

مدرسة مسجد عائشة
MASJID AYESHA MADRASAH

Anti-Bullying Policy

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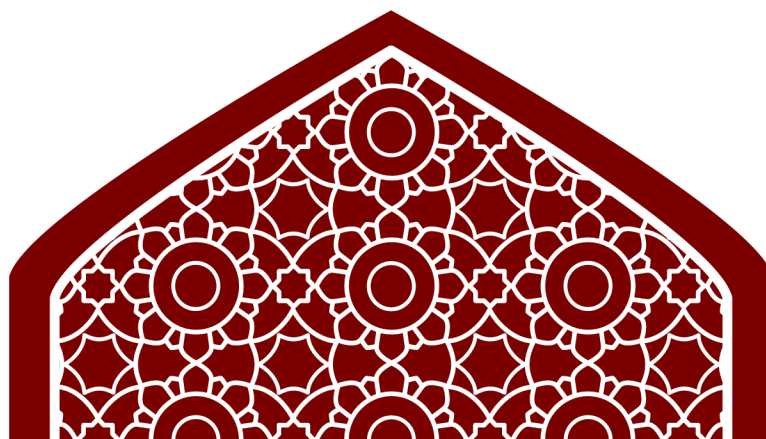
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1. Policy Statement and Principles

Every pupil should be able to learn in a Madrasah environment free from bullying of any kind, and in which they feel safe and supported. There is no place for bullying in our Madrasah or our communities and each of us involved in education has a role in creating a culture in Madrasah where bullying is not tolerated. No pupil deserves to suffer the pain and indignity that bullying can cause. We recognise the negative impact it has on the educational experiences and wider development of so many of our pupils.

Providing a safe and happy place to learn is essential to achieving Madrasah improvement, raising achievement and attendance, promoting equality and diversity and ensuring the safety and well-being of all members of the Madrasah community.

There is no legal definition of bullying. However, it's usually defined as behaviour that is:

- Repeated
- Intended to hurt someone either physically or emotionally
- Often aimed at certain groups, eg because of race, religion, gender or sexual orientation

It takes many forms and can include:

- physical assault
- Teasing
- Making threats
- Name calling
- Cyberbullying - bullying via mobile phone or online (eg email, social networks and instant messenger)
- Bullying is not an incident but a series of events.



2. Policy Aims

- Prevent, de-escalate and/ or stop any continuation of harmful behaviour.
- Safeguard the pupils who have experienced bullying and to trigger sources of support for the pupils.
- To provide support for the perpetrator whilst developing strategies to enable perpetrators to be accountable for their behaviour.
- To bring about conditions in which bullying is less likely to happen in the future
- To clarify the reporting processes for staff members.
- Educate the whole Madrasah community (pupils, staff, parents and trustees) about the bullying, by providing both the awareness strategies to recognise it and procedures to deal with it
- To raise awareness of bullying and create a Madrasah ethos which encourages children to disclose and discuss incidences of bullying behaviour.



3. Types of Bullying

The main types of bullying can be identified as:

- **Physical** – Kicking, hitting, pushing, taking belongings and jostling
- **Verbal** – Name calling, taunting and making offensive comments
- **Indirect** – Excluding people from groups and spreading hurtful and untruthful rumours
- **Homophobic** – Homophobic bullying is a specific form of bullying and occurs when bullying is motivated by prejudice against LGB people (lesbian, gay and bisexual), or against those perceived to be LGB. It can also be targeted towards pupils who are seen to be 'different' in some other way, for example, because they may be considered shy by other pupils.
- **Cyber bullying** – Cyber bullying is a 'method' of bullying, rather than a 'type' of bullying. It includes bullying via text message, via instant-messenger services and social network sites, via email, and via images or videos posted on the internet or spread via mobile phone. It can take the form of any of the previously discussed types of bullying, i.e. technology can be used to bully for reasons of race, religion, sexuality, disability, etc.

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 Madrasah. 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 Madrasah when a young person is quite unaware of the hurt that they have caused to a fellow pupil, 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'.



4. Prevention and Awareness

The Madrasah is committed to fostering a safe, respectful and Islamic learning environment where bullying is not tolerated. We actively promote awareness, prevention and early intervention through the following measures:

- **Anti-Bullying Notice Board:** Clearly displayed information outlining what bullying is and how pupils can report concerns.
- **Posters Around the Madrasah:** Visual reminders informing pupils what to do if they are experiencing or witnessing bullying.
- **Tarbiyyah (Character Development) Lessons:** Regular lessons promoting Islamic values such as respect, kindness, justice and brotherhood/sisterhood.
- **Anti-Bullying Week:** Participation in national awareness initiatives to reinforce key messages.
- **Assemblies:** Regular assemblies addressing respect, good character and the consequences of bullying.
- **Staff CPD Sessions:** Ongoing training to ensure staff recognise, prevent and respond appropriately to bullying behaviour.
- **Peer Support (Prefect System):** Older pupils may act as prefects or peer supporters to provide guidance, reassurance and positive role modelling.



4.1 Understanding Roles in Bullying Behaviour

Pupils who are not directly involved in bullying may feel unsure about how to respond. It is important to recognise that bullying situations often involve different roles:

- **The Ring-Leader:** The individual who uses social influence or power to initiate or direct bullying behaviour.
- **Assistants / Associates:** Those who actively join in the bullying, sometimes due to fear of the ring-leader or desire for acceptance.
- **Reinforcers:** Individuals who provide encouragement to the bully, for example through laughing, smiling or giving attention.
- **Outsiders / Bystanders:** Those who remain silent or do not intervene, which may unintentionally appear to condone the behaviour.
- **Defenders:** Pupils who attempt to stop the bullying, challenge the behaviour, or offer support and comfort to the person being bullied.

It is recognised that pupils may adopt different roles at different times, and sometimes within the same situation. Therefore, education and guidance are essential to empower all pupils to act responsibly and in accordance with Islamic values.



5. Protection and Support Strategies

- Pupils may be reluctant to report bullying for fear of repeat harm and because of a concern that “nothing can be done”. It is therefore important that Madrasah shows they can support pupils to prevent harm, that bullying is not tolerated and that there are solutions which work.
- Pupils may not report bullying because they may feel it is something within them which is at fault. Pupils therefore need to receive a clear message from Madrasah that nobody ever deserves to be bullied.
- Pupils with learning disabilities or communication difficulties may not understand that they are being bullied or may have difficulty in explaining that they are being bullied. Madrasah staff should look for signs of bullying and act if they suspect a pupil is being bullied.
- Some pupils may be more vulnerable than others. It is important that we are sensitive to pupils 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 pupil is vulnerable in some way.
- Pupils being bullied may also demonstrate emotional, behavioural problems and physical problems such as headaches, stomach pains or some cases 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 pupils at risk can help us enabling 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 pupils is linked to deeper issues. When responding to those who are bullied, understanding the emotional health and wellbeing of these pupils is key to selecting the right strategies and to engaging the right external support where it is needed (for example, in relation to issues of domestic violence or safeguarding issues).

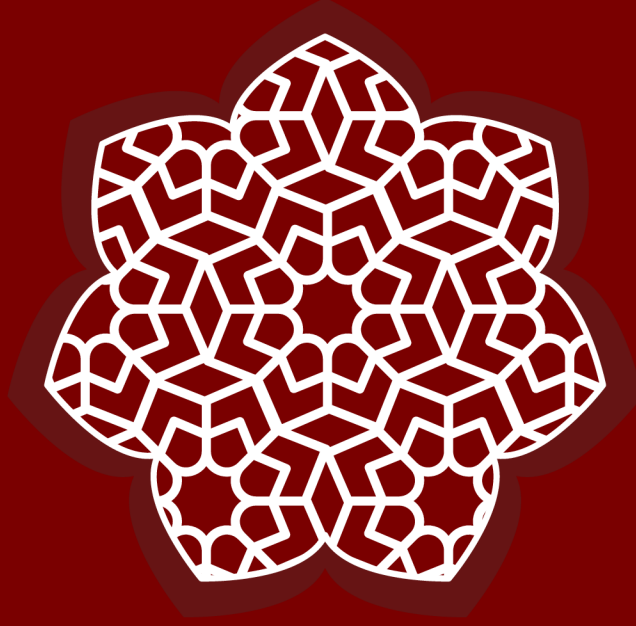


6. Staff Procedures

All staff must to know how to respond to a bullying incident.

All bullying incidents must be reported immediately in writing to the designated person who will keep a log of it.

- Minor incidents may be dealt with by procedures laid down in the behaviour policy.
- If a pupil or a parent reports an incident, this needs to be taken seriously and act upon immediately. It should not be dismissed; the veracity of the complaint should be established.
- If an incident is reported, staff must be extra vigilant and may need to investigate by collecting statements from pupils, other teachers, volunteers, organiser, etc.
- The designated person in liaison with the head teacher / principal will establish facts and decide on a suitable action to take.
- Parents of the victim and the bullies must be kept informed throughout.
- If bullying continues, the designated person must report the incident to the Head teacher for further action.
- In case of persistent bullying, the Head teacher will consider further action, including exclusion. Exclusion as a response to bullying should be used sparingly and always as a last resort.



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