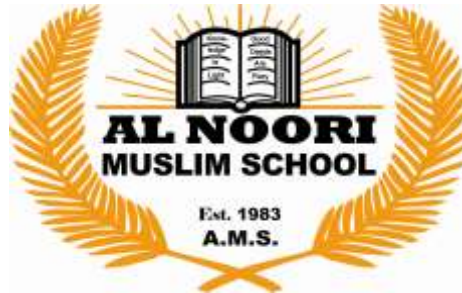


AL NOORI MUSLIM SCHOOL



Anti-Bullying Policy

Policies & Documents

Year 2016

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1 Contact information

Principal	Mr Ali Kak
Deputy Principal	Mr Ayman Annas Darwich
Assistant Principal	Mrs Doha Elzahab
Boys High School Welfare Co-ordinator	Mr Hayssem Danny Kamaz
Girls High School Welfare Co-ordinator	Mrs Badia Jalloul
High School Religious Adviser	Sheikh Khaled Zraykah
Primary School Religious Adviser	Sheikh Ibrahim Abdullah Newman
School Councillor	Mrs Mae Abu Mahmoud
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2 Introduction

This document sets out the School's policy in relation to the issue of bullying. It reflects a belief that bullying is **NOT ACCEPTABLE UNDER ANY CIRCUMSTANCES AND WILL NOT BE TOLERATED** at Al Noori Muslim School.

It also acknowledges that bullying behaviour is problematic for the perpetrator and target alike and embodies support and management strategies that are pragmatic.

2.1 Principles

All children have an absolute right to be educated in a safe and secure environment and to be protected from others who may wish to harm, degrade or abuse them.

There is **no justification whatsoever** for bullying behaviour and it should not be tolerated in any form.

Effective management of bullying is a shared responsibility and strategies should involve school staff, parents and other professionals involved with children who are the targets or perpetrators of bullying behaviour.

2.2 Student Responsibility

Students have a responsibility to:

- behave appropriately, respecting individual differences and diversity;
- follow the school's ethos;
- respond to incidents of bullying according to the School's Anti-Bullying policy.

2.3 Teacher Responsibility

Teachers have a responsibility to:

- respect and support students in all aspects of their learning;
- model appropriate behaviour;
- arrive to class on time and move promptly between lessons;
- respond in an appropriate and timely manner to incidents of bullying.

3 Definition of Bullying

Bullying is an act of aggression causing embarrassment, pain or discomfort to an individual. Bullying behaviour can be:

- **Verbal** eg: name calling, teasing, abuse, putdowns, sarcasm, insults and threats.
- **Physical** eg: hitting, punching, kicking, scratching, tripping, spitting and pushing.
- **Social** eg: ignoring, excluding, alienating and making inappropriate gestures
- **Psychological** eg: spreading rumours, nasty looks, hiding or damaging possessions, malicious SMS and email messages and internet chatting, and inappropriate use of camera phones and internet.

People who bully try to gain control of a situation by making you feel afraid or angry, sometimes even start a fight. It is often done so that adults are not aware of it.

4 What Causes Bullying

A number of different factors contribute to bullying problems.

- **Family Factors:** A lack of attention and warmth towards the child, together with the modelling of aggressive behaviour at home, and poor supervision of the child may contribute to bullying behaviour.
- **School Factors:** Just as low levels of supervision in the home are associated with the development of bullying problems, so too, are poor supervision at school particularly in the school courtyards, hallways, canteen area and sometime the change over of periods.

At Al Noori Muslim School, our social climate needs to be one where there is warmth and acceptance of all students.

5 Possible signs of a student being bullied

Students may:

- Become unwilling to come to school or attend erratically;
- Begin doing poorly in their school work;
- Become withdrawn or isolated, start stammering;
- Have a desire to remain near adults especially at break times;
- Find their possessions going “missing” ;
- Have unexplained bruises, scratches or cuts;
- Become distressed, eat very little and;
- Refuse to say what is wrong and give improbable excuses to explain any of the above.

6 Understanding the mentality of the victim and the bullying

If intervention is to be successful in the long term you must try to understand the bully.

They will frequently use 'difference' as an excuse for their bad behaviour. It is not the difference in the victim which causes the problem. It is the bullies who have the problem because they are afraid, envious, cruel, angry, insecure or unhappy. They often show no sympathy for the victim and will try to avoid apologies.

Victims are sensitive in nature, perhaps emotional, lacking in self-confidence and sometimes with an uncertain sense of humour. They experience similar problems of self image to those of the bully. They may be lonely and isolated in the larger environment although secure at home and in small groups. They may be physically small or weak and unlikely to retaliate.

7 What are the long-term consequences for victims, bullies and bystanders?

Victims of bullying typically are very unhappy children who may suffer from fear, anxiety, and low self-esteem. If bullying patterns go unnoticed in the school, the victim

- may try to avoid school, and social interaction;
- more likely to be depressed and suffer low self-esteem and;
- experience significant psychological harm which interferes with their social, emotional and academic development.
- The serious long-term outcomes for bullies are also important to recognise. Bullies tend to become aggressive adults who stand a much higher chance into taking their bullying behaviour into their career workplaces.

8 Procedures and standards

8.1 What to do if you are being bullied:

- a) Try to ignore the bullying or say 'No' firmly then turn and walk away. You must do this forcefully and walk away immediately.
- b) Try not to retaliate in a physical or verbal way.
- c) Try not to show that you are upset or angry. If you can hide your emotions the bully will get bored and leave you alone.
- d) Tell a friend and ask him/her for help. It is harder for a bully to pick on you if you have a friend with you for support.
- e) Try to avoid being alone in places where the bully is likely to pick on you.
- f) Tell a sympathetic teacher. Bullies depend on secrecy. If you need help do not be embarrassed about asking for it. Everyone needs help sometimes and teachers can only help if they know about the problem.

8.2 What to do if you see someone being bullied.

- a) Find a teacher straight away and explain what you have seen or heard.
- b) Do not ignore the bullying. Everyone has a responsibility to prevent bullying. (Think how you would feel if it was happening to you).
- c) Make sure that you do not get involved in the bullying.

8.3 What will happen if you report bullying?

The school will:

- a) Take bullying seriously and find out the facts of any incident.
- b) Support students who are being bullied.
- c) Take appropriate action against the bully.

9 Actions taken by staff

- Intervene immediately. The care of the victim of bullying should be your first priority.
- Teachers should respond to any incidents of bullying immediately and unambiguously even if some aspects of the response are dealt with at a later stage. A teacher's own reactions to incidents of bullying will influence the attitudes of the children. For example, failure to respond to an incident may be construed as condoning bullying behaviour.
- When an incident of bullying is witnessed, the teacher should, as soon as possible obtain a report of the incident. Both parties should be interviewed separately. If more than one student is involved in perpetrating the bullying, talk to each of the perpetrators separately.
- All serious incidents must be reported to the Welfare Co-ordinators, or the Deputy Principal.
- The welfare Co-ordinators will then investigate the matter further and will determine whether the incident merits contacting the parents of those children involved.
- **Immediate suspension** will follow (as outlined in the Discipline Policy). The length of suspension will be based upon the severity of the bullying behaviour (at the Co-ordinators' discretion).
- Both the perpetrator and the victim will be offered counselling in order to develop positive social skills and help prevent any recurrence.

10 Strategies our school can take to prevent bullying

Our School can intervene effectively to reduce bullying by developing a safe and supportive school climate.

We must all work together to help create an academic environment free from cruel acts of violence. In order to achieve this, Teachers must:

- be both role models and guardians (in loco parentis). That is, we must model respect in our own relationships and protect the rights and responsibilities of others;
- demonstrate positive behaviours in our own relationships;
- be aware of the potential influence of both our intended and inadvertent behaviour;
- have lessons that are climate orientated as well as task orientated;
- offer generous praise for pro-social and helpful behaviours by students;
- also praise friendly and supportive behaviours of students toward one another on a frequent basis;
- teach non-violent, non-racist, and non-sexist ideas, values and behaviours, as a core part of the every-day curriculum;
- teach social skills, including communication, making friends, accepting feedback from others, conflict resolution and appropriate assertiveness;
- promote positive relationships and enhance the school experience for students by developing a good rapport with them;
- provide better supervision during recess and lunch and,
- promote specific class rules against bullying and emphasise the immediate consequences of bullying.

At the same time, students must:

- treat one another with mutual respect;
- behave according to Islamic values and morals;
- play safely and report all bullying incidents;
- co-operate with other students and staff and;
- refuse to be involved in any bullying situation.

The School also recommends that parents:

- watch for signs of distress in their children, eg: unwillingness to attend school, missing equipment, requests for extra money and damaged clothes or bruising;
- take an active interest in their children's social life and acquaintances;
- advise their children to tell a teacher if they are being bullied;
- inform the School if bullying is suspected and not take matters into their own hands;
- must not encourage their children to retaliate;
- be willing to attend interviews at the School if their children are involved in any bullying incident and;
- be willing to inform the School of any cases of suspected bullying even if their children are not directly affected.