.

Bullying is behaviour by an individual or group that intentionally hurts another individual or group either physically or emotionally. Bullying is often motivated by prejudice against particular groups

Bullying is not an incident but a series of events.

The main types of bullying can be identified as:

- **Physical**

Kicking, hitting, pushing people around, spitting; or taking, damaging or hiding possessions, jostling

- **Verbal**

Name calling, taunting, making offensive comments, teasing, insulting or demanding money

- **Indirect / Exclusionary Behaviour**

Excluding or isolating people from groups and spreading hurtful and untruthful rumours, intimidating

- **Homophobic**

Homophobic bullying is a specific form of bullying and occurs when bullying is motivated by prejudice against LGBT people, or against those perceived to be LGBT. 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.

- **General Unkindness:** spreading rumours or writing unkind notes, mobile phone texts or e-mails;

- **Low- level disruptive behaviour:** 'banter' and 'horseplay' over a prolonged period of time;

- **Harmful sexual behaviours:** includes sexual harassment and sexual violence:

- (a) **Sexual harassment:** unwanted conduct of a sexual nature that can occur online and offline. It can include but is not limited to:

- (i) sexual comments, such as telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- (ii) sexual jokes or taunting;
- (iii) physical behaviour such as deliberately brushing against someone, interfering with their clothes, displaying pictures, photos or drawings of a sexual nature;

Online sexual harassment which may include: non-consensual sharing of sexual images and videos (sexting); inappropriate sexual comments on social media; exploitation; coercion and threats; upskirting.

(b) Incidences of sexual harassment will be investigated to ensure they are not part of a wider pattern of sexual harassment and / or sexual violence.

- (iv) **sexual violence:** sexual offences under the Sexual Offences Act 2003, specifically rape, assault by penetration and sexual assault

- **Cyber bullying**

- (v) Cyberbullying is a 'method' of bullying, rather than a 'type' of bullying. It includes bullying via text message, via instant-messenger services and social network sites, via email, and via images or videos posted on the **internet** or spread via mobile phone. It can take the form of any of the previously discussed types of bullying, i.e. technology can be used to bully for reasons of race, religion, sexuality, disability, etc.

It is a legal obligation to report a single incident of racist, homophobic or sexual harassment bullying.

These definitions are important as there is a need to make a distinction between things that may cause a young person distress during their time in school, and bullying. A friendship that has broken down for example, and has led to insults being exchanged, though distressing, would not be considered to be bullying as it was neither *deliberate* nor *repeated*. There are occasions in school when a young person is quite unaware of the hurt that they have caused to a fellow student, as the 'victim' had kept their feelings to themselves.

The definitions outlined above must be sensitively and thoughtfully applied; a hasty classification helps neither the 'victim' nor the 'perpetrator'.

Bullying may also be:

- Sexist: related to a person's sex or gender reassignment
- Racist, or regarding someone's religion, belief or culture
- related to a person's sexual orientation (homophobic bullying)
- related to pregnancy and maternity
- related to a person's home circumstances; or
- related to a person's disability, special educational needs, learning difficulty, health or appearance; or
- related to a person's age.

A girl who is being bullied may:

- Change her usual routine
- Be unwilling to go to school (school phobic)

- Become anxious and withdrawn
- Attempt or threaten suicide
- Cry herself to sleep at night or have nightmares
- Feel ill or feign illness in the mornings
- Truant
- Show an unexpected decline in standards of work
- Come home or arrive in school with damaged equipment, e.g. clothes, books
- Have possessions 'go missing'
- Ask to borrow money or steal money
- Continually 'lose' pocket money
- Have unexplained cuts, scratches or bruises
- Become withdrawn, lack confidence
- Become distressed or depressed

Staff and pupils should be aware of the above but the presence of one or more of these signs and symptoms is not in itself proof of bullying.

Intention: Not all bullying is deliberate or intended to hurt. Some individuals may see their hurtful conduct as "teasing" or "a game" or "for the good of" the other person. These forms of bullying are equally unacceptable but may not be malicious and can often be corrected quickly with advice and without disciplinary sanctions. If left unchallenged or dismissed low level disruption can have a wearing and significant impact on targeted individuals exposed to such behaviour.

Legal aspects: A person who makes a physical or sexual assault on another, or who steals or causes damage to the property of another, commits a criminal offence. Bullying may also be regarded as threatening behaviour or harassment which can be either a criminal offence or a civil wrong. Certain acts of voyeurism e.g. upskirting which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing parts of their body or clothing not otherwise visible to obtain sexual gratification, or cause the victim humiliation, distress or alarm are criminal offences. Misuse of electronic communications could also be a criminal offence, for example it is an offence to send an electronic communication (such as a text message or e-mail) to another person with the intent to cause distress or anxiety.

Safeguarding:

Some behaviour by a pupil towards another may be of such a nature that safeguarding concerns are raised. Such behaviour may include bullying (including cyberbullying and prejudice-based bullying), causing physical harm, initiation/

hazing type violence and rituals, sexting or any form of sexual harassment or violence.

The School's policy and procedures with regard to peer on peer abuse are set out in the Safeguarding and Child Protection Policy and Procedures. Concerns about a pupil's welfare because they are the victim or perpetrator of bullying must be reported in accordance with the Safeguarding and Child Protection Policy and Procedures and appropriate action taken.

The School will always treat a bullying incident as giving rise to a child protection concern when there is reasonable cause to believe that a child (whether victim or perpetrator) is suffering or likely to suffer significant harm.

Aims and objectives of the policy.

Aims.

The aims of the Anti-Bullying Policy is to:

- To raise awareness of bullying and create a school ethos which encourages children to disclose and discuss incidences of bullying behaviour;
- To bring about conditions in which bullying is less likely to happen in the future;
- To reduce and, if possible, to eradicate instances of all types of bullying;
- To clarify the reporting processes;
- To prevent, de-escalate and/or stop any continuation of harmful behaviour;
- To react to bullying incidents in a reasonable, proportionate and consistent way;
- To safeguard the pupil who has experienced bullying and to trigger sources of support for the pupil; and
- To provide support for the perpetrator whilst developing strategies to enable perpetrators to be accountable for their behaviour;

Objectives - (Structures and Procedures to Combat Bullying.)

The objectives of the Anti-Bullying Policy are to ensure the following:

1. The school is responsible for promoting a climate of openness, trust, and support. Young people have a right to expect that they will be listened to, have their concerns taken seriously, and that appropriate steps will be taken to put right any unpleasant situations or cases of bullying.

This policy is shared with all staff, students, parents, and governors, at their respective points of contact with the school.

2. The school will ensure that the staff, especially those in positions of responsibility, have received sufficient high-quality training to ensure that they are able to both identify cases of bullying, and then provide appropriate support for all parties.
3. The school is responsible for ensuring that all the young people in the school are aware both of their rights and their responsibilities with respect to bullying. This will take place primarily through the following structures;

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- Citizenship lessons
- Displays around the school
- PSHE
- SEAL
- Creative learning
- Circle time activities
- Whole school assemblies

- Spirituality lessons
- Acceptable use Policy, ICT (**appendix 2**)

Procedures for Dealing with Bullying

Many incidents where a young person is emotionally distressed by the behaviour of another student will have been observed by a classroom teacher *and should be dealt with by them*.

This is because the response by the teacher will have been both immediate and personal. The primary responsibility however for the emotional welfare of the students in school is the Headteacher.

It is to this person that any *potential* incidents of bullying should be referred, as they have the all-round knowledge of the young person.

Procedures

Reporting bullying complaints

Pupils: A pupil who is being bullied, or who is worried about another pupil being bullied, should complain without delay and can do so in several ways. She can:

- tell her parents, her Form Tutor, Deputy Head, **student support officer** the School Nurse, Anti-Bullying Ambassador (Prefect assigned duty) or any other member of staff or responsible older pupil
- contact Childline (0800 1111)

Parents: Parents who are concerned that their child is being bullied should inform their child's Form tutor or Deputy Head without delay.

Staff: This policy focuses mainly on the bullying of pupils by pupils although it is recognised that a staff member could be a victim of and on occasion may be perceived to be the perpetrator of bullying behaviour. The bullying of staff whether by pupils or other colleagues is unacceptable. Staff members who are concerned about being bullied or harassed should refer to the guidance which is set out in the Staff Handbook (Grievance Procedure). Pupils and parents who feel that a member of staff is bullying should report this in accordance with the procedures set out above.

Initial complaint: Any member of staff who learns of alleged bullying should:

- (a) Firstly, respond quickly and sensitively by offering advice, support and reassurance to the alleged victim. The member of staff should:
 - (i) listen carefully and keep an open mind;
 - (ii) not ask leading questions; and
 - (iii) reassure the child but not give a guarantee of confidentiality;
- (b) Report the allegation to the Form Tutor or Anti-bullying officer Saba Khan) of the victim and the alleged bully as soon as possible.

Form Tutor must inform the Deputy Head who is also the DSL and Anti-bullying officer and agree on a strategy, for dealing with the matter.

If the alleged bullying raises a safeguarding concern, the matter should be reported in accordance with the School's Safeguarding and Child Protection Policy and Procedures before further investigation is carried out. In the case of bullying

potentially involving harmful sexual behaviours, staff will follow guidance set out in Part 5 of KCSIE.

Assessment: The pupil's form tutor will normally see the victim and (unless the case is very serious) any witnesses without delay and form an initial view of the allegation. The assessment will consider:

- The nature of the incident(s) - Physical? Verbal? Exclusionary? etc.
- Is it a "one-off" incident involving an individual or a group?
- Is it part of a pattern of behaviour by an individual or a group?
- Has physical injury been caused? Who should be informed? Parents? The School's Designated Safeguarding Lead? Children's Social Care? The police?
- Can the alleged bully be questioned without disclosing the victim's identity?
- What is the likely outcome if the complaint proves to be correct?

At this stage, the possible outcomes for an incident which is not too serious include:

- there has been a misunderstanding which can be explained sympathetically to the alleged victim with advice to the alleged bully
- The complaint is justified in whole or in part, and further action will be needed (see Range of Action, below).

Serious incident: If at any stage the alleged bullying raises a safeguarding concern, the School's Safeguarding and Child Protection Policy and Procedures should be followed before further investigation is carried out. This will always be the case where sexting or other harmful sexual behaviours are involved. Where bullying allegedly involves youth produced sexual imagery, staff will not view or forward sexual imagery reported to them and will follow the School's policy on sexting as set out of the School's Safeguarding and Child Protection Policy and Procedures.

Otherwise, in cases where the pupil's Form Tutor believes that serious bullying:

- has occurred involving a pupil in his / her year
- has recurred after warnings have been given to the "bully"

He / she must inform the Headteacher and the School's Designated Safeguarding Lead (currently Saba Khan, Deputy Head). The Designated Safeguarding Lead will then:

- Interview the alleged victim, bully and any witnesses separately, in order to establish the facts of the case. She may decide to ask the Form Tutor to be present; and
- Give a summary of her findings to the Headteacher and relevant form tutor.

Together with the Headteacher, the Deputy Head will decide on the action to be taken in accordance with the Range of Actions set out below. The SLT will notify the parents of the victim and bully giving them details of the case and the action being taken. Such action may include further investigation and action in accordance with the School's Behaviour and Discipline Policy and Expulsion, Removal and Review Policy.

Range of Actions: When a complaint of bullying behaviour is upheld the range of responses will include one or more of the following:

- advice and support for the victim and, where appropriate, establishing a course of action to help the victim, including support from external services where appropriate;
- consideration as to whether the bullying incident should be addressed as a safeguarding concern and if so, the School's Safeguarding and Child Protection Policy and Procedures will be followed;
- advice and support to the bully in trying to change her behaviour. This may include clear instructions and a warning or final warning;
- consideration of the motivation behind the bullying and whether external services should be used to tackle any underlying issues of the bully which contributed to the bullying behaviour. If these considerations lead to any safeguarding concerns relating to the bully, the School's child protection procedures will be followed;
- a supervised meeting between the bully and the victim to discuss their differences and the ways in which they may be able to avoid future conflict (with the victims express agreement);
- a disciplinary sanction against the bully, in accordance with the School's Behaviour and Discipline Policy. In a very serious case or a case of persistent bullying, a pupil may, after a fair hearing, be required to leave the School permanently in accordance with the School's Expulsion, Removal and Review Policy. Any disciplinary action will be applied fairly, consistently and reasonably, taking into account any special educational needs or disabilities and the needs of vulnerable pupils;
- action to break up a 'power base';
- confiscation of mobile electronic devices, increased monitoring procedures or limiting access to the School's internet and email facilities if cyberbullying (see also the School's Acceptable Use Policy for Pupils);
- moving either the bully or victim to another form after consultation with the pupil, her parents and the relevant staff;
- involving social services or the police;
- notifying the parents of one or both pupils about the case and the action which has been taken;
- such other action as may appear to the Headteacher to be appropriate; and/or
- liaison between Form Tutor, the outcome being recorded in the Incident File.

Supporting those severely impacted by bullying

The School recognises that removing bullied pupils from school is disruptive and can make it difficult to reintegrate. The school understands in some circumstances however, the consequences of being bullied may have had a severe impact on a pupil's social, emotional or mental health and may have impacted seriously on a pupil's ability to learn. It will do all that is reasonably possible to ensure bullied pupils continue to attend school and maintain their educational progression by putting in place proportionate short term alternative on-site provision plans where necessary.

In the rare situation, where reintegration is not possible, the School will make other arrangements for the pupil to continue their education in another school.

If the pupil is considered to have significantly greater difficulty learning than the majority of those the same age, because of the impact of the bullying the School will consider whether the pupil will benefit from being assessed for SEN.

Monitoring: The position should be monitored for as long as necessary thereafter. Action may include:

- sharing information with some or all colleagues and with some pupils so that they may be alert to the need to monitor certain pupils closely;
- ongoing counselling and support;
- vigilance;
- mentioning the incident at appropriate staff meetings;
- reviewing vulnerable individuals and areas of the School.

The Deputy Head with consultation with the Headteacher is then responsible for investigating the incident and taking appropriate steps to resolve the problem.

The investigation will ensure that all parties have the opportunity to speak openly. If the Headteacher is convinced that bullying has in fact taken place, the following will happen;

- The Deputy-Head will **record the incident in the Central Bullying Record (appendix 1)**.
- The Headteacher or the Deputy-Head will inform the Chair of Governors.
- The parents/carers of the victim are informed.
- The parents/carers of the perpetrator are informed

The use of the Central Bullying Record is a key part of the process as it enables the school to spot trends and patterns of behaviour. Those dealing with the young people should be mindful of best practice when comes to cases of bullying which are, in brief:

- Avoiding the labelling of both parties in terms of 'bully' and 'victim'. It is the behaviour we criticise, not the person. The use of the term 'victim' throughout the rest of this document is unavoidable;
 - Allow the victim to put to the perpetrator how they have been made to feel, if appropriate;
 - Allow the perpetrator the opportunity to put right any hurt they have caused; and
 - Not to immediately resort to punishments or sanctions, depending on the degree to which the bullying has been premeditated, how long it has been going on and how many people are involved. These decisions are at the discretion of the Headteacher.
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- The focus is on:
 - a) The removal of the feeling of helplessness and fear that the victim is experiencing, and
 - b) The restoration of pride, dignity, and belonging.

Fixed-term exclusions will be considered for more severe and persistent cases of bullying. The school will make a decision whether it is necessary to involve any other agencies to ensure the long-term emotional wellbeing of the young people involved.

Procedures for monitoring and evaluation of policy.

The school will monitor and evaluate bullying by:

- Keeping records of all incidents
- A range of data from pupil surveys e.g. Anti-Bullying week

- Records of peer mentoring initiatives e.g. buddy schemes
- Parental complaints
- Information and evidence collected for the Healthy schools Programme (emotional health and wellbeing)
- Discussions at staff meetings
- INSETS

Links with other relevant policies.

The 'Anti-Bullying Policy' is also linked with other relevant policies:

- PSHE,
- Positive Behaviour and Child Protection policies,
- ICT policy,
- Equality and diversity policies,
- Staff development policy for staff/pupil on staff bullying
- Health and Safety policy
- Confidentiality Policy
- Student Code of Conduct
- Ethos and Spirituality
- Safeguarding and Child Protection

Scope/extent of policy (e.g. school site, outside school site; school visits, trips; school transport etc.)

When outside of school the same procedures apply when dealing with a bullying incident.

Named member of staff responsible for dealing with Bullying Incidents

If a child reported an incident to any member of staff they would approach the Headteacher or the Deputy Headteacher.

Parental support for all students involved in bullying incidents.

The school endeavours to have open and supportive communication with parents in relation to all bullying incidents. Parents who are concerned that their child may be being bullied, or who may suspect that their child may be the perpetrator of bullying, should contact the Headteacher. Parents have a responsibility to support the school's 'Anti- Bullying Policy' and to actively encourage their child to be a positive member of the school.

Specific issues statement (e.g. confidentiality, support, exclusion etc.)

Strategies include ensuring:

- Incidents can be reported confidentially
- That all involved in the incident are listened to empathetically by professionals, parent/carer and peers
- Victims of bullying are encouraged to report what has happened
- Victims are reassured that it is not their fault
- Professionals work in collaboration with parent/carers when appropriate
- Schools include a procedure for parental complaints in their anti-bullying policy.

Date of policy with planned review date. Sep 2020 with a review in October 2021.

Appendix 1

Islamiyah School
Central Bullying Record

Date and Time	
Name of Victim/s	
Name of Perpetrator/s	
Name of Staff Member Reporting	
Nature of Bullying	
Outcome	
Review Date	

Date and Time	
Name of Victim/s	
Name of Perpetrator/s	
Name of Staff Member Reporting	
Nature of Bullying	
Outcome	
Review Date	

Appendix 2

Islamiyah School

Information & Communication Technology Acceptable Use Policy

Student Guidelines for Internet-use

General

Students are responsible for good behaviour on the Internet, just as they are in a classroom or a school corridor. General school rules apply.

At Islamiyah, we believe the Internet offers vast, diverse and unique resources to both students and teachers. Our goal in providing this service to students is to promote educational excellence in our school by facilitating resource sharing, innovation, and communication.

The Internet, primarily, is provided for students to conduct research and back- up their work. Parent's/carer's permission is required before a pupil is granted access. Access is a privilege not a right and that access requires responsibility.

Individual users of the Internet are responsible for their behaviour and communications over the network. Users must comply with school standards and honour the agreements they have signed.

Internet Terms and Conditions of Use

- 1) **Acceptable Use** - The use of your account must be in support of education and research and consistent with the educational objectives of the school.

The following are not permitted within the school environment:

- Accessing sites and other resources, such as Music, which are against Islamic teachings and the ethos of the school.
- Sending or displaying offensive or un-Islamic messages or pictures.
- Using obscene language.
- Harassing or insulting others in a manner that is likely to cause distress.
- Damaging computers, computer systems or computer networks.
- Violating copyright laws.
- Intentionally wasting limited resources, including printer ink and paper.
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- 2) **Privileges** - The use of the Internet is a privilege, not a right, and inappropriate use will result in a cancellation of those privileges. The system administrators will deem what is inappropriate use and their decision is final. Also, the system administrators may close an account at any time as required. The administration, faculty, and staff at Islamiyah may request the system administrator to deny, revoke, or suspend specific user accounts.

- 3) **Loss of data** - Islamiyah will not be responsible for any damages you suffer. This include loss of data resulting from delays, non-deliveries, mis- deliveries, or service interruptions caused by its own negligence or your errors or omissions. Use of any information obtained via the Internet is at your own risk. Islamiyah specifically denies any responsibility for the accuracy or quality of information obtained through its services.

- 4) **Security** - Security on any computer system is a high priority, especially when the system involves many users. If you feel you can identify a security problem on the Internet, you must notify the system administrator. Do not demonstrate the problem to other users. Do not use another individual's account without written permission from that individual. Attempts to logon to the Internet

as a system administrator will result in cancellation of user privileges. Any user identified as a security risk or having a history of problems with other computer systems may be denied access to Internet.

- 5) **Vandalism** - Vandalism will result in cancellation of privileges. Vandalism is defined as any malicious attempt to harm or destroy data of another user, Internet, or any of the above listed agencies or other networks that are connected to any of the Internet backbones. This includes, but not limited to, the uploading or creation of computer viruses

During school, teachers will guide students towards appropriate materials. Outside of school, families bear responsibility for such guidance as they must also exercise with information sources such as television, telephones, movies, radio and other potentially offensive media.

Sanctions

1. Violations of the above rules will result in a temporary or permanent ban on internet/computer use.
2. Parents/carers will be informed.
3. Additional disciplinary action may be added in line with existing practice on inappropriate language or behaviour.
4. When applicable, police or local authorities may be involved.
5. If necessary, external agencies such as Social Networking or Email Member sites may be contacted and informed

**Islamiyah School – ICT Acceptable Use Policy-
STUDENTS**

- You must have your parent's/carer's permission before using the internet.
- You must have a supervising teacher or member of staff with you at all times when using the internet.
- Do not disclose any password or login name to anyone, other than the persons responsible for running and maintaining the system.
- Do not upload/send personal addresses, telephone/fax numbers or photographs of anyone (staff or students) at the school.
- Use of names of students, or photographs of students, will require parents to have been informed about such use.
- Do not download, use or upload any material which is copyright. Always seek permission from the owner before using any material from the internet. If in doubt do not use the material.
- Under no circumstances should you view, upload or download any material which is likely to be unsuitable for children, against the teachings of Islam or against the ethos of the school. This applies to music, any material of a violent, dangerous or inappropriate context and any electronic communications which are un-Islamic or offensive in nature. If you are unsure, ask the supervisor.
- Always respect the privacy of files of other users.
- Be polite and appreciate that other users might have different views than your own. The use of strong language, swearing or aggressive behaviour is not allowed. Do not state anything which could be interpreted as libel.
- Ensure that you have followed the correct procedures for using the Internet.
- Report any incident which breaches these rules to the ICT Coordinator.

I have read and agree to abide by the rules stated in the I.C.T. Acceptable Use Policy. I understand the consequences if I do not.

Name: _____

Form: _____

Signed: _____

Date: _____