Rawdhatul Ilm Wal Huda, 32 Moss Street, Blackburn, BB1 5JT

Anti-Bullying Policy

The Holy Qur`an states: O mankind! We have created you from a single male and female and made you into nations and tribes so that you may know each other. The most honourable of you in the sight of Allah are surety the righteous [Surah Al-Hujarat: 13].

It is clearly instructed in the Holy Qur`an: O believers! Let not a group scoff or rebuke at another group, it may be that the latter are better than the former; nor let (some) women scoff at other women, it may be that the latter are better than the former, nor defame one another, nor insult one another by nicknames. How bad is it, to insult one's brother after having Faith. And whosoever does not repent, then such are indeed wrong-doers [Surah Al-Hujarat: 11].

The Prophet Muhammad (Peace Be Upon Him) said: O people! You are all to Adam and Adam was made of dust. No Arab is to be preferred over a non-Arab except by virtue of his piety." Also, He (PBUH) emphasised: "Allah does not look at your appearances or your colours but He looks at your hearts (intentions) and your deeds. Creatures are the dependants of Allah and the closest among them to Allah are indeed the most useful to His dependants."

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Anti Bullying Policy

Relevant legal guidance.

Preventing and Tackling Bullying: Advice for Headteachers, Staff and Governing Bodies (DFE)

Introduction.

This policy, which incorporates a set of procedures, makes clear Rawdha'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 Rawdha, 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:

- Collaborative partnership with the 'Healthy Schools Team';
- Gauging the views of learners, staff and parents;
- Working with the student Shura to give feedback on key parts of the revised policy;
- Liaising with Trustees through a review at a Trustee meeting; and
- Consulting key guidance published by the DFES on homophobic and cyber-bullying.

Role of the Principal and Trustees

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 Principal to the Trustees on a termly basis.

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 Trustees 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 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 and 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 Beneficient are those who walk upon the earth modestly." (Al Furqaan 25:63).**

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. “

Definition of Bullying.

The Government defines bullying as:

Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally

Bullying is not an incident but a series of events.

The main types of bullying can be identified as:

- **Physical**
  Kicking, hitting, pushing, taking belongings, jostling,

- **Verbal**
  Name calling, taunting, making offensive comments,

- I**ndirect**
  Excluding people from groups and spreading hurtful and untruthful rumours.

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

- **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.

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 lead 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'.

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;

- The induction programme for Year 7 students.
- Citizenship/PSHE lessons
- The Student Council
- Displays around the school
- Whole school assemblies
- Multi agency working
- Spirituality lessons

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 **child welfare officer**.

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

They then have responsibility for investigating the incident and taking appropriate steps to resolve the problem.

Where it is established that the incident can be resolved by the intervention of a teacher or senior student, and that, following the definitions above, the incident is *not* a case of bullying, the matter can be dealt with by the senior student or teacher alone.

If the teacher or senior student suspects that this may in fact be a case of bullying, then they should refer the matter to the child welfare officers, who will then assume responsibility for the case.

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

- The Child Welfare will record the incident in the Central Bullying Record
- 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 Child Welfare Officers.

- 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
- 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 & Citizenship Guidance
- Safeguarding & Child Protection policies,
- Equality and diversity policies,
- Health and Safety policy

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 Child Welfare Officers with the information.

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 Child Welfare Officers immediately. 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.

Appendix 1

Rawdhatul Ilm Wal Huda U.K.

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	

Central Bullying Incident Record

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

Rawdhatul Ilm Wal Huda
Bullying incident form

DETAILS OF PERSON AFFECTED - a separate form should be completed for all persons affected		
Forename(s)		**Year:**
Surname		
DETAILS OF PERSON AFFECTED - a separate form should be completed for all persons affected		
Forename(s)		**Year:**
Surname		
DETAILS OF PERPETRATOR - a separate form should be completed for all perpetrators		
Forename(s)		**Year:**
Surname		
DETAILS OF PERPETRATOR - a separate form should be completed for all perpetrators		
Forename(s)		**Year:**
Surname		

DETAILS OF STAFF MEMBER COMPLETING FORM	
Name	
Position within Rawdah	

NATURE OF INCIDENT			
Date		**Time**	
Nature of Bullying			
Details of actions taken to address the incident and to ensure incident does not occur again			
Additional comments			

POST-INITIAL ADDRESSING OF INCIDENT			
Date		**Time**	
Is person (s) affected satisfied with resolution	**YES**	NO	
Details			
Did perpetrator attend restorative justice meeting	**YES**	NO	
Has perpetrator had any subsequent incidents	**YES**	NO	
Additional comments			