



**ALAMEEN**  
PRIMARY SCHOOL

# ANTI BULLYING

## POLICY



IN THE FOOTSTEPS OF

MUHAMMAD

The Prophet Muhammad (peace be upon him) said:

"None of you truly believes until he loves for his brother what he loves for himself."  
(*Sahih al-Bukhari*)

## 1. Introduction and Ethos

At **Al Ameen Primary School**, every pupil has the right to learn in a safe, caring and inclusive environment, free from fear, harassment and discrimination. Bullying of any kind is unacceptable and will not be tolerated.

Our Islamic ethos underpins this policy: we are committed to nurturing pupils' moral and spiritual development so that their character reflects the prophetic model of compassion, justice, respect and good conduct.

This policy complements our **Behaviour Policy**, **Safeguarding Policy**, **E-Safety Policy**, and **PSHE Curriculum**, ensuring a coherent approach to promoting positive relationships and tackling bullying.

## 2. Aims

This policy aims to:

- Prevent all forms of bullying, including cyberbullying, discriminatory, racist, sexual, and prejudiced behaviour.
- Ensure all pupils, staff, and parents understand what bullying is and how it is dealt with.
- Support pupils who are bullied and help those engaging in bullying behaviour to change.
- Promote a culture of kindness, empathy, and mutual respect based on Islamic teachings.
- Comply with statutory and inspection framework requirements (Ofsted, ISI, DfE).

## 3. Legal and Regulatory Framework

This policy is based on the following:

- *Education (Independent School Standards) Regulations 2014* (Paragraph 10).
- *DfE "Preventing and Tackling Bullying" (2017)*.
- *Keeping Children Safe in Education (KCSIE)* (2025 update).
- *Equality Act 2010* (duty to prevent discrimination, harassment, and victimisation).
- *Ofsted Education Inspection Framework (EIF)* – Personal Development and Safeguarding.
- *ISI Handbook* – compliance and welfare requirements.

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#### 4. Definition of Bullying

Bullying is **repetitive, intentional behaviour** that causes physical or emotional harm, involving an **imbalance of power**.

**Bullying may be:**

Type	Examples
<b>Emotional</b>	Excluding, tormenting, spreading rumours, intimidation
<b>Physical</b>	Hitting, pushing, taking belongings, or damaging property
<b>Verbal</b>	Name-calling, sarcasm, teasing, threats
<b>Cyber</b>	Online abuse via social media, messaging, or gaming
<b>Racist</b>	Racial taunts, graffiti, gestures, or exclusion
<b>Sexual</b>	Inappropriate touching, comments, gestures, sexual harassment
<b>Faith-based / Islamophobic</b>	Derogatory comments or behaviours linked to faith or religious practice
<b>Disability / SEND</b>	Targeting pupils because of additional needs or differences
<b>Homophobic or transphobic</b>	Use of language or behaviour that targets gender identity or sexuality

Incidents that occur online or outside school will be treated as seriously as in-school incidents, where they affect the well-being of pupils or the reputation of the school.

#### 5. Preventive Education

We embed anti-bullying education across the curriculum and daily practice:

- **Islamic Studies and Assemblies:** Teach prophetic character, empathy, forgiveness, and standing up for justice.
- **PSHE and RSE:** Develop pupils' social and emotional understanding, self-respect, and resilience.
- **E-Safety Curriculum:** Teaches responsible digital citizenship and online respect.
- **Restorative Practice:** Encourages reflection, repair, and reconciliation following conflict.
- **Staff Role-Modelling:** Staff exemplify respectful communication and fairness.

Posters, class charters, and assemblies reinforce the message:

**"At Al Ameen, we are kind, respectful and we do not bully."**

## 6. Roles and Responsibilities

### The Governing Body

- Ensures the school meets all legal obligations and regularly reviews this policy.
- Receives termly reports on incidents and trends from the Headteacher.

### The Headteacher and Senior Leadership Team (SLT)

- Promote a culture of zero tolerance to bullying.
- Ensure all incidents are recorded, investigated, and monitored.
- Provide staff with training on behaviour management, safeguarding, and de-escalation.

### All Staff

- Model positive behaviour and uphold school values.
- Act immediately on any suspicion or report of bullying.
- Record incidents on the school's behaviour log and inform SLT or the Behaviour Co-ordinator (BeCo).
- Provide emotional and academic support for affected pupils.

### Parents and Carers

- Support the school's anti-bullying approach and communicate concerns promptly.
- Encourage respectful behaviour and reinforce positive conduct at home.

### Pupils

- Report bullying (towards themselves or others) to a trusted adult.
- Support peers by speaking up against unkindness and exclusion.
- Abide by the Pupil Code of Conduct and uphold the school's values.

## 7. Procedures for Reporting and Responding to Bullying

### Reporting

- Bullying can be reported to any member of staff, including the class teacher, BeCo, or SLT.
- Reports may come from pupils, parents, or staff.
- Anonymous reporting boxes or digital forms are available for pupils who feel unable to speak directly.

### Response

1. **Immediate Action:** Staff listen carefully, reassure the victim, and log the concern.
2. **Investigation:** Conducted by the class teacher or BeCo, involving interviews and written records.

3. **Communication:** Parents of all parties are informed and involved.
4. **Support:**
  - Victims receive pastoral care and check-ins.
  - Pupils who bully are supported through reflection, restorative meetings, and behaviour monitoring.
5. **Follow-Up:** Incidents are reviewed after two weeks to ensure resolution.

## 8. Sanctions and Restorative Actions

Responses will depend on the severity and persistence of the behaviour, consistent with the **Behaviour Policy**:

- Verbal warning or mediation conversation.
- Restorative session or written reflection.
- Loss of privileges or Dojo points.
- Behaviour monitoring report or Individual Support Plan.
- Fixed-term or permanent exclusion for severe or repeated bullying (including physical assault or hate incidents).

All actions aim to **educate and reform**, not merely punish, in line with Islamic values of *islah* (reformation) and *rahmah* (mercy).

## 9. Safeguarding and Record-Keeping

- Bullying incidents are logged on the behaviour system and monitored by SLT.
- Repeated or serious bullying may constitute a **safeguarding concern** under *KCSIE* and will be referred to the Designated Safeguarding Lead (DSL).
- Patterns of vulnerability, peer-on-peer abuse, or discrimination are analysed termly.

## 10. Support for Pupils and Families

- Victims of bullying receive reassurance, mentoring, and opportunities to rebuild confidence.
- Perpetrators are offered guided reflection, mentoring, and behaviour support plans.
- Counselling or SENCO referrals are made where emotional or social difficulties are identified.
- Families are signposted to external agencies if further support is required.

## 11. Monitoring, Evaluation and Review

- The policy is reviewed annually (or sooner if legislation or inspection requirements change).

- Monitoring will include:
  - Number and type of reported incidents
  - Pupil and parent surveys
  - Staff reflections and training needs

Findings are shared with governors and used to refine preventative strategies.

## 12. Links to Other Policies

This policy should be read alongside:

- Behaviour Policy (2025–26)
- Safeguarding & Child Protection Policy
- E-Safety and Acceptable Use Policy
- Equality and Diversity Policy
- PSHE and RSE Policy

## 13. Islamic Reflection

At Al Ameen, we teach pupils that every form of bullying contradicts the prophetic model of mercy and justice.

The Prophet ﷺ said: "The Muslim is the one from whose tongue and hand others are safe." (*Sahih al-Bukhari*)

Our mission is to develop pupils who not only refrain from harm, but actively work to protect, support, and uplift others.

**Approved by:** Mohammed Rahman (Head Teacher)

**Date effective from:** August 2025

**Next review due by:** August 2026

**Signed:** M A Rahman