

# Policy



## Anti – Bullying Policy

*Nurturing today's young people,  
Inspiring tomorrow's exemplary citizens*

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## Document Control

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## SECTION 1 – INTRODUCTION

Guided by the teaching of the Qur'an and the teaching of Prophet Muhammed (PBUH), we promote a community of unity, care and peace where:

- Each boy's worth is recognised.
- Each boy's contribution is recognised.
- No one benefits at the expense of another.

We wish to encourage an environment where independence is celebrated, and individuals can flourish without fear. Every student has the right to be safe and happy in School and be protected if he is feeling vulnerable.

The curriculum at AJI is used as a vehicle to support this policy. PSHCEE, Assemblies, Morning Prayers, Weekly Assemblies and subject input (e.g. Islamic Studies, RE) are important contributors to this.

The school also endeavors to work to UNICEF and article 19 of 'having the right to be protected from being hurt and mistreated, in body or mind'.

The school is aware that bullying is linked to other areas such as radicalisation, mental health, child sexual exploitation, lower attainment, children missing, truancy and poorer attendance. As such we take bullying seriously.

Race, religion, sex, disability and other social disadvantage linked to the Equality Act and the Protected Characteristics are taken seriously.

## SECTION 2 – AIMS AND OBJECTIVES

**Our main aim is to raise levels of consciousness and awareness so that:**

- There is an agreed definition of bullying.
- Everyone in the School Community feels responsible for combating bullying and realises that bullying is always unacceptable.
- Victims feel protected and supported.
- Those engaged in bullying change their attitudes as well as their actual behaviour.

## SECTION 3 – GUIDELINES

**DEFINITION OF BULLYING – ANY ACTION THAT RESULTS IN A MEMBER OF OUR COMMUNITY FEELING HURT, THREATENED, FRIGHTENED OR LESS PROTECTED AND SUPPORTED IS DEEMED TO BE BULLYING.**

- a) Bullying is the willful, conscious desire to hurt, threaten or frighten someone else.
- b) It may be verbal, physical or psychological.
- c) It is necessarily a repetitive action which causes distress not only at the time of each 'attack' but also by the threat of future 'attacks'.
- d) It is characterised by the dominance of the powerful over the powerless in whatever context.
- e) It can be short-term or continue over a period of time.
- f) It can be overt or subtle.
- g) It can be perpetrated by an individual or a group.

**The Main types of bullying can be identified as:**

- Physical
- Verbal
- Indirect
- Homophobic
- Cyber

**The following is list of some of these forms:**

- Name calling.
- Excluding from groups.
- Pushing/shoving, hitting/kicking.
- Making fun of people, being rude, spreading rumours.
- Saying unpleasant things about people's family and friends.
- Taking and breaking property.
- Blackmail.
- Threatening.
- Demanding money.
- Following people.
- Prejudice against LGB people and those perceived to be LGB.
- Prejudice against those considered to be different in any way.
- Unwanted physical contact.
- Nasty gestures.



- Nasty looks.
- Cyber communication (e.g. social websites, mobile phones, texting, digital images).

Bullies pick on vulnerable students, but it is difficult to judge in advance who might be seen as vulnerable. Some victims may seem no different from other students. The 'difference' may be a notional one used by the bully to justify the bullying. Any reason for a student being picked on is unacceptable.

**AJI does not tolerate any form of bullying, whether it is physical, verbal, homophobic, transphobic, cyber or indirect.**

**Victims may be students who:**

- Are new to the class or School.
- Are different in appearance, speech or background from other students.
- Suffer from low esteem (this may be a cause or an effect of bullying).
- Demonstrates 'entertaining' reactions when bullied e.g. tantrums, loss of control.
- Are more nervous or anxious.

All of these are only possibilities, not predictions of victimisation. The victim may be the student who is in the wrong place at the wrong time, and who reacts wrongly.

We must be alert to the behaviour of all students. It is important to be watchful and observe the social relationships between the students in the classroom during lessons as well as outside the classroom, especially during breaks and lunchtime.

**Students who are bullied may show changes in behaviour. They may:**

- Become shy, nervous and withdrawn.
- Feign illness and cling to adults.
- Be frequently absent.
- Have damaged clothes or property.
- Show changes in their work patterns.
- Lack concentration and do poor school work.
- Truant.
- Give improbable excuses for any of the above.

Bullying is a serious issue that can cause psychological damage even leading to suicidal tendency in some cases.

**Speaking out – Victims often do not want to tell that they are being bullied because:**

- Of the fear of reprisals.
- Of the shame and humiliation suffered.
- They don't want to publicise their unpopularity.
- They are too confused or upset.
- Seeking help might confirm the taunts of being a baby, stupid, etc.
- Of low self-esteem and therefore the belief 'It's my lot in life'.
- Of no confidence in adults' ability to help.
- Of the unwritten code about telling tales among peer group.

Consequently, it is vital that at AJI, the ethos prevails whereby anyone who is being bullied or who has witnessed bullying taking place, needs to tell a member of staff and not to think that he is telling tales. Not telling protects the bully and gives the message that it can continue, perhaps bullying others too secretly and this silently nurtures bullying.

It is therefore important that students who are being bullied, or others who know about it, feel that they will be listened to and believed, and that action taken will be swift but sensitive to their concern.

At AJI, ALL staff are trained annually in Child Protection Training raising awareness of signs of bullying – identifying likely situations where bullying may happen, reducing the risk of it taking place and giving the staff the knowledge of how to deal with it when it happens.

Procedures to follow: These procedures should be read in conjunction with AJI's Behaviour Policy. At each stage, in keeping with our Islamic ethos, the focus of the procedures is the welfare of all the boys involved. Both the victim and the bully are in need of support.

## **SECTION 4 – WHAT TO DO IF A CASE OF BULLYING ARISES**

### **STAGE 1 – GETTING THE FACTS STRAIGHT**

Apart from the written statements that may already exist, all involved will be interviewed individually. 'A No Blame Approach' identified by the Independent listener will be employed.

### **STAGE 2 – MAKING AMENDS**

The bully needs to be encouraged to see things from the victim's point of view and to carry out corrective

action to improve relationships. Also, the victim must be encouraged not to be a victim. Making a contract not to engage in this behaviour or setting particular targets may be appropriate.

If the victim is in agreement, a meeting with the teacher, independent listener, victim and bully should take place where the bully apologises to the victim and both agree to work in harmony.

### STAGE 3 – CONTACTING PARENTS

Contact parents of both victim and bully as quickly as possible and tell them what happened, and the steps taken so far. Parents of victims are likely to be upset and anxious to protect their child.

Working together to identify ways of tackling the bully is the goal. Parents of bullies may likewise be upset, anxious and defensive. Here it is important to try and establish a clear picture of events and to stress the unacceptability of the behaviour. A meeting in school may be appropriate at this stage and certainly if the incident was particularly serious or was a repeat.

***IT SHOULD BE MADE VERY CLEAR TO PARENTS AND STUDENTS THAT THERE IS NO PLACE AT AJI FOR THOSE WHO REPEATEDLY BULLY.***

### STAGE 4 – KEEPING RECORDS

Full records must be kept. In addition, a brief record needs to be made in the central 'Monitoring Incidents of Bullying' folder kept by the Pastoral Team and by the Child Protection Officer.

### STAGE 5 – FOLLOW UP

**Action taken may differ according to circumstances. For example:**

- The victim may need support through sessions with a member of staff who is a counsellor, or, if his academic progress has been affected, he may need the intervention of the Principal or be offered additional support through the class teacher.
- The bully may need to be punished but also, he may need to see a counsellor to help him modify his behaviour. He may need to be encouraged to take part in positive activities.

Both bully and victim will need to be monitored over a period of time. This will be done by the Housemaster / Pastoral Team.



## SECTION 5 – PREVENTING BULLYING

Concern and bullying boxes along with pupil council and access to the pastoral team is also provided to support pupils.

Pupil inductions, PSHE lessons, assemblies, pastoral events, displays, parents' sessions, e-safety, and multi-agency working are some of the other areas that the school will undertake to prevent bullying.

## SECTION 6 – ADVICE ON THE INTERNET FOR PARENTS AND SCHOOL STAFF

**Anti-Bullying Alliance**

**CEOP**

**Childline**

**Childnet**

**Kidscape**

**NSPCC**

**Barnardos**

**Young Minds**

**UK safer internet Centre**

*Severe bullying will not be tolerated and will likely result in suspension from school. May result in exclusion from school. Persistent severe bullying will likely result in exclusion.*