JAMIA ISLAMIA BIRMINGHAM

ANTI-BULLYING POLICY

September 2026

Document control

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Relevant legal guidance.

Safe to learn: Embedding anti-bullying work in schools (DCFS-00656-2007)
Cyberbullying (DCFS 00658-2007)
Homophobic Bullying (DCFS 00668-2007)

Introduction.

This policy, which incorporates a set of procedures, makes JAMIA ISLAMIA School's commitment to be known amongst the students 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.

At **JAMIA ISLAMIA BIRMINGHAM**, we 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 policy has been drafted through:

- Gauging the views of learners, staff and parents
- Working with the School staff to give feedback on key parts of the revised policy;
- Liaising with Governors through a review at a Governing Body meeting; and
- Consulting key guidance published by the DCSF on homophobic and cyber-bullying.

Role of the Head teacher and Governing Body.

The school will fulfill its legal duty of care to ensure its students do not come to harm. This includes the reporting of all bullying incidents which have been identified as such, using the policy definition. This reporting is done by the Headteacher to the Governing Body on a regular basis.

The definition of bullying is used as a guide for staff when reporting all bullying incidents. The school regularly monitors incidents of bullying and reports to Governors at least every term.

Regular school wide assemblies are run on bullying and what it means and how to spot it, stop it and prevent it.

Dissemination of the policy

The policy is to be used as a key vehicle for communicating and celebrating the anti-bullying stance of the school with students, parents and the wider community. The school incorporates the anti-bullying policy into staff and governor handbooks, the school curriculum and whole school assemblies, all

school staff training as well as taking on board other opportunities to raise awareness e.g. anti-bullying week, targeted group work.

Through The Curriculum

The most effective way of preventing bullying through the curriculum is to create effective learning environments in which:

- The contribution of all students is valued;
- All students can feel secure and are able to contribute appropriately
- stereotypical views are challenged, and students learn to appreciate and view positively differences in others whether arising from race, culture, gender, sexuality, ability or disability;
- Students learn to take responsibility for their actions and behaviours both in school and in the wider community;
- All forms of bullying and harassment are challenged; and
- Students are supported to develop their social and emotional skills.

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).

In the Qur'aan (the holy book in Islam) the Almighty Lord has stated**: "The (faithful) servants of the Beneficent are those who walk upon the earth modestly." (Al Furqaan 25:63).**

The following are some of the Hadeeth (narrations) of the Prophet (PBUH):

" (On the Day of Resurrection) there will be nothing heavier in the scale than good character (and polite manners)."

"I have been sent (by the Lord, as a Messenger) for the perfection of human conduct."

"The true believer is one from whom people are safe with their lives and wealth."

"He is not from amongst us who doesn't show respect to his elders and does not show affection towards his youngsters."

"Show mercy (be kind) to those on earth and He who is in the heavens will have mercy upon you."

Anti-Bullying Policy

Definition of Bullying

The Government defines bullying as:

Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.

Bullying is not an incident but a series of events.

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 LGBT people, or against those perceived to be LGBT. It can also be targeted towards students who are seen to be 'different' in some other way, for example, because they may be considered shy by other students.

- **Cyber bullying**
  Cyberbullying is a 'method' of bullying, rather than a 'type' of bullying. It includes bullying via text message, sexting, 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.

It is a legal obligation to report a single incident of racist, homophobic or sexual harassment bullying.

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'.

Aims and objectives of the policy

Aims

The aims of the Anti-Bullying Policy is to:

- To raise awareness of bullying and create a school ethos which encourages children to disclose and discuss incidences of bullying behaviour;
- To bring about conditions in which bullying is less likely to happen in the future;
- To reduce and, if possible, to eradicate instances of all types of bullying;
- To clarify the reporting processes;
- To prevent, de-escalate and/or stop any continuation of harmful behaviour;
- To react to bullying incidents in a reasonable, proportionate and consistent way;
- To safeguard the pupil who has experienced bullying and to trigger sources of support for the pupil; and
- To provide support for the perpetrator whilst developing strategies to enable perpetrators to be accountable for their behaviour;

Objectives - (Structures and Procedures to Combat Bullying)

The objectives of the Anti-Bullying Policy are to ensure the following:

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, students, parents, and governors, 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 or PSHE lessons
    - Displays around the school
    - Creative learning
    - Circle time activities

- Project Weeks
- Trips
- Whole school assemblies
- Spirituality lessons
- Acceptable use Policy and ICT.

Procedures for Dealing with Bullying

Many incidents where a young person is emotionally distressed by the behaviour of another student 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 students in school is the Headteacher/designated deputy.

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 Headteacher is then responsible for investigating the incident and taking appropriate steps to resolve the problem. The safeguarding and anti-bullying officers can also be approached with issues. The pastoral head can also be approached. It is usual for minor incidents to first go through the pastoral head, anti-bullying and safeguarding officers before coming to the head teacher.

The investigation will ensure that all parties have the opportunity to speak openly. If the head teacher is convinced that bullying has in fact taken place, the following will happen;

- The head teacher can record the incident in the Central Bullying Record or in the incident folder as an incident.
- The head teacher will inform the Chair of Governors.
- The parents/carers of the victim are informed.
- The parents/carers of the perpetrator are informed.

The use of the Central Bullying Record and similar incident forms are a key part of the process as it enables the school to spot trends and patterns of behaviour. Those dealing with the young people should be mindful of best practice when comes to cases of bullying which are, in brief:

- Avoiding the labeling 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, if appropriate;
- Allow the perpetrator the opportunity to put right any hurt they have caused;
  and

- 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 and how many people are involved. These decisions are at the discretion of the head teacher.

- 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.

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.

Procedures for monitoring and evaluation of policy

The school will monitor and evaluate bullying by:
- Keeping records of all incidents
- A range of data from pupil surveys eg. Anti-Bullying week
- Records of peer mentoring initiatives e.g. buddy schemes
- Parental complaints
- Information and evidence collected for the Healthy schools Programme (emotional health and wellbeing)
- Discussions at staff meetings
- INSETS

Links with other relevant policies

The 'Anti-Bullying Policy' is also linked with PSHE and other relevant policies:

- Positive Behaviour and Child Protection policies,
- ICT policy,
- Equality and diversity policies,
- Staff development policy for staff/pupil on staff bullying
- Health and Safety policy
- Confidentiality Policy
- Student Code of Conduct
- Ethos and Spirituality
- Safeguarding and Child Protection

Scope/extent of policy (e.g. school site, outside school site; school visits, trips; school transport etc)

When outside of school the same procedures apply when dealing with a bullying incident.

Named member of staff responsible for dealing with Bullying Incidents

If a child reported an incident to any member of staff they can approach any of the following members of staff:

Head Teachers: **M. Haroon Rashid**

Pastoral Head: **Ali Haider**.
Assistants: **Sadiq Ahmad** and **Tahir Patel.**

Anti-Bullying Officer: **Ali Haider.**
Assistants: **Sadiq Ahmad** and **Tahir Patel.**

DSL : **M.Haroon Rashid**
Assistant: M. Muhsin Haqqanee

Parental support for all students involved in bullying incidents

The school endeavors to have open and supportive communication with parents in relation to all bullying incidents. Parents, who are concerned that their child may be being bullied, or who may suspect that their child may be the perpetrator of bullying, should contact the head teacher. Parents have a responsibility to support the school's 'Anti-Bullying Policy' and to actively encourage their child to be a positive member of the school.

Specific issues statement (e.g. confidentiality, support, exclusion etc)

Strategies include ensuring:

- Incidents can be reported confidentially
- That all involved in the incident are listened to empathetically by professionals, parent/carer and peers
- Victims of bullying are encouraged to report what has happened
- Victims are reassured that it is not their fault
- Professionals work in collaboration with parent/carers when appropriate
- Schools include a procedure for parental complaints in their anti-bullying policy.

Appendix 1

JAMIA ISLAMIA School

Central Bullying Record

Date and Time	
Name of Victim/s	
Name of Perpetrator/s	
Name of Staff Member Reporting	
Nature of Bullying	
Outcome	
Review Date	

Date and Time	
Name of Victim/s	
Name of Perpetrator/s	
Name of Staff Member Reporting	
Nature of Bullying	
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Review Date	

Appendix 2

JAMIA ISLAMIA School

Information & Communication Technology Acceptable Use Policy

Student Guidelines for Internet-use

General

Students are responsible for good behaviour on the Internet, just as they are in a classroom or a school corridor. General school rules apply.
At JAMIA ISLAMIA, we believe the Internet offers vast, diverse and unique resources to both students and teachers. Our goal in providing this service to students is to promote educational excellence in our school by facilitating resource sharing, innovation, and communication.

The Internet, primarily, is provided for students to conduct research and back-up their work. Parent's/carer's permission is required before a pupil is granted access. Access is a privilege not a right and that access requires responsibility.

Individual users of the Internet are responsible for their behaviour and communications over the network. Users must comply with school standards and honour the agreements they have signed.

Internet Terms and Conditions of Use

1) **Acceptable Use** - The use of your account must be in support of education and research and consistent with the educational objectives of the school.

The following are not permitted within the school environment:

- Accessing sites and other resources which are against Islamic teachings and the ethos of the school.
- Sending or displaying offensive or un-Islamic messages or pictures.
- Accessing materials of an obscene nature
- Using obscene language.
- Harassing or insulting others in a manner that is likely to cause distress.
- Damaging computers, computer systems or computer networks.
- Violating copyright laws.
- Intentionally wasting limited resources, including printer ink and paper.

2) **Privileges** - The use of the Internet is a privilege, not a right, and inappropriate use will result in a cancellation of those privileges. The system administrators will deem what is inappropriate use and their decision is final. Also, the system administrators may close an account at any time as required. The administration, faculty, and staff at JAMIA ISLAMIA may request the system administrator to deny, revoke, or suspend specific user accounts.

3) **Loss of data -** JAMIA ISLAMIA will not be responsible for any damages you suffer. These include loss of data resulting from delays, non-deliveries, mis-deliveries, or service interruptions caused by its own negligence or your errors or omissions. Use of any information obtained via the Internet is at your own risk. JAMIA ISLAMIA specifically denies any responsibility for the accuracy or quality of information obtained through its services.

4) **Security** - Security on any computer system is a high priority, especially when the system involves many users. If you feel you can identify a security problem on the Internet, you must notify the system administrator. Do not demonstrate the problem to other users. Do not use another individual's account without written permission from that individual. Attempts to logon to the Internet as a system administrator will result in cancellation of user privileges. Any user identified as a security risk or having a history of problems with other computer systems may be denied access to the Internet.

5) **Vandalism** - Vandalism will result in cancellation of privileges. Vandalism is defined as any malicious attempt to harm or destroy data of another user, Internet, or any of the above listed agencies or other networks that are connected to any of the Internet backbones. This includes, but not limited to, the uploading or creation of computer viruses

During school, teachers will guide students towards appropriate materials. Outside of school, families bear responsibility for such guidance as they must also exercise with information sources such as television, telephones, movies, radio and other potentially offensive media.

Sanctions

1. Violations of the above rules will result in a temporary or permanent ban on internet/computer use.
2. Parents/carers will be informed.
3. Additional disciplinary action may be added in line with existing practice on inappropriate language or behaviour.
4. When applicable, police, PREVENT or local authorities may be involved.
5. If necessary, external agencies such as Social Networking or Email Member sites may be contacted and informed.

JAMIA ISLAMIA School

Information and Communications Technology
Acceptable Use Policy

Students

- You must have your parent's/carer's permission before using the internet.
- You must have a supervising teacher or member of staff with you at all times when using the internet.
- Do not disclose any password or login name to anyone, other than the persons responsible for running and maintaining the system.
- Do not upload/send personal addresses, telephone/fax numbers or photographs of anyone (staff or students) at the school.
- Use of names of students, or photographs of students, will require parents to have been informed about such use.
- Do not download, use or upload any material which is copyright. Always seek permission from the owner before using any material from the internet. If in doubt do not use the material.
- Under no circumstances should you view, upload or download any material which is likely to be unsuitable for children, against the teachings of Islam or against the ethos of the school. This applies to music, any material of a violent, dangerous or inappropriate context and any electronic communications which are un-Islamic or offensive in nature. If you are unsure, ask the supervisor.
- Always respect the privacy of files of other users.
- Be polite and appreciate that other users might have different views than your own. The use of strong language, swearing or aggressive behaviour is not allowed. Do not state anything which could be interpreted as libel.
- Ensure that you have followed the correct procedures for using the Internet.
- Report any incident which breaches these rules to the ICT Coordinator.

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I have read and agree to abide by the rules stated in the I.C.T. Acceptable Use Policy. I understand the consequences if I do not.

Name: _____ **Form:** _

Signed: _____ **Date:** _