

MIHSG  
ANTI – BULLYING POLICY  
REVIEWED JULY 2018 (MM/ES)

**ALLAH (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 Allah; indeed, Allah 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.

**Positioning Statement**

“Bullying is unacceptable behaviour. It happens in all schools and many young people are involved at some time. MIHSG is committed to creating a safe environment where everyone can learn, play and work; a place where they can talk about their concerns, confident that they will be listened to and will be offered help.

We will make it clear to young people, staff, parents and Trustees that when bullying happens we will work as a community in accordance with the school’s policy to help both the people who are harmed and the perpetrators.

We will do our utmost to ensure the safety of the person affected and support improved behaviour from the bully.”

**Definition**

- Bullying is the wilful persistent communicating of a conscious desire to dominate, hurt, threaten or frighten someone else.
- There are many definitions of bullying, but most have three things in common:
  - It is deliberately hurtful behaviour
  - It is repeated often over a period of time
  - It is difficult for those being bullied to defend themselves.
- Bullying can take many forms, but four main types are:
  - physical – hitting, kicking, taking belongings
  - Verbal – name-calling, insulting, racist/sexist remarks
  - Electronic/Cyber Bullying – email, text, video, website, photographic intentionally or otherwise, often involving social media platforms.
  - Indirect – spreading malicious information about someone, excluding someone from social groups.
- The school needs to be particularly sensitive to any form of racial or homophobic abuse or harassment, in keeping with the DfE, which requires monitoring of racially linked bullying issues.

## **What is cyber bullying?**

Cyber bullying is any form of bullying which takes place online or through smartphones and tablets. Social networking sites, messaging apps, gaming sites and chat rooms such as Facebook, Xbox Live, Instagram, YouTube, and Snapchat can all be used for cyber bullying. Parents should be aware that the minimum age for account holders on most social media sites including Facebook and Snapchat is thirteen.

Cyber bullying can happen at all hours a day, especially away from school, at home, at evenings, weekends and holidays.

## **Types of cyber bullying**

There are many ways of bullying someone online and for some it can take shape in more ways than one. Some of the types of cyber bullying are:

➤ **Harassment**

This is the act of sending offensive, rude, and insulting messages and being abusive.

➤ **Denigration**

This is when someone may send information about another person that is fake, damaging and untrue. Sharing photos of someone for the purpose to ridicule, spreading fake rumours and gossip.

➤ **Flaming**

This is when someone is purposely using really extreme and offensive language and getting into online arguments and fights.

➤ **Impersonation**

This is when someone will hack into someone's email or social networking account and use the person's online identity to send or post vicious or embarrassing material to/about others.

➤ **Outing and Trickery**

This is when someone may share personal information about another or trick someone into revealing secrets and forward it to others. They may also do this with private images and videos too.

**Exclusion**

This is when others intentionally leave someone out of a group such as group messages, online apps, gaming sites and other online engagement. This is also a form of social bullying and is very common.

Anyone who makes threats on the internet could be committing a criminal offence. It is against the law in the UK to use the phone system, which includes the internet, to cause alarm or distress. It could also be against the 1997 Harassment Act. If threats are made against a student then it is essential the student confides in their parents or a member of staff, so that they can make a complaint to the police.

## **Where bullying can occur:**

- Classroom
- Elsewhere in the school e.g. toilets
- Playground
- To and from school
- After school clubs

## **How can the school find out if bullying is happening:**

- Listening to students
- Reports from parents
- Reports from community
- Observations by adults in school
- Year assemblies and circle time

## **Recognising the Symptoms**

Students may:

- be frightened of walking to or from school
- be unwilling to go to school
- have clothes or books damaged
- become withdrawn, start stammering
- become distressed, stop eating
- cry themselves to sleep
- have nightmares and even call out, 'Leave me alone!'
  
- have unexplained bruises, scratches, cuts
- have their possessions go 'missing'
- ask for money or begin stealing money (to pay the bully)
- continually 'lose' their pocket money
- refuse to say what is wrong
- give improbable excuses to explain any of the above
- attempt suicide

## **The Policy in Action**

### **1. Staff Action**

The school uses an electronic log monitoring system to help with the management and recording of behavioural issues and incidents of bullying. Staff will always be sensitive to the possibility of bullying and be ready to talk to any student who wants to speak to them confidentially.

- Some students may be more vulnerable than others. It is important that we are sensitive to students who because of their behaviours or circumstances may be vulnerable. Deteriorating attendance, poor punctuality, lack of progress and diminishing achievement can be indicators that the student is vulnerable in some way and susceptible to – or suffering already from – bullying.
- Students being bullied may also demonstrate emotional and behavioural problems, physical problems such as headaches and stomach pains, or signs of depression. Bullying is a deeply damaging activity, for both the person being bullied and the person conducting the bullying, and its legacy can follow young people into adulthood.
- Early identification of students at risk can help us enable them to develop more effective strategies for responding to and preventing incidents. Induction meetings and other processes can be used to help identify specific needs or likely

concerns so these can be taken into account when we develop their anti-bullying strategies.

- Some bullying behaviour by students is linked to deeper issues. As should be the case when responding to those who are bullied, understanding the emotional health and wellbeing of these students is key to selecting the right strategies and to engaging the right external support where needed (for example, in relation to issues of domestic violence or safeguarding issues).

Bullying records must be completed and maintained by the Anti-Bullying officer.

## **2. Parental Action**

If parents suspect that their daughter is being bullied, they should contact the Form Tutor / Head of Year for initial, confidential discussion. In cases of cyber bullying it may also be appropriate to inform the police.

## **3. Student Action**

If students consider they are, or another student is, being bullied then they should tell their Form Tutor / Head of Year immediately they are worried.

## **Anti-Bullying Strategies**

The school uses a range of methods, including mediation, restorative justice, and the no-blame approach.

### **❖ Counselling/mediation between those involved**

The pupils involved are encouraged to talk issues over with the aid of a mediator and find a way forward to end the cycle of bullying and complaints.

### **❖ Restorative justice**

The person affected is given an opportunity to meet with the bully face to face in a safe and supervised setting and talk through the impact that the bullying has had, or is having, on them. Restorative justice is designed to empower the persons affected and to help the perpetrators understand the human consequences of their behaviour.

### **❖ The no-blame or support group method**

In this method, the person affected, or target, of the bullying is interviewed. A teacher will then hold a meeting with a group of students including the bullies, those who may have seen the incidents and others who are not directly involved. The teacher explains to the group how the person affected is feeling and the group then offers suggestions to find a solution.

Removing blame from the process allows the perpetrators to involve themselves in finding a solution without feeling threatened or defensive. Those who were bystanders are given a chance to see that by doing nothing, they were condoning the bullying.

## **See Appendix 1**

Procedure for interviewing alleged Bully and Person affected.

## **Intervention strategies**

- Anti- Bullying Notice Board
- Posters around school showing students what to do if they are being or witness bullying
- PSHEE Lessons
- Anti-Bullying Week
- Assemblies
- Staff CPD Sessions
- Anti-Bullying Officer available to speak to
- Prefects/Peer Mentors as peer support and help

## **CURRICULUM ORGANISATION AND MANAGEMENT CO-ORDINATION**

The Anti-bullying policy will be co-ordinated by the Head of Pastoral, Anti-Bullying Officer (ABO) and Head of Year who will liaise with both teaching and non-teaching staff.

## **Delivery**

- As part of the PSHEE element of the curriculum
- By dealing with specific issues as they are relevant
- Through story, drama and visual aids
- Assemblies, Islamic study circles and school council.

## **Staff training**

The Anti- Bullying Officer is responsible for organising staff training to support the implementation of this policy.

## **Monitoring and Evaluation**

- Long and medium term planning will be reviewed by Head Teacher, Head of Pastoral, and PSHEE Co-ordinator in liaison with the ABO.
- ABO termly / annual report to HT

## **Specific issues working with parents**

The school firmly believes in a partnership with parents in order to deal effectively with cases of bullying and to 're-educate' the bullies whilst supporting the recipient of the bullying.

## **Confidentiality**

This will be maintained where appropriate.

## **Equal Opportunities**

The Anti – bullying policy follows the guidelines laid down in our Equality policy and the Equality Act of 2010 (amended 2014), Behaviour policy and Safeguarding policies (1-4)

## APPENDIX 1

### Procedure for interviewing alleged Bully and Person affected.

	<b>What to do</b>	<b>How, Where, Time</b>	<b>Others</b>
1	Listen to the person affected	In suitable place and give them time (at least 10 minutes)	Whenever possible another adult, adult witness + person affected' s friend
2	Ask the person affected to write down everything	Date and time on paper and they should sign	Warnings about giving false accusations
3	Listen to alleged "Bully"	In suitable place and give them time (at least 10 minutes)	Possibly another adult witness + friend of student
4	Ask alleged "Bully" to write down everything	Date and time on paper and they should sign	Warnings about giving false accounts
5	Pass on to Anti-Bullying Officer (ABO)	ABO now follows "Anti Bullying stages" above	ABO decides whether to contact both sets of parents or if necessary to invite them into school

**Parent may wish to contact the Head of Year or the ABO via email as follows:**

**Anti-Bullying Officer and Head of PE, Ms S Hughes: [s.hughes@mihsg.co.uk](mailto:s.hughes@mihsg.co.uk)  
(Mrs E Smart in her absence)- [e.smart@mihsg.co.uk](mailto:e.smart@mihsg.co.uk)**

Head of Y7 & 8  
Mrs C Drinkwater  
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Ms Sue Hughes (Mrs S. Campbell maternity cover until March 2019)  
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