

Date:	August 2017	Review Date:	August 2018
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Anti-bullying (including Cyber Bullying) Policy

At Tarbiyyah Early Years (TEY) we want to maintain a safe, secure and welcoming environment where bullying will not be tolerated. The co-operation of learners, staff, parents, carers and guardians is required so we will utilise our policy to work towards the effective elimination of any form of bullying.

Islam strongly condemns any form of oppression. There are many references to this in the Quran and the Sunnah (the practice of Prophet Muhammad (may the peace and blessings of Allah be upon him) such as:-

“O you who believe! Let not a group scoff at another group, it may be that the latter are better than the former; nor let (some) women scoff at other women, it may be that the latter are better than the former, nor defame one another, nor insult one another by nicknames. How bad is it, to insult one's brother after having Faith?” (Al-Hujurat 49:11)

And in a Hadith Qudsi (a report directly from Allah to Prophet Muhammad may the peace and blessings of Allah be upon him) it states:

‘O My slaves, I have forbidden oppression for Myself and have made it forbidden amongst you, so do not oppress one another.’ (Reported by Muslim)

Our approach to bullying

In Islam we are taught to love for each other what we love for ourselves, and that having excellent *adaab* (manners and character) at all times is an essential element in our dealings with each other. This is integral to our Islamic ethos, and will be incorporated into our curriculum to raise awareness of the setting's views and as a means of educating children about the settings expectations. The issue of Bullying will be included in the prime areas; Personal, Social and Emotional development (PSED) and Islamic Studies (Tarbiyyah) programme taught to children in both Nursery and Reception.

To prevent bullying at Tarbiyyah Early Years (TEY) we implement the following procedures:

- Promote caring, co-operative behavior, through daily routines and activities, circle time, group discussions and all activities that promote the ELG's
- Ensure that all children feel safe, happy and secure;
- Observe the children closely during child and adult led activities
- Recognize that active physical aggression in the early years is part of the child's development but ensure that it is channeled in a positive way;
- Help children to understand that using aggression to get things is inappropriate and encourage them to resolve problems in other ways. Such as using phrases like, “Stop I don't like it”
- Encourage children to recognize that bullying, fighting, hurtful and discriminatory comments or exclusion of others are not acceptable forms of behavior;
- Help children to recognise that certain actions are right and that others are wrong;
- Intervene to initiate games and activities with children, when we feel play has become aggressive, both indoors or outside;
- Train staff in order to raise their awareness of bullying and of the Nursery's Anti Bullying Policy;
- If we observe an incident of inappropriate behaviour, follow the Behaviour Management Policy and report it to the manager;
- Discuss and record isolated incidents in these that patterns can be spotted;
- Involve parents in any discussion about potential bullying behaviour;

What is bullying?

Bullying is defined as:

Behaviour by an individual or a group, repeated over time, which intentionally hurts another person either physically or emotionally. It can often involve the misuse of power by an individual or group towards one or more people.

It is important to make the distinction between bullying and friends 'falling out' with each other. Falling out is an inevitable part of a child's life that they need to learn to cope with. A single incident involving conflict – aggression, intimidation or nastiness – is also not bullying.

Certain types of bullying are obvious, i.e., **physical** attacks on people, such as hitting, pushing, barging, and mobbing in a queue - all intended to hurt or upset the victim.

There is also **nonphysical** bullying, e.g. verbal abuse, making fun of someone's name, looks intelligence, size or race; taking someone's bag or possession: threatening someone: excluding someone from a particular group or event or activity: extorting someone's homework to copy: putting pressure onto someone to lend money, **cyber** bullying (referring to bullying through information communication technologies) and **homophobic** bullying.

But there are also types of bullying behaviour which are not so obvious, but rather **indirect**. They may seem to be excused as 'just having fun', but they can cause distress or pain, and so are unacceptable; e.g. 'gentle' ribbing, tripping up someone 'for fun', throwing around someone's pencil case. There is a very fine line between friendly teasing where the 'victim' shares the joke and the kind of teasing which upsets the victim even if he or she tries not to show it.

Prevention

At TEY we use a variety of methods for helping to prevent bullying through our educational programmes.

- Assistants/associates who actively join in the bullying (sometimes because they are afraid of the ring-leader)
- Re-enforcers who give positive feedback to the bully, perhaps by smiling or laughing.
- Outsiders/bystanders who stay back or stay silent and thereby appear to condone or collude with the bullying behaviour.
- Defenders who try and intervene to stop the bullying or comfort children who experience bullying.

Direct and indirect bullying

It is important to distinguish the difference, for example, between those who are bullies and victims, and the larger group of students who are onlookers. Sometimes bullies operate in secret places, but often they feel quite confident that no one will stop them and they bully others in public. The onlookers are then party to the bullying.

Types of Bullying

Please see below for examples of different types of bullying.

Physical	
Severe beating	Taking equipment/property without permission
Physical abuse	Hiding shoes during salat times
Kicking, punching, arm twisting	Pranks/jokes
Flicking, poking	Vandalising property
Moving chairs	Petty theft
Mock theft	Mimicking
Pushing/pushing into queues	Racial intolerance
Through older brothers and sisters	Invading privacy
Exclusion tactics	Violent attacks
Name calling	Group warfare
Weaknesses ridiculed	"stirrers" – encouraging others to fight
Manipulation of others to victimise	

Emotional	
Cutting people out of peer group	"dropping people in it"
Mocking, 'taking the mickey'	Personal insult/ridicule
Referring to family/home life/clothes	Undermining self confidence
Teasing, taunting, coercion	Sarcasm
Highlighting difference	Making demands/threats
Victimisation (less able/most able)	Blackmail
Group condemnation	Destroying work/property

Racial	Sexual
Taunts	Unwanted physical contact
Graffiti	Sexually abusive comments
Gestures	

Homophobic

Focussing on the issue of sexuality, can be physical or emotional.	Name-calling
Direct or indirect	Sarcasm
Verbal	Teasing
Spreading rumours	

Cyber bullying

All areas of internet	Email
Internet chat Twitter	Facebook misuse
Mobile threats by text messaging	Misuse of associated technology , i.e. Camera and video facilities, i-pad, games consoles

Reasons for Bullying

Dislike of victim	Gender
Jealousy	Religion
Justify own inadequacy	Culture
Assert/affirm reputation	Sen or disability
Power assertion over peers	Appearance or health condition
Entertainment	Sexual orientation, sexism, or sexual bullying
Homophobia	
Attention seeking activity	
Race	
Inadequate/less able	
Home circumstances, incl Young carers and poverty	
Troubled background/childhood	

Possible Locations of Bullying	Signs to look for
On the way to school	Fear of school
In classrooms – between lessons, during lessons	Fear of particular lesson(s)
On corridors	Fear of travelling to/from school
In the playground	Fear of another person
On the way home	Fear of being with certain groups
Outdoor/extra-curricular activities	Emotional/behavioural problems
In the toilets	Becoming withdrawn
In queues	Fear of certain groups
	Fear of certain areas in school
	Truancy
	Effect on performance
	Avoidance tactics
	Seeking protection
	Real or feigned illness

Accountability

Role of the Trustees

- To delegate powers and responsibility to the Early Years Manager to ensure everyone complies with this policy
- To be responsible for the effective implementation, monitoring and evaluation of this policy

Response

1. Staff should follow the following protocol when dealing with incidents of bullying:
 - All children and parents concerns around bullying must be taken seriously
 - Incidents of bullying will firstly be dealt with by the class teacher who will start the investigation by talking separately with all children involved
 - The class teacher will act as a mediator between the child being bullied and the child doing the bullying to discuss what has happened and how this made the child feel.
 - If staff witness or believe reported bullying behaviour or believe that behaviours may be indicative of or lead to bullying, then they should fill in a Bullying Incident Report Form (see Appendix) this form should be copied to the class teachers of all children involved, to the Early Years Manager and 'Bid Buddy'.

Staff should not report an incident as 'bullying', just because children or other adults have chosen to describe it as such. Behaviour not characterised as described in the sections above

but serious enough to warrant recording should be reported on the usual 'Behaviour book'. Regular reviews of these will allow patterns to emerge should bullying go undetected.

- The target of bullying will be assured that they should report any future incidents and know they will be listened to.
- The child doing the bullying may also be offered support. There are often underlying reasons why a child displays bullying behaviour and acts this way and that needs to be addressed
- The class teacher should make clear to parents (guardians and carers) of victims and bullies of the action being taken, why we are taking it and what the parents can do to help us reinforce our actions. Parents of both 'parties' will be kept informed of outcomes of any bullying investigation and kept 'in touch' until it is felt there is no longer a risk of bullying.
- If parents report incidents of bullying not witnessed or reported at the time in school, a note is made of this in the communication book. Copies should be given to the Early Years Manager and class teachers concerned and staff are to be alerted to be watchful of the situation.

2. Staff should, as always, watch for early signs of distress in a child's deterioration of work, spurious illness, isolation, desire to remain with adults, erratic attendance, etc. These may be the early signs of bullying, though there may (of course) be other causes.

3. Children must be made aware of who they can talk to in confidence (i.e., teachers and Big Buddy) and must know that information will be acted upon discretely and sensitively.

4. In dealing with a child displaying unacceptable behaviour, staff should make clear the serious consequences of repetition (see behaviour steps sanctions). However, staff should not 'bully the bully'. The school reserves the right to exclude children whose behaviour remains wholly unacceptable – withdrawal of playtime privileges, withholding participation in school activities (eg. trips or sporting fixtures), fixed term or permanent exclusion

5. Staff need to be aware of areas of the school where bullying might take place (e.g. Playground classroom, playground, toilets, on the journey to and from school, on residential trips and cyberspace. It can take place in group activities and between families in the local community and therefore staff must be sensitive to the times and situations when it may occur.

Bullying outside of school and cyber culling

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.

At TEY the issue of cyber-bullying is explicitly tackled through internet safety lessons in computing lessons, or during the internet safety theme, held annually. We recognize however, that this is a fast developing area and that we need to remain vigilant and be prepared to respond to a possible increase in incidents in the future potentially against both pupils and staff.

The DfE outlines the specific statutory power, held by Early Years Managers, to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Early Years Managers the power to regulate pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff. This can relate to any bullying incidents occurring anywhere off the school premises and can be seen as of particular value when dealing with cyber-bullying.

Bullying and school staff

Bullying of staff by other staff members or member of the public is not tolerated in the school. Bullying of children by staff is a form of abuse and covered in the schools Safeguarding Policy.

What to Do if You Encounter Bullying

First steps:

DO:

- ✓ Remain calm; reacting emotionally may add to the bully's fun and give the bully control of the situation
- ✓ Take the incident seriously and take action
- ✓ Offer help, advice and support to the victim
- ✓ Present allegations to the accused, seek reactions, counsel and monitor behaviour
- ✓ As appropriate bring together the bully and bullied for more formal discussions
- ✓ Reassure the victim; do not make him or her feel inadequate or foolish
- ✓ Encourage bullies to examine their own behaviour. Advise the bully of options available to him to prevent him from re-offending
- ✓ Decide whether your action needs to be private or public – and initially deal with things in private if you can
- ✓ Punish the bully if you have to, but be very careful how you do this; reacting aggressively should never be promulgated as a way of punishing a bully as it gives the message that it is all right to bully if you have the power, and can in certain circumstances exacerbate the bullying and so be counter-productive
- ✓ Explain clearly any punishment and why it is being taken

After taking the appropriate initial action:

DO

- ✓ Make sure that the incident does not live on through reminders from you
- ✓ If you have uncovered the 'trigger factor', try to think ahead to prevent any reoccurrence
- ✓ Follow-up each case to ensure that the victim is given support and that the bully changes their behaviour

DO NOT

- ✗ Be over protective and refuse to allow the victim to help him or herself
- ✗ Assume that the bully is bad through and through; his or her behaviour in this respect is unacceptable, but they have virtues in other areas – try to look objectively at the other behavioural traits in the bully
- ✗ Keep the whole incident a secret because you have dealt with it

- ✖ Involve the parents without first discussing with the Bullying Officer regarding a constructive plan to offer both sides

Advice to Children

TEY aims to create a friendly, happy environment where every child can feel safe from any abusive, threatening or unpleasant behaviour. Children can help us to achieve this by doing all they can by watching out for, reporting and even preventing any form of BULLYING.

Additionally:-

- Children are asked to discourage bullying behaviour by not supporting the bully in their actions.
- Children are expected to inform Teachers/Staff/Adult immediately of incidents of bullying or distress which may result from bullying behaviour. This applies to bullying behaviour which is directed at them or to others.
- Children must not put up with bullies in their friendship groups.
- Adults and Children should work together to resolve problems and to help prevent further bullying.


Children must also always refer to examples from the Quran and Sunnah:

Also in a *hadith* (report): "On the authority of Abu Huraira (May Allah be pleased with him) who said that the Messenger of Allah (May the peace and blessings of Allah be upon him) said: 'Do not envy one another, do not inflate prices one to another; do not hate one another; do not turn away from one another; and do not undercut one another, but be you, O slaves of Allah, brothers. A Muslim is the brother of a Muslim: he neither oppresses him nor disgraces him, he neither lies to him nor does he hold him in contempt.....'" (Reported by Muslim)

Monitoring the Effectiveness of the Policy

Annually the effectiveness of this policy will be reviewed, or when the need arises, and the necessary recommendations for improvement will be made to the Trustees.

Signed: Z. Rageh (Early Years Manager)

Signed:  (Chair of Trustees)

Bullying Incident Report Form

Name of child:	Class:
Date of the incident:	Time of incident:
The child has been:	
Bullying <input type="checkbox"/>	Victimised <input type="checkbox"/>
Childs account of the incident:	
Other children involved:	
Name of teacher present:	
Teachers account and steps taken:	
Reported logged by:	Date: