Al Mu'min Primary & Secondary School
FAITH *LEARNING*LIFE

Anti-bullying Policy

September 2025-26

ALLAH (SWT) SAYS IN SURATUL HUJURAT:

O you, who have believed, avoid much [negative] assumption. Indeed, some assumption is sin. And do not spy or backbite each other. Would one of you like to eat the flesh of his brother when dead? You would detest it. And fear Allah; indeed, Allah is accepting of repentance and Merciful.

O you, who have believed, let not a people ridicule [another] people; perhaps they may be better than them; nor let women ridicule [other] women; perhaps they may be better than them. And do not insult one another and do not call each other by [offensive] nicknames. Wretched is the name of disobedience after [one's] faith. And whoever does not repent - then it is those who are the wrongdoers.

Positioning Statement

"Bullying is unacceptable behaviour. It happens in all schools and many young people are involved at some time. Al-Mumin Schools is committed to creating a safe environment where everyone can learn, play and work; a place where they can talk about their concerns, confident that they will be listened to and will be offered help.
We will make it clear to young people, staff, and parents that when bullying happens we will work as a community in accordance with the school's policy to help both the people who are harmed and the perpetrators.
We will do our utmost to ensure the safety of the person affected and support improved behaviour from the bully."
Even though the definition of bullying means the behaviour is 'repetitive' we will still treat single incidents seriously as this can have precisely the same impact as persistent behaviour over time.

Definition
- Bullying is the wilful persistent communicating of a conscious desire to dominate, hurt, threaten or frighten someone else.
- There are many definitions of bullying, but most have three things in common:
  - It is deliberately hurtful behaviour
  - It is repeated often over a period of time – this does not mean that no action is taken on single incidents.
  - It is difficult for those being bullied to defend themselves.

A more recent working definition on bullying such as that it intentionally hurts another pupil or group physically or emotionally and is often motivated by prejudice against particular groups, for example, on grounds of race, religion, culture, sex, gender, homophobia, special educational needs

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and disability, or because a child is adopted or is a carer – it may occur directly or through cyber-technology (social websites, mobile phones, text messages, photographs and email)

- Bullying can take many forms, but four main types are:
  - ➢ physical – hitting, kicking, taking belongings
  - ➢ Verbal – name-calling, insulting, racist/sexist remarks
  - ➢ Electronic/Cyber Bullying – email, text, video, website, photographic intentionally or otherwise, often involving social media platforms.
  - ➢ Indirect – spreading malicious information about someone, excluding someone from social groups.
- The school needs to be particularly sensitive to any form of racial or homophobic abuse or harassment, in keeping with the DfE, which requires monitoring of racially linked bullying issues.

Prejudice based bullying – bullying based on the protected characteristics is taken particularly seriously
The Equality Act states that it is unlawful for a school to discriminate against a student or prospective student by treating them less favourably because of their:
• Sex
• Race
• Disability (including special educational needs)
• Religion or belief
• Sexual orientation
• Gender reassignment
• Pregnancy or maternity
Al Mumin School also adopts these categories when dealing with inter-student relationships and identifying types of bullying, discrimination and harassment.

What is cyber bullying?
Cyber bullying is any form of bullying which takes place online or through smartphones and tablets. Social networking sites, messaging apps, gaming sites and chat rooms such as Facebook, Xbox Live, Instagram, YouTube, and Snapchat can all be used for cyber bullying. Parents should be aware that the minimum age for account holders on most social media sites including Facebook and Snapchat is **thirteen**.
Cyber bullying can happen at all hours a day, especially away from school, at home, at evenings, weekends and holidays.

Types of cyber bullying
There are many ways of bullying someone online and for some it can take shape in more ways than one. Some of the types of cyber bullying are:
Harassment
This is the act of sending offensive, rude, and insulting messages and being abusive.
Denigration
This is when someone may send information about another person that is

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fake, damaging and untrue. Sharing photos of someone for the purpose to ridicule, spreading fake rumours and gossip.

Flaming

This is when someone is purposely using really extreme and offensive language and getting into online arguments and fights.

Impersonation

This is when someone will hack into someone's email or social networking account and use the person's online identity to send or post vicious or embarrassing material to/about others.

Outing and Trickery

This is when someone may share personal information about another or trick someone into revealing secrets and forward it to others. They may also do this with private images and videos too.

Exclusion

This is when others intentionally leave someone out of a group such as group messages, online apps, gaming sites and other online engagement. This is also a form of social bullying and is very common.

Anyone who makes threats on the internet could be committing a criminal offence. It is against the law in the UK to use the phone system, which includes the internet, to cause alarm or distress. It could also be against the 1997 Harassment Act. If threats are made against a student then it is essential the student confides in their parents or a member of staff, so that they can make a complaint to the police.

Where bullying can occur:

- Classroom
- Elsewhere in the school e.g. Toilets
- Playground
- To and from school
- Extra-Curricular clubs

How can the school find out if bullying is happening?

- Listening to students
- Reports from parents
- Reports from community
- Observations by adults in school

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- Year assemblies

Recognising the Symptoms
Students may:
➢ be frightened of walking to or from school
➢ be unwilling to go to school
➢ have clothes or books damaged
➢ become withdrawn, start stammering
➢ become distressed, stop eating
➢ cry themselves to sleep
➢ Have nightmares and even call out, 'Leave me alone!'
➢ have unexplained bruises, scratches, cuts
➢ have their possessions go 'missing'
➢ ask for money or begin stealing money (to pay the bully)
➢ continually 'lose' their pocket money
➢ refuse to say what is wrong
➢ give improbable excuses to explain any of the above
➢ attempt suicide

The Policy in Action

1. Staff Action
The school uses an electronic log monitoring system to help with the management and recording of behavioural issues and incidents of bullying. Staff will always be sensitive to the possibility of bullying and be ready to talk to any student who wants to speak to them confidentially.

➢ Some students may be more vulnerable than others. It is important that we are sensitive to students 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 students is vulnerable in some way and susceptible to – or suffering already from – bullying.

➢ Students being bullied may also demonstrate emotional and behavioural problems, physical problems such as headaches and stomach pains, or 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 students at risk can help us enable 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 students is linked to deeper issues. As should be the case when responding to those who are bullied, understanding the emotional health and wellbeing of these students is key to selecting the right strategies and to engaging the right external support where needed (for example, in relation to issues of domestic violence or safeguarding issues).

Bullying records must be completed and maintained by the Anti-Bullying officer.

Parental Action

If parents suspect that their daughter is being bullied, they should contact the Form Tutor for initial, confidential discussion.

Student Action

If students consider they are, or another student is, being bullied then they should tell their Form Tutor immediately and explain their concerns.

Anti-Bullying Strategies

The school uses a range of methods, including mediation, restorative justice, and the no- blame approach.

Counselling/mediation between those involved

The pupils involved are encouraged to talk issues over with the aid of a mediator and find a way forward to end the cycle of bullying and complaints.

Restorative justice

The person affected is given an opportunity to meet with the bully face to face in a safe and supervised setting and talk through the impact that the bullying has had, or is having, on them. Restorative justice is designed to empower the persons affected and to help the perpetrators understand the human consequences of their behaviour.

The no-blame or support group method

In this method, the person affected, or target, of the bullying is interviewed. A teacher will then hold a meeting with a group of students including the bullies, those who may have seen the incidents and others who are not directly involved. The teacher explains to the group how the person affected is feeling and the group then offers suggestions to find a solution.
Removing blame from the process allows the perpetrators to involve

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themselves in finding a solution without feeling threatened or defensive. Those who were bystanders are given a chance to see that by doing nothing, they were condoning the bullying.

See Appendix 1
Procedure for interviewing alleged Bully and Person affected.

Intervention strategies

- Anti- Bullying Notice Board
- Posters around school showing students what to do if they are being or witness bullying
- PSHEE Lessons
- Anti-Bullying Week
- Assemblies
- Staff CPD Sessions
- Anti-Bullying Officer available to speak to
- Prefects/Peer Mentors as peer support and help

CURRICULUM ORGANISATION AND MANAGEMENT CO-ORDINATION

The Anti-bullying policy will be co-ordinated by the Anti-Bullying Officer (ABO) and SLT who will liaise with both teaching and non-teaching staff.

Delivery
- As part of the PSHEE element of the curriculum
- By dealing with specific issues as they are relevant
- Truth story, drama and visual aids
- Assemblies, Islamic study circles and school council.

Staff training

The Anti- Bullying Officer is responsible for organising staff training to support the implementation of this policy.

Monitoring and Evaluation
- Long- and medium-term planning will be reviewed by Head Teacher, Head of Pastoral, and PSHEE Co-ordinator in liaison with the ABO.
- ABO termly / annual feedback to HT

Specific issues working with parents

The school firmly believes in a partnership with parents in order to deal effectively with cases of bullying and to 're-educate' the bullies whilst supporting the recipient of the bullying.

Confidentiality

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This will be maintained where appropriate.

APPENDIX 1

Procedure for interviewing alleged Bully and Person affected.

	What to do	**How, Where, Time**	**Others**
1	Listen to the person affected	In suitable place and give them time (at least 10 minutes)	Whenever possible another adult, adult witness + person affected's friend
2	Ask the person affected to write down everything	Date and time on paper and they should sign	Warnings about giving false accusations
3	Listen to alleged "Bully"	In suitable place and give them time (at least 10 minutes)	Possibly another adult witness + friend of student
4	Ask alleged "Bully" to write down everything	Date and time on paper and they should sign	Warnings about giving false accounts
5	Pass on to Anti-Bullying Officer (ABO)	ABO now follows "Anti Bullying stages" above	ABO decides whether to contact both sets of parents or if necessary to invite them into school

Parent may wish to contact the ABO via email as follows: pri@almumin.bradford.sch.uk

Anti-Bullying Officer: SLT/MLT
How we will avoid inter-mixing between the schools:
Al- Mumin Primary and Secondary understands that there could be potential inter-mixing between the Primary School & Secondary school, which could lead to bullying and harassment. In order to eradicate the risks of these, all pupils will be monitored by teachers during all hours of study and breaks. Furthermore, there are also CCTV Cameras in operation for monitoring and security purposes. These will aim to record any unacceptable behaviour in and around the school premises.

Review Date August 2026

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