Islamiyah Girls High School

Anti-Bullying Policy

Document Control:

This document has been approved for operation for:	Islamiyah Girls High school
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Owner	Islamiyah Girls High School
Approved by :	Governing Body

Relevant Legal Guidance

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

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

Working together to safeguard children (DfE, July 2022);

Keeping Children Safe In Education (DfE, September 2023);

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

Sexual violence and sexual harassment between children in schools and colleges (DfE, September 2021)

Relationships education, relationships and sex education and health education guidance (DfE, September 2021);

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, July 2023).

1. Introduction

● This policy, which incorporates a set of procedures, makes 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 School, we embrace the spirit of *Every child matters* and, through this policy, will undermine 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:
   o Gauging the views of learners, staff and parents
   o Working with the School staff to give feedback on key parts of the revised policy;
   o Liaising with Governors through a review at a Governing Body meeting; and
   o Consulting key guidance published by the DCSF on homophobic and cyber-bullying.

2. 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 usually happens over time, but the school would treat a single serious incident as a bullying incident.

● The main types of bullying can be identified as:
   o Physical

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

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

   o 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:

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

- sexual comments, such as telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;

- sexual jokes or taunting;

- 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.

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

- Sexual violence: sexual offences under the Sexual Offences Act 2003, specifically rape, assault by penetration and sexual assault.

o Cyber bullying

- 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.

o Child-on-child abuse

- Child-on-child abuse is behaviour by an individual or group, intending to physically, sexually or emotionally harm others. It can happen to children of a similar age or stage of development and can be harmful to the children who display it as well as those who experience it.

o Online Safety

- Islamiyah School recognises that the use of technology has become a significant component of many safeguarding issues, especially after the remote learning due to the pandemic. The school will adopt an education-based approach to ensure all students are educated about the ways in which sexual exploitation,

radicalisation and sexual predation can be facilitated using technology and how they can recognise signs of this, as well as keep themselves safe whilst using the internet.

Four main areas of risk include:

- content: being exposed to illegal, inappropriate or harmful material; for example, pornography, fake news, racist or radical and extremist views;
- contact: being subjected to harmful online interaction with other users; for example, commercial advertising as well as adults posing as children or young adults; and
- conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images, or online bullying.
- Commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams.

● Youth produced sexual imagery/ Consensual and non-consensual nude and semi-nude pictures

● When an incident involving youth produced sexual imagery also referred to as consensual and non-consensual nude and semi-nude pictures, (KCSIE 2023) comes to the school attention:
  o The incident should be referred to the DSL as soon as possible.
  o Do not delete the imagery or ask the young person to delete it.
  o Do not ask the child/children or young person(s) who are involved in the incident to disclose information regarding the imagery.
  o Do not share information about the incident with other members of staff, the young person(s) it involves or their, or other, parents and/or carers.
  o The DSL should hold an initial review meeting with appropriate school staff.
  o There should be subsequent interviews with the young people involved (if appropriate).
  o Parents should be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm.
  o At any point in the process if there is a concern a young person has been harmed or is at risk of harm a referral should be made to children's social care and/or the police immediately.

● A detailed procedure can be found on gov.uk document: Youth produced sexual imagery in schools and colleges. Responding to incidents and safeguarding young people

2.1 Procedure
The school will follow procedures accordingly.

● Islamiyah School recognises that people who have protected characteristics have an additional vulnerability to being bullied. The nine protected characteristics are, as defined in the Equality Act 2010, as follows:
  o age
  o disability

- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

● 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 pupil 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.

● 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.

● If the school believes that a crime has been committed, the police will be contacted.

2.2 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, sharing nude and semi-nude pictures or any form of sexual harassment or violence.

● The School's policy and procedures with regard to child-on-child 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.

2.3 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.

2.4 Dissemination of the policy

● The aim is to ensure that all members of the school community are aware of the policy and understand the school's commitment to preventing and addressing bullying. By incorporating the policy into various aspects of school life, the school seeks to create a safe and inclusive environment where bullying is not tolerated.

● The policy is communicated to students through whole school assemblies and targeted group work. This allows for the dissemination of important information about bullying prevention, as well as providing students with the opportunity to raise any concerns or seek support.

● In addition, parents are informed about the anti-bullying policy through regular communication channels such as newsletters, parent-teacher meetings, and the school website. This enables parents to actively engage in promoting a positive and respectful atmosphere within the school community.

● The wider community is also involved in the celebration and promotion of the anti-bullying stance. This is done through events like anti-bullying week, where the school actively participates in raising awareness and educating the community about the importance of preventing bullying.

● Furthermore, the school ensures that the anti-bullying policy is consistently implemented by incorporating it into staff and governor handbooks. This provides clear guidelines and expectations for all members of the school staff, and ensures that the policy is effectively enforced.

● Regular staff training sessions are organised to ensure that all staff members are equipped with the knowledge and skills to effectively prevent and address bullying incidents. This helps to create a cohesive approach throughout the school, where everyone is committed to creating a safe and respectful environment for all.

● Overall, the school's anti-bullying policy serves as a key vehicle for communicating and celebrating the school's stance against bullying. It is integrated into various aspects of school life to ensure that all members of the school community are aware of the policy and actively contribute to creating a safe and inclusive environment.

2.5 Through the Curriculum

● The most effective way of preventing any form of bullying including bullying individuals with protected characteristics through the curriculum, is to create effective learning environments in which:
  o The contribution of all students is valued;
  o All pupils can feel secure and are able to contribute appropriately
  o Through education, students are able to challenge stereotypical views and develop a greater appreciation for the differences they encounter in others. This includes differences in race, culture, gender, sexuality, and ability or disability. By fostering an inclusive and diverse learning environment, schools can actively promote the acceptance and positive understanding of these differences.
  o Students learn to take responsibility for their actions and behaviours both in school and in the wider community;
  o All forms of bullying and harassment are challenged; and
  o Students are supported to develop their social and emotional skills.

● These would be covered throughout the curriculum where there is scope but would specifically be covered in school assemblies and PSHE lessons.

2.6 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).

● God (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 God; indeed, God 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 narrations (hadeeth) 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. "

3. Anti-Bullying Policy

3.1 Aims and objectives of the policy

● The **aims** of the Anti-Bullying Policy is to:

- o To raise awareness of bullying and create a school ethos which encourages pupils to disclose and discuss incidences of bullying behaviour;
- o To bring about conditions in which bullying is less likely to happen in the future;
- o To reduce and, if possible, to eradicate instances of all types of bullying;
- o To clarify the reporting processes;
- o To prevent, de-escalate and/or stop any continuation of harmful behaviour;
- o To react to bullying incidents in a reasonable, proportionate and consistent way;
- o To safeguard the pupil who has experienced bullying and to trigger sources of support for the pupil; and
- o 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 of both their rights and their responsibilities with respect to bullying. This will take place primarily through the following structures;

   - Citizenship lessons
   - Displays around the school
   - PSHE
   - Creative learning
   - Whole school assemblies Spirituality lessons (tarbiyyah)
   - Acceptable use Policy, ICT

3.2 Procedures for Dealing with Bullying

● While it is true that many incidents of emotional distress between students may be observed by a classroom teacher, it is not always their sole responsibility to deal with such situations. Handling such incidents should involve a collaborative effort from various stakeholders, including teachers, counsellors, administrators, and even the students themselves.

● In instances where a young person is emotionally distressed by the behaviour of another student, it is essential for the classroom teacher to intervene promptly. Their role initially involves ensuring the immediate safety and well-being of the distressed student and providing support in the moment. This can include separating the students involved, offering a safe space for the distressed student, and addressing any immediate concerns or emotions.

● However, dealing with the underlying issues causing emotional distress typically requires a more comprehensive approach. The teacher should communicate with the headteacher and/or the pastoral officer, who can provide additional support and guidance. These professionals can help

assess the situation, provide counselling or therapy services, and offer strategies for addressing the behaviour of the student causing distress.

● In addition to involving support staff, it is crucial to engage with the students involved in the incident. Allowing them to share their perspectives, feelings, and experiences can help foster empathy, understanding, and resolution. Restorative justice practices or mediation techniques may be employed, encouraging the students to communicate and find a solution collectively.

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

● Reporting bullying complaints

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

      □ tell her parents, her Form Tutor, DSL and Deputy DSL, Pastoral Officer (who is the lead for anti- bullying), the School Nurse, Anti-Bullying Ambassador (Prefect assigned duty) or any other member of staff or responsible older pupil

      □ contact Childline (0800 1111)

  o Parents: Parents who are concerned that their daughter is being bullied should inform their child's Form tutor, Pastoral Officer or Headteacher without delay.

  o 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:

  o Firstly, respond sensitively by offering advice, support and reassurance to the alleged victim. The member of staff should:

- listen carefully and keep an open mind;

- not ask leading questions; and

- reassure the child but not give a guarantee of confidentiality;

    o Report the allegation to the Form Tutor or Anti- bullying officer) of the victim and the alleged bully as soon as possible.

● Form Tutor must inform the Headteacher, DSLand pastoral officer and agree on a strategy for dealing with the matter. Staff should complete the *Bullying report form* (appendix 1) kept in the staff room and main office.

● 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:

    o The nature of the incident(s) - Physical? Verbal? Exclusionary? etc.
    o Is it a "one-off" incident involving an individual or a group?
    o Is it part of a pattern of behaviour by an individual or a group?
    o If a physical injury has been caused, it is important to inform the appropriate authorities and individuals. The specific actions will depend on the severity of the injury and the circumstances surrounding it. However, typically the following individuals or organisations should be informed:

- Parents: The parents or guardians of the injured person should be notified as soon as possible, especially if medical attention is required.

- School's Designated Safeguarding Lead: The designated safeguarding lead within the school should be notified. They are responsible for ensuring the welfare and safety of the students, and they can provide guidance on further actions to be taken.

- Children's Social Care: If the injury is severe or if it is suspected that the injury was caused due to neglect or abuse, it may be necessary to inform Children's Social Care. They can investigate the situation and provide necessary support to ensure the child's well-being.

- The police: In cases of serious physical injury or if it is suspected that a crime has been committed, it may be necessary to inform the police. They can investigate the incident and take appropriate action if required.

- It is important to remember that the order or priority may vary depending on the specific circumstances. The safety and well-being of the injured person should always be the primary concern, and the appropriate authorities should be notified accordingly.
- 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 her year
- has recurred after warnings have been given to the "bully"

● She must inform the Headteacher and the School's Designated Safeguarding Lead.. 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 DSL 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:

- o 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;
- o 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;
- o advice and support to the bully in trying to change her behaviour. This may include clear instructions and a warning or final warning;
- o 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;
- o 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 victim's express agreement);
- o 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;
- o action to break up a 'power base';
- o 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);
- o moving either the bully or victim to another form after consultation with the pupil, her parents and the relevant staff;
- o involving social services or the police;
- o notifying the parents of one or both pupils about the case and the action which has been taken;
- o such other action as may appear to the Headteacher to be appropriate; and/or
- o liaison between Form Tutor, the outcome being recorded in the Incident File.

3.3 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 onsite 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:
    o 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;
    o ongoing counselling and support;
    o vigilance;
    o mentioning the incident at appropriate staff meetings;
    o reviewing vulnerable individuals and areas of the School.

● The DSL with consultation from 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;

    o The DSL will record the incident in the Central Bullying Record (appendix 2) which will also have a code system in its log to identify protected characteristics should bullying be due to one of these.
    o The Headteacher or the DSL will inform the Chair of Governors.
    o The parents/carers of the victim are informed.
    o 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:

    o 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;
    o Allow the victim to put to the perpetrator how they have been made to feel, if appropriate;
    o Allow the perpetrator the opportunity to put right any hurt they have caused; and
    o 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.

● The focus is on:
    o The removal of the feeling of helplessness and fear that the victim is experiencing, and
    o 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.

3.4 Procedures for monitoring and evaluation of policy.

● The school will monitor and evaluate bullying by:
  o Keeping records of all incidents with codes which will be evaluated termly to identify patterns and trends related to protected characteristics and actions taken to address recurring incidents and successes of those actions.
  o A range of data from pupil surveys e.g. Anti-Bullying week
  o Records of peer mentoring initiatives e.g. buddy schemes
  o Parental complaints
  o Information and evidence collected for the Healthy schools Programme (emotional health and wellbeing)
  o Discussions at staff meetings
  o INSETS

3.5 Links with other relevant policies/documents.

● The 'Anti-Bullying Policy' is also linked with other relevant policies:
  o PSHE
  o Positive Behaviour and Child Protection policies
  o ICT policy
  o Equality and diversity policies
  o Staff development policy for staff/pupil on staff bullying
  o Health and Safety policy
  o Confidentiality Policy
  o Student Code of Conduct
  o Ethos and Spirituality
  o Safeguarding and Child Protection

3.6 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
  o If a pupil reported an incident to any member of staff, they would approach the Headteacher or the DSL.

● 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 daughter(s) may be

being bullied, or who may suspect that their daughter 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 daughter to be a positive member of the school.

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

include ensuring:

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

Approved by: Mrs. Yaasmin Mubarak   Mubarak Patel
                        Head Teacher   **Chair of Governing Body**
Date: September,2023   September,2023

RECORD OF BULLYING FORM

Date of incident	
Time of incident	
Location of incident	
Name of student being targeted	
Name of perpetrator	
Staff member reporting incident	
Nature of incident *What happened?* *Exactly where and when did this take place?* *Were there any other young people around at the time?* *Was there an adult around at the time?* *Do you know the names of the people involved?* *What were you doing before the incident took place?* *Can you remember exactly what happened or what was said?* *Do you have details of pictures/texts/messages?* *What happened next?* *Has this happened before?* *How did it make you feel?* *What would you like to happen now?* *Is it repetitive?* *Is it hurtful?* *Is it intentional?* *Is there a power imbalance?*	
Agreed actions/outcome *E.g Restorative approaches* *1:1 Intervention around anti-bullying for perpetrator* *1:1 Mentoring programme for target* *Break/lunch DT's* *Internal exclusion*	
Review date	

Appendix 2

Central Bullying Record

Appendix 3
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 School, we believe the Internet offers vast, diverse and unique resources to both pupilss 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.

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 School 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 includes 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 School specifically denies any responsibility for the accuracy or quality of information obtained through its services.

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 the Internet.

4. 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: _____