

## **IQRA INDEPENDENT SCHOOL POLICY**

### ***Anti-Bullying Policy***

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## ANTI-BULLYING POLICY

### Aims of the policy

The aims and objectives of Iqra School in formulating this policy are as follows:

- To reduce and eradicate wherever possible instances in which pupils and adults are subjected to bullying or racism in any form.
- To establish appropriate means of providing support should such an incident occur.
- To mirror the Islamic ethos of the school.
- To show that we value the cultural diversity of our community and aim to prevent any form of persecution by meeting the needs of our diverse society.

The ultimate aim should be to provide a learning environment free of any threat or fear, thus being conducive to the attainment of individual aspirations.

### Definition

Bullying/racism may be defined as repetitive “behaviour by one or more people which produce a damaging or hurtful effect, physically or emotionally to any individual”. An incident of bullying/racism includes any form of harassment which contravenes the school’s equal opportunities policy.

Hurtful remarks can be made innocently but can still be hurtful to the recipient and should therefore be taken seriously.

### Setting Standards

The values and beliefs underlying this policy are to be considered in the context of the following statements:-

All bullying/racism is unacceptable, regardless of how it is delivered or what excuses are given to justify it.

The school recognises the detrimental effect on pupils and adults who may be subjected to bullying/racism.

Victims of bullying/racism will be treated in a supportive manner, rather than being regarded as a burden to staff and peer groups.

The school is committed to combating all bullying/racist behaviour.



## Persons covered by this Policy

All pupils and adults whether permanently or temporarily on school premises will be expected to adhere to this policy.

## Action to prevent bullying

To foster an understanding of the diversity of cultures which exist in our community and in Britain today.

Circle time is one method amongst many that can be used to develop positive relationships between children and adults so that all feel valued as members of our school community.

By adhering to the school EPR policy and the schools behaviour policy.

By making all staff and pupils aware of the social and moral responsibility they have to each other by making it clear to all that harassment in any form is unacceptable.

## Action to combat bullying

Among the activities which the school will establish and maintain in an effort to combat bullying behaviour are:

- Sanctions against children who show signs of bullying behaviour as outlined in the Behaviour Policy.
- Allocation of specific roles and responsibilities, both at staff and pupil level, in order that incidents may be detected, behaviour monitored, and appropriate support delivered. For example Year 6 pupils could be encouraged to take on a “Buddy” role towards younger pupils
- Communication of the policy and periodic update in order that staff and pupils are continuously aware of the policy and also of their individual responsibilities.
- Staff training to ensure that all responsibilities in respect of this policy can be delivered in a competent, caring and efficient manner.

## Individual Responsibilities

It is important that pupils and parents recognise the difficulties which staff may encounter in ensuring that the purpose and intent of the Bullying Policy can be effectively introduced and enforced.

In this regard the pupils and parents are expected to:

- Report all incidents of bullying using the procedures in place.



- Act in a respectful and supportive manner to their peers, reporting any suspected incidents which the victim may be afraid to report.
- Adhere to and promote the aims and objectives of this statement.
- Refrain at all times from any behaviour which would constitute bullying/racism of fellow pupils/adults.

### **Parents too can play a vital role by:**

- Stressing to pupils the importance of sociable behaviour.
- Reporting any misgivings they have concerning either victims or perpetrators of bullying/racism to a member of the teaching staff.
- Actively endorsing and supporting the anti-bullying policy.
- Acting as a positive role model for children.
- Encouraging an Islamic response within their children.

## Dealing with incidents of bullying/racism

Any incident of bullying/racism will be recorded and passed to the head teacher via the bullying /racism book. This book will be kept in the school office and the Head Teacher will monitor entries in it weekly.

All allegations of bullying/racism will be taken seriously. In accordance with DfES guidelines *all* racist incidents will be recorded and parents and Trustees will be made aware of the incident and the action taken to deal with it.

All adults and pupils need to know that reported incidents are taken seriously and dealt with. Incidents can be reported to any member of staff (preferably the class teacher) or to visitors such as teacher training students. The adult concerned should make a dated record of the allegation in the 'bullying/racism book' and if appropriate the class teacher should be made aware of it. These records should be kept in case they are needed in the future. Any incident of racism should also be reported to the Head Teacher.

### **There will be a graded series of responses to such reports.**

## First enquiry

Ascertain whether this behaviour is unusual or not and if it is out of character check to see if there are any underlying circumstances.

Ask the "bully" if they are aware of the distress that has been caused.

Ask the "bully" whether they intended to cause distress.

Ask the "bully" to reflect on how they expect to be treated and how they would feel if they were the victim.



This will help create an atmosphere in which the “bully” can admit that they have caused offence. At this stage many people prefer to use a no-blame approach as it focuses on how the bullied pupil can be helped to feel safe. Staff should also be aware that there may be reasons why children bully and an effort should be made to ascertain this.

If the perpetrator continues to deny responsibility.

## Action

Pupils say what are acceptable ways of interacting. How they can ensure that the victim’s life is made more bearable in school. These decisions are agreed and reviewed. This can work well with a group.

### **If there are further incidents.**

Don’t accept excuses.

A game is only a game if everyone enjoys it.

If it was an accident did they report it?

If it was for a laugh – who was laughing?

A letter should be sent to the parents of the pupils involved outlining what action has been taken and what will happen if further incidents occur.

### **If further incidents occur**

Set clear limits and re-state what the school’s expectations are.

Explain clearly what sanctions/actions will follow further incidents.

Wherever possible, the adult dealing with this pupil should remain calm.

Show the pupil the record of the incident and ask them to sign it as this stresses the seriousness of it. Define the behaviour clearly (using legal terms such as slander, criminal damage if appropriate). A second letter will be sent to the parents of all the pupils involved, outlining what action has been taken and what will happen if further incidents occur.

If it is felt appropriate regular meetings can be set up between the head teacher and the children involved.



## Sanctions if further incidents occur

Interview with parents.  
Contractual agreement.  
Bully court of other peer response.  
Temporary exclusion or lunchtime exclusion.  
Permanent exclusion.

### **If the child is a victim of bullying;**

1. The child will inform the class teacher first.
2. If the bullying continues, Head Teacher informed through bullying book,
3. If the bullying continues, the Trustees will be made aware.

## Evaluation Procedures

In order to assess the effectiveness of this policy, the following standards will be used as a means of measuring performance.

- Variations in the number of reported incidents over a given period.
- Individual incident returns.
- Variation in the number of pupil days lost which are suspected to arise as a consequence of bullying.
- Any marked improvement in academic performance which may be confidently regarded to have arisen due to the eradication of bullying behaviour.

## Policy Ownership and Responsibilities

The policy will be updated and reviewed annually.

Ultimate responsibility for its introduction and implementation will rest with the trustees and head teacher. However it is important to remember that all staff, pupils and parents have an active part to play in the maintenance and development of this policy.