



**DEENWAY MONTESSORI SCHOOL  
& UNICITY COLLEGE**  
DEO VOLENTE VINCIT QUI SE VINCIT

## Anti-Bullying Policy

<b>Approved by:</b>	Headteacher (Munawar Karim)	<b>Date:</b> February 2020
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## **1. Aims**

This policy aims to:

- i. establish a clear procedure for dealing with incidents of bullying at school, which is understood by all staff, students and parents
- ii. establish effective measures to prevent bullying at school
- iii. ensure that the students, parents and staff understand the nature and the seriousness of bullying and are clear about the part they can play to prevent bullying, including when they find themselves as bystanders.
- iv. help the school meet its commitment to the Independent School Standards (2019), paragraph 10 of which states that:

*10. The standard in this paragraph is met if the proprietor ensures that bullying at the school is prevented in so far as reasonably practicable, by the drawing up and implementation of an effective anti-bullying strategy.*

## **2. Principles**

- i. At The Deenway Montessori School & Unicity College it is our aim that each pupil should reach their potential in all aspects of school life and that pupils and staff are able to work in a comfortable, unthreatening atmosphere where they are happy and protected if vulnerable.
- ii. The school's ethos rests upon celebrating individuality alongside promoting and celebrating community and solidarity.
- iii. For the above to be achieved, the school promotes a positive and safe learning and working environment where all may develop and flourish, free from threat or fear. To this end, we do not tolerate bullying of any kind.
- iv. The school's commitment to the prevention of bullying draws from the fundamental principles of our sacred tradition which:
  - teach that human beings have been ennobled and honoured
  - prioritise the sanctity of life, health and well-being and teach us to safeguard these
  - emphasise the maxim of 'no harm': the prohibition of physical, mental and emotional harm
  - teach adults to be as shepherds to the young, acting with care and concern over children who are entrusted to them
  - outline the rights of vulnerable groups, such as children, to security of self, identity, well-being and appropriate provision for growth and development
- v. The school recognises that bullying is very serious can be the cause of psychological damage and, in some cases, suicide. In its essence, bullying is a form of oppression that damages the victim and the perpetrator. The Prophet Muhammad (peace be upon him) said:

*"Help your brother, whether he is an oppressor or he is oppressed." The Prophet was asked: "It is right to help him if he is oppressed, but how should we help him if he is an oppressor?" He replied: "By preventing him from oppressing others."* (Sahih Bukhari, Volume 3, Hadith 624)
- vi. These principles and teachings from our sacred tradition are actively promoted at school, towards the prevention of bullying, through building:
  - high pupil self-esteem and pupil confidence
  - strong teacher-student relationships and peer-to-peer relationships
  - positive attitudes and care for one another
  - good lines of communication within the school
  - self-discipline and good behaviour as the norm

- vii. If bullying does occur, it will be dealt with promptly and efficiently. The victim should feel confident about asking for help and pupils should understand that withholding information protects the bully and allows them to continue the practice. We expect anyone who knows that bullying is happening to tell a member of staff.
- viii. The school's curriculum provides a context within which bullying issues can be explored including opportunities for helping children to understand the skills they need to protect themselves.
- ix. The school's community rules (anti-bullying code), found in Appendix 1, which are displayed throughout the school and made familiar to students through assemblies and class discussions are a key means of building students' vigilance to bullying and preventing bullying.
- x.
- xi. All members of staff must remain vigilant at all times and be aware of the school's procedures for dealing with friendship issues. This includes break times, in any before and after-school activities and in off-site activities.
- xii. It is the policy of the School that pupils are taught about the risks of new communication technologies, the consequences of their misuse, and how to use them safely.
- xiii. All staff, parents and pupils are informed of this policy and encouraged to:
  - help foster a school culture which prevents any kind of bullying
  - see the school as a safe place to make disclosures about bullying

### **3. Definitions: what is bullying?**

- i. Bullying can be defined as behaviour by an individual or group, which may be repeated over time, that intentionally hurts another individual or group either physically or emotionally. It may be:
  - Verbal - teasing, insulting, name-calling, sarcasm, spreading rumours, making unkind personal remarks, comments or gestures that are racist, sexist, homophobic, or Islamophobic, mocking disabilities or religious or cultural differences
  - Emotional - excluding, blanking, unfriendly looks, gestures,
  - Physical - pushing, kicking, hitting or any other use of violence, taking or hiding another's belongings
  - Sexual - making unwanted physical contact or comments of a sexual nature
  - Encouraging other people to engage in bullying behaviour
  - Knowing that bullying behaviour is happening and not reporting it to an adult.
- ii. Bullying is deliberately hurtful and difficult to defend against, as it often involves an imbalance of power, and causes distress, unhappiness or insecurity.
- iii. Bullying can be motivated by prejudice against on grounds of race, religion, gender, homophobia, special needs and disability, or because a child is adopted or is a carer.
- iv. Bullying may occur through cyber- technology (social websites, mobile phones, text messages, photographs and email). This is a particularly powerful and invasive form of bullying which is being used by young people, usually out of school, but the effects are ongoing and can affect school life.
- v. All students, parents and staff should be aware that verbal intimidation; racist or sexist remarks; innuendo; mockery of another's characteristics, gender, sexuality, appearance, accent or disability; cyber-bullying or the removal or defacement of property and ostracism are just as distressing as physical bullying of the victim.
- vi. Peer-to-peer relational aggression, which may not always be bullying, is defined as behaviour that harms others through damage to relationships or feelings of acceptance, friendship, or group inclusion. Examples include embarrassing a pupil, imitating them behind their backs, breaking secrets, spreading

rumours, gossiping, maliciously excluding or coercive behaviour.

- vii. The school understands that during the pre-adolescent years in particular (between the ages of 10 – 13 years old), the use of unkind verbal and emotional behaviour is not uncommon in children's interaction with each other. Most children will deal with it and grow in self-confidence, being able to laugh at or ignore any nonsense because that is all it is. Nonetheless, it is the responsibility for all staff to remain vigilant to any patterns of unkind behaviour between children, mitigate it and help children to develop coping strategies.
- viii. Staff must try to understand and discover how pupils are affected by their interaction with the rest of the group before labelling 'unkind' behaviour as bullying. However, it must be made clear that such patterns of behaviour remain unacceptable under the pupil code of conduct and the school's community rules. Relational aggression and covert bullying should thus still be taken seriously and acted upon; it cannot merely be passed as normative behaviour in adolescents. If staff or older students condone relational aggression, covert bullying may be allowed to flourish.

## 4. Signs of bullying

- i. There is no single sign of bullying. It is not always easy or even possible to tell whether someone is upset as a result of being bullied. Young people who feel under emotional pressure may find it hard to talk.
- ii. Changes in behaviour that may indicate that a pupil is being bullied. These could include anxiety, nervousness, demands for attention feigned or real illness, unwillingness to attend school, lack of concentration or withdrawal, failure to produce work or producing unusually bad work, diminished self-confidence etc. Work and sleep patterns may also change.
- iii. Staff in contact with children, as well as children's parents, are reminded to be sensitive to and vigilant to changes in behaviour which might indicate vulnerability in children due to some form of bullying.

## 5. Procedures for dealing with bullying at school

- i. If a student feels that they are being bullied or have experienced a prejudice-based incident:
  - The student should not keep quiet about it. They should immediately tell a teacher or any other member of staff.
  - If a student feels they do not wish, for whatever reason, to tell a member of staff about the incident they can report the incident anonymously by posting a note in the box to the Headteacher.
  - A member of staff will record the details of the incident and immediately inform a senior leader or the Headteacher.
  - The student will be offered reassurance that swift and effective action will be taken.
  - A senior leader or Headteacher will interview all the relevant parties, to ascertain the facts from the victim(s), the alleged perpetrator(s) and any witness(es). A written record will be kept of the details given. The Headteacher will then consider the appropriate strategy and plan of action to combat the bullying.
  - Any sanctions against the bully or bullies will be also be duly considered, include written or spoken apologies as appropriate, along with other measures, which may include suspensions, or exclusion
  - Staff teaching the bullied student will usually be informed of the incident
  - Parents of the involved parties will be kept informed
- ii. If a student witnesses or suspect someone is being bullied or has experienced a prejudice-based incident, they should not keep quiet about it but follow the guidelines in point *i* above.
- iii. **Recording incidents:** written record of bullying incidents will be kept in the relevant student file, and also recorded on the centralised record of bullying and prejudice-based incidents which is regularly

reviewed.

- iv. **Sanctions:** any of the School's formal sanctions can be used to deal with bullies as appropriate in line with the School's Behaviour and Discipline Policy. For persistent offenders or incidents considered as gross acts of aggression, a student could be permanently excluded.
- v. Once investigated, every effort will be made to resolve the problem through counselling or coaching of both parties, which will seek to support the victim(s) and change the behaviour of the perpetrator(s).
- vi. The school will keep parents informed if it is dealing with a bullying situation. Parents are asked to let the school know directly if they have cause for concern. The school always tries to handle information discreetly, but staff are not able to promise confidentiality particularly if there are child protection concerns or if the matter becomes part of an investigation into serious misconduct. If matters need to be followed up the staff will do so with sensitivity.
- vii. A bullying incident will be treated as a Safeguarding and Child Protection concern when there is reasonable cause to suspect that a child is suffering or likely to suffer significant harm.
- viii. The school acknowledges that in some circumstances the consequences of bullying may lead to a student experiencing pronounced social, emotional or mental health difficulties. The school has a responsibility to support students who are bullied and to make appropriate provision for their needs. The nature and level of support will depend on the individual circumstances and the level of need.

## 6. Cyber-bullying

- i. Cyberbullying is bullying that takes place over digital devices like mobile phones, computers, and tablets.
- ii. Cyberbullying can occur through SMS, Text, and apps, or online in social media, forums, or gaming where people can view, participate in, or share content.
- iii. Cyberbullying includes sending, posting, or sharing negative, harmful, false, or mean content about someone else. It can include sharing personal or private information about someone else causing embarrassment or humiliation.
- iv. If a bullying incident is directed at a student or staff member using technology (either through the sending of messages or posting comments on an Internet site) either inside or outside school time the following action should be taken:
  - Advise the recipient not to respond to the message
  - Secure and preserve any evidence – for example by taking a screen shot of the message
  - Notify parents/carers of those involved if incident is discovered at school
  - Apply appropriate sanctions
  - Consider informing the police depending on the severity or repetitious nature of the offence.

## 7. Prevention of bullying

- i. We seek to prevent bullying by:
  - promoting an open environment where it is 'safe to tell'
  - being vigilant at all times and in all areas of the school, sensitive to any unhappiness or change of character in pupils
  - building self-confidence in pupils by valuing and rewarding their work
  - reminding pupils frequently about the expected standards of behaviour including displaying 'Our Community Rules' (See [Appendix 1](#)) throughout key areas of the school.
  - reminding pupils at the start of each academic year of their responsibility to ensure that bullying does not occur and to talk to a member of staff if they witness or suspect bullying

- ensuring clear communication between staff regarding the behaviour of pupils
  - teachers modelling positive behaviour to pupils
- ii. Positive values of diversity, inclusion, mutual respect and consideration are promoted within the school in a wide range of contexts from assembly and classes to informal discussion.
- iii. Elements of the academic curriculum are also used to foster a supportive and inclusive ethos within the school. Some of the themes in literature or other classes provide opportunities for raising awareness of bullying.
- iv. Pupils are reminded to speak to a trusted teacher if have been guilty of bullying and realise what they have been doing is wrong. They are taught to ask for help to deal with the situation if they have become aware of their wrong behaviour. They are also reminded that if they continue to bully, the punishment will be severe; it may result in exclusion from the school.
- v. Induction of all new staff includes reference to the Anti-Bullying Policy, Behaviour and Discipline Policy and Safeguarding and Child Protection training.

## **8. Responsibilities**

- i. The Headteacher has a duty to draw up procedures to prevent bullying and prejudice-based incidents among students:
  - to ensure that staff have an opportunity to discuss strategies and review them
  - to determine procedures in dealing with incidents of bullying
  - to ensure appropriate training is available, the principles of the School Policy are understood, responsibilities are known, action is defined to resolve and prevent problems and sources of support are available
  - to ensure that the procedures are brought to the attention of all students, parents and staff.
  - to ensure that there are positive strategies and procedures in place to help both the bullied and bullies
  - keep a centralised record of bullying and prejudice-based incidents to evaluate the effectiveness of the approach adopted or enable patterns to be identified.
- ii. All staff will:
  - know the school policy and procedures well
  - deal with any incidents according to the policy
  - keep the Headteacher informed of incidents
  - be observant of troubling patterns in students' behaviour or patterns in peer-to-peer interactions
  - take action to reduce the risk of bullying at times and places where it is most likely
- iii. Parents will:
  - Report to school any matter which leads them to suspect that their child may be a victim of bullying, by contacting their child's class teacher or the Headteacher.
  - Report to school any matter which leads them to suspect that another pupil known to their child may be a victim of bullying.
  - Report to school any matter which leads them to suspect that their child may be bullying another pupil.

## **9. Monitoring and reviewing**

This policy, its implementation and effectiveness is regularly monitored by senior school leaders, and reviewed annually.

## **10. Links with other policies**

- Safeguarding Policy
- Behaviour and Discipline Policy

## Appendix 1: Community Rules (the anti-bullying code)



DEENWAY MONTESSORI  
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### Our Community Rules (the anti-bullying code)

#### ARE YOU BEHAVING LIKE A RESPONSIBLE LEADER?

#### ARE YOU LIVING UP TO THE SCHOOL MOTTOES?

*Deo Volente and Vincit Qui Se Vincit*

#### ARE YOU FOLLOWING THE SUNNAH?

"None of you truly believes until you want for your brother or sister what you want for yourself."

"Help your brother the oppressed and your brother the oppressor."

"All of you are brothers and sisters."

"A smile is charity, a pleasant word is charity, helping another is charity." How much charity can you give today?

"Spread salaams (peace)."

"Encourage good and forbid wrong."

#### ARE YOU PRACTISING THE 7 HABITS OF HIGHLY EFFECTIVE PEOPLE?

Be Proactive

Begin with the End in Mind

Put First things First

Seek First to Understand then to be Understood

Think Win-Win

Synergise

Sharpen the Saw

#### DO YOU NEED TO SOLVE A PROBLEM TOGETHER?

You can sit at the Peace Table and Use the 'Talking Stick'/'Peace Flower'

OR

Take a walk together around the Awareness Circle

#### DO YOU WANT TO TELL THE HEADMASTER SOMETHING?

If you want to tell the Headmaster about something you can write him a message and give it to him personally or through the school office

#### DO YOU FEEL SOMEONE WHO IS BEING BULLIED?

Don't rush over and take the bully on

Do let a teacher or other staff member know

Do try to be a friend to the person being bullied

Don't join in

Do try to help the bully stop bullying

#### DO YOU FEEL LIKE YOU ARE BEING BULLIED?

Tell a teacher or another adult you trust in the school

Tell your family

Take a friend with you if you are scared about telling someone by yourself

Keep telling people until someone takes notice!

