



**Ayesha
Community
School**

February 21

Anti-Bullying Policy

2018

This policy has been written with reference to DfE document 'Preventing and tackling bullying - Advice for head teachers, staff and governing bodies' (www.education.gov.uk/schools/pupilsupport/behaviour/bullying/f0076899/preventing-and-tackling-bullying) and keeping Children safe in Education September 2016

Revised by
Mr S. Ahmed

1. Rationale

Bullying is wrong without exception. Ayesha Community School (referred as the School in the remainder of this document) views bullying seriously and will adopt all means to eliminate bullying so that children coming to our school feel happy and safe. Our aim is to foster an atmosphere where bullying is discouraged and is seen to be unacceptable, and something that will not be tolerated.

This policy has been written with reference to DfE document 'Preventing and tackling bullying - Advice for head teachers, staff and governing bodies' (www.education.gov.uk/schools/pupilsupport/behaviour/bullying/f0076899/preventing-and-tackling-bullying).

This Policy should be read in conjunction with the school's safeguarding and e-safety policies.

Bullying is one of the forms of misbehaviour and hence this policy must be read in the context of the School's Behaviour Policy.

2. What is Bullying?

Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'.

Anti- bullying ambassadors' definition of bullying:

'Unwanted, repeated aggressive behaviour intended to hurt or harm emotionally or physically by one or more individual either online or in person' (16/01/17)

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical.

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.

In the school context, bullying characteristics can be: -

- ❑ Cyber Bullying and social media
- ❑ threatening behaviour;
- ❑ criminal damage;

- ❑ theft;
- ❑ assault;
- ❑ taunt
- ❑ tease;
- ❑ sexual harassment including:-
 - name calling, jokes of a sexual nature, homophobic and transphobic comments, comments about appearance, inappropriate and unwelcome touching, innuendos, propositions, bringing pornographic materials to the School;
 - homophobic and transphobic insults
- ❑ racial, religious or cultural harassment including:-
 - name calling, racist jokes, offensive mimicry, bringing racist materials to the School e.g. badges, leaflets, magazines;
 - Racism against food, music, dress or any customs.
- ❑ Harassment due to physical appearance (e.g. children being overweight, short, tall, wearing glasses, etc.).

Bullying can take a number of forms:-

- ❑ physical e.g. pushing, hitting, pinching, kicking, spitting, stealing;
- ❑ verbal e.g. name calling, teasing, taunting, intimidating, gossiping, humiliating;
- ❑ written e.g. Notes being passed around, e-mail, other internet social media, sms text messages;
- ❑ Silent e.g. boycott, isolation, rude gestures, exclusion of pupils from group activities. (Bullying can also be performed in subtle ways, which are not clearly evident to teachers; a bully can use a certain look, word or gesture to a victim to signal an intended threat or insult)

Bullying can take place:-

- ❑ inside the School (during lessons or break times) e.g.
 - in the classroom;
 - in corridors;
 - in the playground;
 - In the toilet areas.
- ❑ on the way to School or on the way back from School;
- ❑ Away from the School.

Bullying may be carried out by one person or by a group. In a group, one pupil may bully, while the others stand by and, while not actually bullying themselves they collude with the bully by not intervening (and in some cases by encouraging or jeering etc.). Children, who would not bully individually, may bully when they are part of a group.

3. Aims of the policy

The Aims of this policy are:-

- ❑ to identify the activities required to promote a culture of Non-Bullying within the School and to establish an atmosphere where bullying is not acceptable behaviour;
- ❑ to encourage everyone at the School to take responsibility for eliminating and preventing all types of bullying;
- ❑ for all staff, governors, parents and pupils to work together against bullying of any sort;
- ❑ to promote a safe environment at the school and ensure that all pupils feel completely safe and at ease when they are in the School (or outside the School for any School-based activities) and when they are travelling to and from the School;
- ❑ to ensure that pupils being bullied know that help is available and know how to report it;
- ❑ to help teachers and other school staff in identifying:-
 - incidences of bullying;
 - pupils that are being bullied;
 - Pupils that may be bullying or have characteristics of bullying.
- ❑ to define procedures in:-
 - reporting and dealing with bullying;
 - ensuring that the bullying ceases to occur;
 - counselling and other measures that will help the victim(s) of bullying;
 - Counselling and other measures that will help the bullying child(ren) i.e. to make them understand the consequences of their actions and to change their behaviour and attitudes towards others.
- ❑ to define levels of sanctions for bullies;
- ❑ to define the roles and responsibilities of all members of the school community e.g.
 - teachers and non-teaching staff;
 - governing body (once formed);
 - pupils;
 - Parents.

4. Preventative strategies

The School will take all reasonable measures to foster a culture of caring and helping and thus preventing bullying from occurring in the first place. This will be achieved by:-

- ❑ defining a code of conduct for the school and ensure that it is prominently displayed throughout the school;
- ❑ The secondary school will have pupil anti bullying ambassadors whose role is to mediate between pupils who are bullying and those who are bullied. All ambassadors will be trained internally to perform this role;
- ❑ displaying anti-bullying posters encouraging children to “tell” when bullying occurs - including:-
 - a guide for pupils so that they can easily contact someone in confidence (i.e. providing pupils who are experiencing bullying with the opportunity to talk in private, to enable them to tell what is happening, without fear of any reprisal);
 - External helpline numbers displayed if pupils want to talk to someone outside the school e.g. Childline: 0800 1111 (24 hours a day) and Kidscape bullying helpline for parents: 020 7730 3300 (Monday to Friday: 10a.m. to 4p.m.);

- informing them of a Suggestion Box in the school office, where a pupil can leave a note of an incident of bullying, if they feel unable to tell someone directly;
- (a note for potential bullies) police may be involved in some cases;
- Providing a list of people who pupils can tell within the school community which will include
 - Class/Form Tutor
 - Anti- Bullying ambassadors
 - Anti- Bullying Lead Teacher
 - Pupil council/ Prefect
 - Behaviour Team
 - Subject Teacher
 - Teaching assistant
 - Administrative staff
 - Principal
 - SEN Coordinator
 - Parents

- informing pupils that the following will also be regarded as seriously as the bullying:-
 - provoking or in any way encouraging someone else to carry out any form of bullying – this could be: physically, verbally, written (on paper or by e-mail/social media or sms text), by gestures or any other means;
 - helping a bully in bullying in anyway;
 - watching someone else being bullied and not reporting it (a guarantee of confidentiality will be provided).
- assembly talks, will regularly be directed at the importance of having a good nature, behaving responsibly and being caring and helpful;
- form tutors and other teachers to emphasise the value of every member of the school community (including themselves);
- use of books, videos, CD-ROMS, workshops, theatre groups etc.;
- ensuring effective supervision of all areas of the school at break times – (The school's physical environment must be examined. There should not be any places where bullying can go on to go unnoticed);
- if appropriate, older sensible/responsible pupils may be directly requested to keep a look out for bullying;
- CCTV cameras will be placed in all corridors, dining room, playground areas and other vulnerable areas;

The children themselves can prevent bullying from occurring, or reaching a serious stage, Advice will be provided to pupils to:-

- tell an adult you trust;
- get your friends together and say “No” to the bully;
- if you know that another pupil is being bullied, tell one of the School’s staff;
- stay with groups of people, even if they are not your friends - there is safety in numbers;
- avoid being alone in places where bullying happens.
- try to ignore the bullying;
- try not to show you are upset, which is difficult;
- try being assertive. Shout “NO” loudly. Practise in front of a mirror;
- talk quickly and confidently, even if you don’t feel that way inside. Practise!
- if you are in danger, get away;

- ❑ do not fight to keep possessions;
- ❑ do not fight back - it may make it worse (if you decide to fight back, talk to an teacher first);
- ❑ tell yourself that you don't deserve to be bullied;
- ❑ if you are different in some way, be proud of it! It is good to be an individual.

4.1 Communication with Parents

The School prospectuses and website will in no uncertain terms make it clear that, bullying will not be tolerated. These will also explain the procedures through which pupils who are experiencing bullying can draw their concerns to the attention of staff in the confidence that these will be carefully investigated and, if substantiated, taken seriously and acted upon. These will also define the sanctions that will be taken if there are occurrences of bullying.

4.2 Staff Training

All staff and members of the Governing Body shall receive appropriate training on bullying so that they are aware of the different types of problems and aware of all the issues involved.

Any member of staff approached on a bullying matter must not ignore it. The Class/Form Tutor of the relevant class must be immediately informed about the incident. (Staff are advised to complete an incident form and log all information)

4.3 Sanctions

Any sanctions used in bullying incidents will be consistent with the School's behaviour policy.

Sanctions have three main purposes:

- ❑ To impress on perpetrators that their actions are unacceptable
- ❑ To deter him/ her from repeating the behaviour
- ❑ To signal to other pupils that the behaviour is unacceptable

Sanctions will vary according to the severity of the incident, and the previous behaviour of the pupil or pupils involved. Sanctions can range from reprimands or serious talks, temporary removal from class, withdrawal of privileges and rewards, detentions and punishment (e.g. litter picking/school clean-ups), through to fixed period and permanent exclusion.

The School will apply disciplinary measures to pupils who bully in order to show clearly that their behaviour is wrong. Disciplinary measures must be applied fairly, consistently, and reasonably taking account of any special educational needs or disabilities that the pupils may have and take into account the needs of vulnerable pupils.

5. Identifying a pupil being bullied

Children who are bullied often tell no one about their misery out of shame, fear of retaliation, and feelings of hopelessness. Some pupils may be particularly vulnerable to bullying - pupils with special educational needs, or those who can be singled out as different in some way (very tall, overweight, left handed, etc.). Many pupils who need glasses fail to wear them because of the name calling they experience.

In a few cases, a pupil may be displaying behaviour which is provocative to others. In such cases the pupil may need counselling to enable them to understand this and change his or her behaviour.

5.1 Teachers and Other Staff

Teachers and other staff must be vigilant and lookout for signs. The following are possible signs of victimization:-

- ❑ subtle changes in behaviour (withdrawn, anxious, preoccupied, demonstrates loss of interest in school and in favourite activities);
- ❑ spurious illnesses;
- ❑ excessive trips to the school nurse;
- ❑ loss of appetite;
- ❑ feels lonely;
- ❑ deterioration of work;
- ❑ isolation or the desire to remain with adults;
- ❑ erratic attendance;
- ❑ internal truancy.

School staff should carefully monitor the symptoms of bullying outlined above. If they think behaviour is related in any way to bullying they must discuss the issue with the Headmaster.

5.2 Parents

In addition, Parents will also be advised to look out for changes in behaviour in their child, such as:-

- ❑ inability to sleep, bad dreams, crying in sleep;
- ❑ comes home from school with bruises and scratches, torn or dirtied clothing, or with missing or damaged books and property;
- ❑ sensitive or withdrawn when asked about his or her day;
- ❑ appears afraid or reluctant to go to school in the morning;
- ❑ repeatedly loses clothing, money, or other valuables;
- ❑ steals money in response to the bully's demands
- ❑ repeated headaches or stomach aches—particularly in the morning;
- ❑ big appetite after school (perhaps because lunch or lunch money was taken);
- ❑ chooses a roundabout or strange route to and from school or reluctant to take the public transport.

During parents' evening, parents will be given an anti- bullying survey to complete. Data will be used to plan for strategies to prevent occurrence of bullying.

5.3 Counselling Pupils Who Have Been Bullied

Children that have been bullied often have low self-esteem and hence raising self-esteem of children who have been bullied is very important.

One technique is to empower victims of bullying by allowing them to decide how they would like the incident to be dealt with: e.g.

- ❑ talk to the bully with a teacher present;
- ❑ teacher to deal directly with the bullies;
- ❑ for minor incident, teachers to monitor the situation.

6. Identifying a Bully

A bullying child can be identified by the following characteristics:-

- ❑ dominant;
- ❑ aggressive;
- ❑ power-assertive;
- ❑ energetic;
- ❑ impulsive.

These are general and it does not imply that every energetic or aggressive person is a bully.

Note: Sometimes, a pupil who bullies in one situation may be a victim in another. E.g. a pupil who bullies in school may be being bullied at home by older siblings or other family members. While our actions will always try to stop any bullying, it is important to understand the bully, and to consider that they may themselves be victims of bullying or other forms of abuse.

6.1 Persistent Bullying

In the case of extreme or persistent behaviour any of the following may be consulted:-

- ❑ psychologists;
- ❑ education welfare officers;
- ❑ community groups.

Persistent bullying is likely to be sanctioned by exclusion. Please refer to the behaviour policy.

7. Procedures

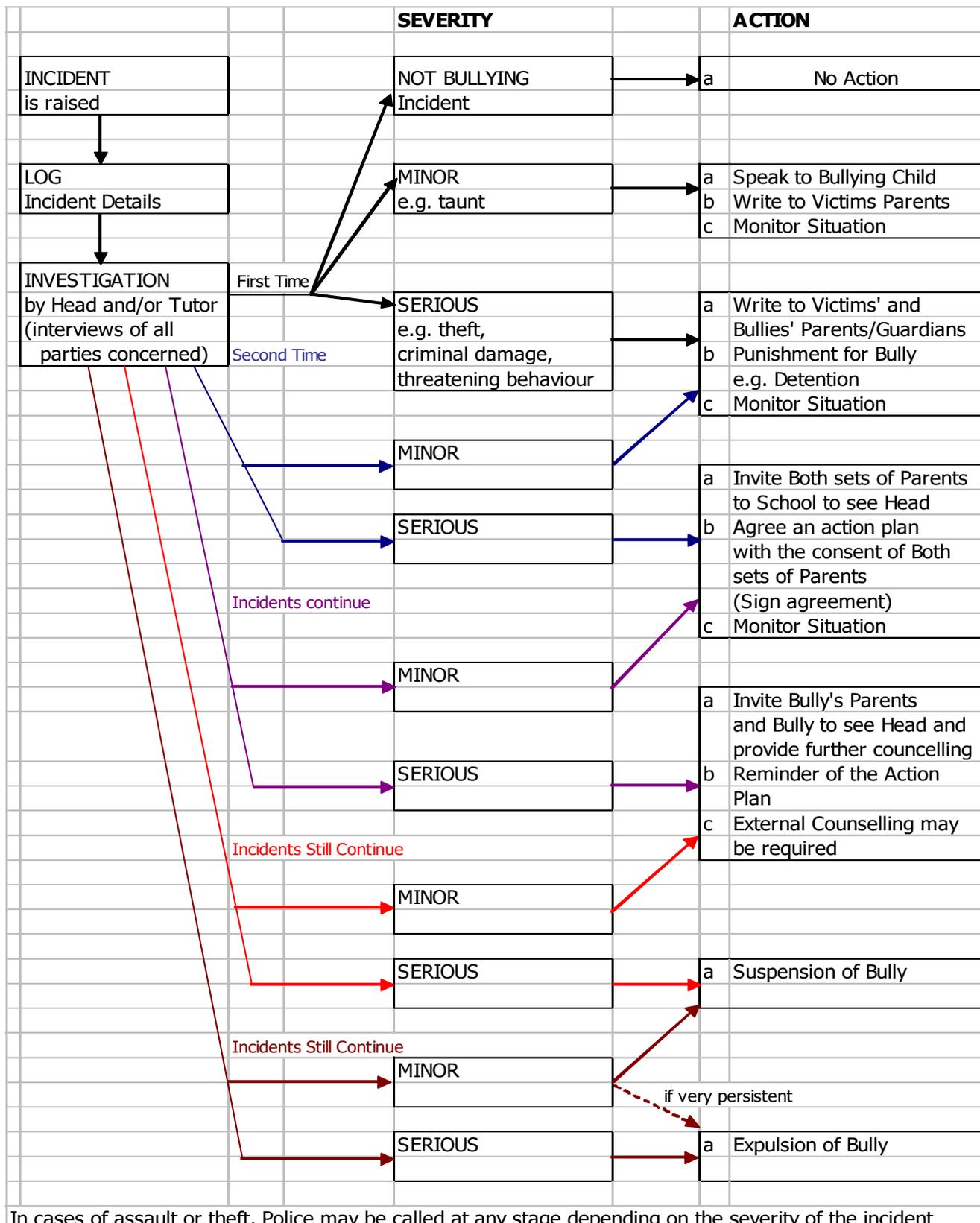
A bullying incident is one of the following:-

- ❑ a pupil of the school reports that they are being bullied (see section 2 above for definition of bullying and also policy on cyberbullying and social media);
- ❑ a pupil reports that another pupil is being bullied;
- ❑ a parent/guardian/carer of the pupil reports a bullying incident;
- ❑ police or other organisation report an incident (either directly observed by them or informed by parents);
- ❑ a teacher or other member of staff makes an observation of a bullying incident;
- ❑ a teacher, other member of staff or a parent/guardian observes a change in a pupil's behaviour which may be related to bullying;

The flow chart on the next page shows the procedures that will be taken when a bullying incident occurs involving a bullying person from the School. All staff, pupils and parents/guardians will be informed of the procedure. When dealing with serious incidents, parents will be involved at an early stage.

All staff must keep accurate and detailed records of incidents on Incident Report Sheets. In the case where there is some physical evidence it must be kept or recorded with witnesses e.g. Note papers, e-mails or sms text.

Note: In the case that the Bully is an adult (teaching or non-teaching staff, volunteer or parent) then the same procedure will take place without parents of the bully being involved. However, the school will consider whether the incident is a safeguarding issue of a more serious nature.

Bullying procedure flow diagram:


7.2 Non-School Bullying

If an incident of bullying is reported involving a bully from outside the school, the School will ensure that one or more of the following actions are done:-

- ❑ if the bullying is by someone from another school (or any organisation) then the head of the other school will be approached to try and resolve the situation;
- ❑ if bullying is occurring on public transport, then the transport company will be approached to inform them and ensure that they put measures in to ensure that such incidents do not reoccur;
- ❑ the pupils will be advised alternate means or routes for coming to/going from the School;
- ❑ the police may be informed about problems on the local streets, public transport and any other trouble spots with a view to the police providing street supervision;

8. Policy Monitoring and Evaluation

Logs of bullying incidents will be reviewed by the School Council Coordinator with the School Council half-termly to identify patterns and improve systems.

This policy will be reviewed annually. The views of pupils, parents and staff will be taken into consideration when reviewing annually to ascertain their views and improve the policy and in particular to identify any:-

- ❑ unsafe places;
- ❑ trends in bullying which need to be specifically looked at;
- ❑ particular forms of sanctions that would prove to be effective.

The review procedure may be carried out more frequently if deemed necessary. The school may also have consultations with other organisation with regards to bullying policies.

It should be cross-referenced to the safeguarding, behaviour (including exclusion) and e-safety policies. It is good practice to have senior members of the school council countersigning it after contributing pupils' views.

Ayesha Community School Bullying Charter

As a school we will:

- Take bullying seriously when it is reported
- Support the victims of bullying and help them to feel safe within school
- Take action against the bully/s and support them in changing their behaviour
- Work with parents/carers of any pupil who is involved in bullying to support and encourage the pupil/s in finding solutions
- Either internally or fixed term exclude pupils who bully and do not try to change their behaviour.

As a pupil I will:

- as part of Ayesha Community School take responsibility to help combat bullying by supporting other pupils
- not gang up on other pupils
- not join in when pupils are making fun of another pupil, even if I feel I cannot stop it
- not turn a blind eye to victimisation or bullying, I will tell someone
- I will follow the acceptable language guidance

If I see someone being bullied I will:

- inform the anti- bullying ambassadors, tell my tutor or find another member of staff who I can speak to and report it

If I am being bullied:

- I will report it to the anti- bullying ambassadors, my tutor or another member of staff who will listen and support me
- I know that I can speak to a prefect or pupil council who will listen and support me
- I know action will be taken against the person who is bullying me

If I display bullying behaviour:

- I accept that my behaviour will have to change with immediate effect
- I will be listened to and helped as to why I am behaving in this way
- I will accept support and encouragement to change my behaviour
- I accept if I continuously bully people I will be punished with either an internal or fixed term exclusion

I will sign the Charter to show that I support and will adhere to the Ayesha Community school Anti-Bullying Charter.

Name:

Signature:

Date:

Letter to the Parents of the Bully

Assalamu alaikum,

Dear Parents/ Guardian,

We are writing to inform you that has been regularly entered into our Bullying log and as a result, a meeting has taken place.

All observed or reported incidents of bullying are recorded within the school's Bullying log and targets of bullying are given the opportunity to complete a Bully Sheet.

These records are monitored and if a pupil's name is regularly entered, where difficulties are not resolved, or where specific behaviour patterns are exhibited by pupils, a meeting will take place. These meetings address the issues, making clear the unacceptable nature of their behaviour. Continuation of this behaviour will be unacceptable and may result in further, more serious sanctions, such as a withdrawal from lessons, a meeting with parents and/or a fixed term exclusion.

For further information, please refer to the school's 'Anti-Bullying' Policy. In addition, all young people at Ayesha Community School have signed our Anti-Bullying Charter which makes clear our expectations.

We want young people at ACS to feel confident that as far as possible, they will be protected from bullies. However, it is recognised that the bully's own motives need to be examined and their needs addressed. Bullies are themselves often emotionally insecure and lacking self-esteem and staff at ACS will support your child in managing their behaviour more appropriately. Both bullying and target behaviour is learned and so can be unlearned.

At ACS, we strive towards an environment where young people can be supported in addressing their education, emotional, spiritual and social needs and achieve their full potential. All forms of bullying interfere with this, therefore such behaviour will not be ignored and your support with this matter is appreciated.

If you would like the opportunity to discuss this matter further please do not hesitate to contact the school.

Yours sincerely

Shakil Ahmed

Letter to Parents of Victim

Assalamu alaikum,

Dear Parent(s),

I am writing to you as your child has reported an incident of bullying to us and I wanted to reassure you that we take bullying seriously at Ayesha Community School.

We want young people at Ayesha Community School to feel confident that as far as possible, they will be protected from bullies.

We strive towards an environment where young people can be supported in addressing their education, emotional, spiritual and social needs and achieve their full potential. All forms of bullying interfere with this, therefore such behaviour will not be ignored and your support with this matter is appreciated. For further information, please refer to the school's 'Anti-Bullying' policy.

If you would like the opportunity to discuss this matter further, please feel free to contact the school.

Yours sincerely

Shakil Ahmed

Bullying Behaviour Incident Form

To be completed as soon as possible by a member of staff/adult observing or reporting incident and handed to the

Date:		Time:		Location:	
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Those involved:		Form group
Victims name		
Perpetrators name		
Witnesses name		

Were there any injuries? YES/NO

Incident

Action Taken

Signed (Person reporting incident)

Date:

