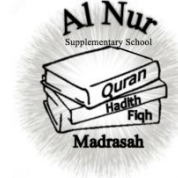


Bolton Muslim Welfare Trust Al Nur Supplementary School



This policy is in line with the Mission Statement of the school:

Bolton Muslim Welfare Trust Al Nur Supplementary School promotes and encourages the nurturing of Islamic Culture, which permeates all aspects of a Muslim's life through the sound development of conduct, appearance, and morals, which establish the highest ethical nature of Islam. We aim to establish a wholesome environment for female Muslim students, that is conducive to building character and strengthening British and Islamic values. The Supplementary School aims to prepare students to be confident, active and ethical people, serving their communities with a sound understanding of their faith and cultural heritage and fulfilling their roles as successful and responsible citizens in wider society.

Anti-Bullying Policy and Procedure

Ratified: 8th September 2022

To be reviewed: September 2023

Anti-Bullying Policy and Procedure

Introduction

This policy, which incorporates a set of procedures, makes clear Bolton Muslim Welfare Trust Al Nur's commitment to be known amongst the learners and the community as **An Anti-Bullying School**. To this end we recognise that bullying exists within our society, and that its consequences can sometimes be traumatic for the individuals and families concerned. We at BMWT Al Nur embrace the spirit of 'Every Child Matters', and through this policy will underline our resolve that young people at the school should both 'Stay Safe' and also 'Enjoy and Achieve', both of which are less likely to be realised in a context where the young person is in fear of bullying.

This document is in three sections;

- The Islamic Context
- Definitions
- Structures and Procedures to combat bullying

The Islamic Context

The model for human behaviour and interaction has been given to us by Islam and the Prophet Muhammad (peace be upon him).

The following Hadeeth (narrations) of the Prophet (pbuh) sums up our anti-Bullying Policy at BMGS.

The Prophet Mohammed PBUH said **"A Muslim is one from whose hands and tongue Muslims are safe."**

Definitions

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for the person being bullied to defend themselves. In short, bullying is not an *incident* but a *series of events*. The three main types of bullying are:

- Physical [hitting, kicking, jostling, theft]

- Verbal; name-calling [racist, sexist, or homophobic], and threats. These may be either in person, via an intermediary, or electronically [text message, email].
- Indirect; spreading rumours, excluding some-one from social groups.

These definitions are important, as there is a need to make a distinction between things that may cause a young person distress during their time in school, and bullying. A friendship that has broken down for example, and has led to insults being exchanged, though distressing, would not be considered to be bullying as it was neither *deliberate* nor *repeated*. There are occasions in school when a young person is quite unaware of the hurt that they have caused to a fellow student, as the 'victim' had kept their feelings to themselves. The definitions outlined above must be sensitively and thoughtfully applied; a hasty classification helps neither the 'victim' nor the 'perpetrator'.

Structures and Procedures to Combat Bullying

1] The school is responsible for promoting a climate of openness, trust, and support. Young people have a right to expect that they will be listened to, have their concerns taken seriously, and that appropriate steps will be taken to put right any unpleasant situations or cases of bullying. This policy is shared with all staff, learners, parents, and trustees, at their respective points of contact with the school.

2] The school will ensure that the staff, especially those in positions of responsibility, have received sufficient high-quality training to ensure that they are able to both identify cases of bullying, and then provide appropriate support for all parties.

3] The school is responsible for ensuring that all the young people in the school are aware both of their rights and their responsibilities with respect to bullying. This will take place primarily through the following structures;

- Citizenship, Quran and Hadith Lessons
- Display around the school
- Assemblies

4] **The Procedure.** Most incidents where a young person is emotionally distressed by the behaviour of another learner will have been observed by a classroom teacher *and should be dealt with by them*. This is because the response by the teacher will have been both immediate and personal. The primary responsibility however for the emotional welfare of the learners in school is the young person's **Class Apa**. It is to this person that any *potential* incidents of bullying should be referred, as they have the all-round knowledge of the young person. The Class Apa is then responsible for investigating the incident and

taking appropriate steps to resolve the problem. Where it is established that the incident can be resolved by the intervention of the Class Apa, and that, following the definition above, the incident is *not* a case of bullying, the matter can be dealt with by the Class Apa alone. If the Class Apa suspects that this may in fact be a case of bullying, then they should refer the matter to the **Head Apa**, who then assumes responsibility for the case.

5] The investigation will ensure that all parties have the opportunity to speak openly. If the Head of House is convinced that bullying has in fact taken place, the following will happen;

- The parents/carers of the victim are informed
- The parents/carers of the perpetrator are informed
- Notes are taken and stored

6] The taking of notes is a key part of the process as it enables the school to spot trends and patterns of behaviour. Those dealing with the young people will be mindful of best practice when comes to cases of bullying which are, in brief;

- Avoiding the labelling of both parties in terms of 'bully' and 'victim'. It is the behaviour we criticise, not the person. [The use of the term 'victim' throughout the rest of this document is unavoidable.]
- Allow the victim to put to the perpetrator how they have been made to feel.
- Allow the perpetrator the opportunity to put right any hurt they have caused.
- Not to immediately resort to punishments or sanctions, depending on the degree to which the bullying has been premeditated, how long it has been going on, how many people are involved, etc... These decisions are at the discretion of the Head and Deputy Head Apa
- The focus is on [a] the removal of the feeling of helplessness and fear that the victim is experiencing, and [b] the restoration of pride, dignity, and belonging.

7] Fixed-term exclusions will be considered for more severe and persistent cases of bullying. The school will make a decision whether it is necessary to involve any other agencies to ensure the long-term emotional wellbeing of the young people involved.

This policy will be managed and monitored by the Head Apa and reviewed as necessary.