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Anti-Bullying Policy

This is a sample Anti-bullying policy which the Al Madina Trust can adopt. Al Madina Trust should aim to provide an open, safe and fun environment for all children, free from bullying. Children must be made aware that bullying and people who bully will not be accepted. This policy defines bullying and states the Al Madina Trust’s commitment in ensuring that bullying does not occur in this Al Madina Trust.



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What is bullying?

Bullying is any deliberate behaviour which hurts, threatens or frightens someone else. There is no place for it at this Al Madina Trust and it is the responsibility of everyone in our community to help to create an atmosphere in which it is totally unacceptable. Individual differences, which are often the focus for bullying, should be understood, accepted and appreciated, so that everyone feels valued and respected.

As a Al Madina Trust Community – staff, parents and pupils, we agree that bullying is a type of repeated anti-social behaviour, which will not be tolerated.

- a) **Physical** – a child can be physically punched, kicked, spat at, hit etc.
- b) **Verbal** – a child can be teased, called names, abused directly against gender, ethnic origin, physical/social disability or personality.
- c) **Exclusion** – a child can be bullied simply by being excluded from discussions, activities etc. with those who they believe to be their friends.
- d) **Damage/Theft** – Pupils may have property damaged or stolen. Threats may be used to bully a pupil into handing over property or money.

Some signs of bullying are mentioned in Appendix D. What we will do to discourage bullying behaviour:

- a) Work with parents, pupils and non-teaching staff to support and report bullying of any kind.
- b) Ensure that all pupils recognise that bullying of any sort will not be tolerated.
- c) Encourage pupils to follow the Al Madina Trust rules and be actively involved in creating their own class rules.
- d) We will follow our Behaviour Management policy where it relates to bullying
- e) Encourage friendship pairs/groups to support isolated pupils e.g. circle of friends and listening partners.



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- f) Use materials and resources, which promote the individual regardless of gender, ethnic origin, disability etc. Some Quranic quotes are stated in Appendix C.
- g) Reassure victims that they are not to blame and recognise their distress.
- h) Monitor and review the policy.
- i) Further strategies are outlined in Appendix E.

What can you do if you are being bullied?

- a) Speak to a teacher or another responsible adult.
- b) Tell your parents or an adult you can trust.
- c) If you see someone being bullied, report it at once, it can be dealt with in confidence without you getting into trouble.

Records will be kept and monitored of the frequency of incidents and parents will be informed (Example Logbook in Appendix A and B).



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Appendix A - Example Template Log Book [Overview]

Student Name	Date of Incident	Description of Incident	Follow up Action



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Appendix B - Example Template Log Book [Details]

Student Name		Date of Incident	
Description of incident			
Follow up Action Point			
Owner of Action Point		Date to be completed	

Student Name		Date of Incident	
Description of incident			
Follow up Action Point			
Owner of Action Point		Date to be completed	



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Appendix C - Poster Hadith

Some Quranic quotes to potentially put onto the walls as a poster.

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."

Appendix D - Signs of Bullying

Possible signs and symptoms – these symptoms may be an indication of bullying but there can be many other explanations for changes of behaviour:

- General change in behaviour
- Unwillingness to go to school
- Bed wetting/ wetting themselves
- Disrupted sleep patterns
- Poor school performance
- Continually complaining
- Becoming withdrawn or over sensitive
- Aggressive or disruptive behaviour
- Change in eating patterns
- Physical signs bruises, scratches, torn clothing
- Attention seeking – e.g. faking illnesses
- Damage to or loss of equipment/ possessions



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Appendix E - Strategy for dealing with Bullying

The following is a list of actions available to staff depending on the perceived seriousness of the situation. The emphasis is always on caring, listening approach as bullies are often victims too – that is why they bully.

- ❖ Discussions at length with the victim. This will require patience and understanding. Remember – Listen, believe and act.
- ❖ Identify the bully/ bullies. Obtain witnesses if possible. Do an effective and fair investigation.
- ❖ Discussions with the bully. Confront them with the details and ask them to tell the truth about the situation/incident. Make it clear that bullying is not acceptable at the school, deter him/her from repeating that behaviour and signal to other pupils that the behaviour is unacceptable and deter them from doing it.

If they own up then follow the procedure outlined in the behaviour policy.

- ❖ Sanctions for the bully may include withdrawal from activities, isolation during break and lunchtimes, exclusion from school, depending on the perceived severity of the incident (s).
- ❖ If they do not own up, investigate further. **If** it is clear that they are lying, continue with the procedure. Pupils usually own up if presented with all the facts.
- ❖ Separate discussions with parents of bully and victim.
- ❖ Continue monitoring the situation by observing at break and having discussions with the victim to ensure no repetition.
- ❖ As the behaviour of the bully (hopefully) improves, then favoured activities etc. can be reinstated, and the pupils should be praised for good behaviour. This will rebuild the pupil's self-esteem, which may have been damaged after being caught bullying, or could have been low anyway, hence the bullying.
- ❖ In order to identify incidents of bullying and the identities of bullies, we suggest that all Al Madina Trust's agree to carry out the following strategies:

1. All staff watch for early signs of distress in pupils.
2. All staff listen, believe and **act**.



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3. Parents, who are concerned that their child might be being bullied, or who suspect that their child may be a perpetrator of bullying, should contact their child’s form teacher immediately.