



# Anti-Bullying Policy

O you who believe, let not one group mock another group; it may be that they are better than them. Nor let women mock other women; it may be that they are better than them. Do not insult one another nor call each other by offensive nicknames...

Quran 49:11

A Muslim is the one from whose tongue and hand the Muslims are safe.

Sahih al-Bukhari

<b>Approved by:</b>	Governing Board	<b>Last reviewed:</b> Summer 2025-26
<b>Next review due by:</b>	Summer 2027-28	

## 1. Intent

At Noor Ul Islam Primary School, we are committed to providing a safe, caring and respectful environment where every child feels valued, protected and able to thrive. Bullying of any kind is unacceptable and will not be tolerated.

As an Islamic school, we promote the values of respect, compassion, justice, dignity and accountability. Pupils are encouraged to embody excellent character (*akhlaq*), kindness and responsibility towards others.

This policy sets out how the school prevents, responds to and monitors bullying, ensuring that pupils, staff and parents feel supported and heard. It reflects current safeguarding guidance and the school's commitment to creating a positive behaviour culture.

This policy reflects:



**OUR VISION**  
Grounding learners in deen,  
Growing learners in character.

**OUR MISSION**  
Believe - Strive - Thrive

**OUR VALUES**  
Respect  
Honesty  
Mercy  
Diversity  
Wisdom  
Excellence  
Charity



**Our school Rules**

**Ready**

**Respectful**

**Safe**

## 2. Legislation and Guidance

This policy is informed by:

- Keeping Children Safe in Education (KCSIE)
- Preventing and Tackling Bullying (DfE)
- Behaviour in Schools Guidance (DfE)
- Equality Act 2010
- Working Together to Safeguard Children
- Teaching Online Safety in Schools

- Relationships Education and Health Education statutory guidance
- Independent School Standards Regulations

### **3. Definition of Bullying**

Bullying is behaviour by an individual or group, **usually repeated over time, that intentionally hurts another individual physically, emotionally, verbally or online.**

Bullying is usually characterised by:

- intentional harm;
- repetition over time;
- an imbalance of power.

The school recognises that not all disagreements, friendship difficulties or incidents between pupils constitute bullying. However, all concerns will be taken seriously and addressed appropriately.

Bullying is recognised as a form of child-on-child abuse and may seriously affect a child's wellbeing, mental health, confidence and ability to learn.

### **4. Types of Bullying**

Bullying may include:

4.1 Physical Bullying	4.2 Verbal Bullying	4.3 Emotional or Social Bullying
hitting; kicking; pushing; damaging belongings; physical intimidation.	name-calling; insults; threats; racist or discriminatory language; offensive comments.	spreading rumours; humiliation; exclusion; intimidation; manipulation of friendships.
4.4 Cyberbullying	4.5 Prejudice-Based Bullying	
Bullying through: -social media -messaging apps -gaming platforms -livestreaming -image sharing -artificial intelligence tools -mobile phones and digital communication.  Incidents occurring outside school may still be investigated where they impact pupils' safety, wellbeing or school life.	Bullying related to: -race -religion or belief -disability -sex -sexual orientation -gender reassignment -family circumstances -appearance -health conditions -special educational needs  Bullying, discriminatory language or harassment directed towards anyone on the basis of protected characteristics, perceived differences or family background will not be tolerated.	

## 5. Bullying and Safeguarding

The school recognises that bullying may:

- constitute child-on-child abuse;
- be linked to safeguarding concerns;
- involve harmful sexual behaviour;
- involve online abuse;
- indicate wider vulnerabilities or unmet needs.

Serious or persistent incidents will be managed in line with the school's Safeguarding and Child Protection Policy.

The school also recognises that pupils who engage in bullying behaviour may themselves require support, guidance and intervention.

Pupils with SEND, communication difficulties, social, emotional and mental health needs, or other vulnerabilities may require additional support and monitoring to ensure they feel safe and included.

## 6. Prevention

The school seeks to prevent bullying through a proactive and positive approach including:

- PSHE and Relationships Education;
- online safety education;
- Islamic character education (*tarbiyyah*);
- assemblies and workshops;
- promotion of kindness, respect and inclusion;
- visible behaviour expectations and school values;
- Safe spaces and adults to talk to
- restorative approaches;
- pupil voice activities;
- pastoral support and mentoring;
- staff supervision and training;
- partnership with parents;
- educational visits and enrichment activities.

Staff regularly reinforce the importance of respectful relationships and safe behaviour both online and offline.

## **7. Reporting Concerns**

Pupils, parents and staff are encouraged to report concerns promptly.

Pupils may report concerns to:

- any trusted adult;
- class teachers;
- the Designated Safeguarding Lead (DSL);
- the Behaviour and Anti-Bullying Lead;
- senior leaders;
- through worry boxes or reporting systems.

Parents may contact:

- the class teacher;
- the school office;
- senior leaders;
- safeguarding staff.

All reports will be taken seriously, recorded and investigated appropriately.

## **8. Roles and Responsibilities**

<p><b>8.1 Governing Board</b></p> <p>The Governing Board:</p> <ul style="list-style-type: none"> <li>• reviews this policy regularly;</li> <li>• monitors bullying trends and safeguarding concerns;</li> <li>• ensures the school fulfils its legal responsibilities;</li> <li>• holds leaders accountable for maintaining a safe culture.</li> </ul>	<p><b>8.2 Headteacher</b></p> <p>The Headteacher:</p> <ul style="list-style-type: none"> <li>• ensures the policy is implemented consistently;</li> <li>• ensures staff receive appropriate training;</li> <li>• oversees investigations and responses;</li> <li>• promotes a positive behaviour culture;</li> <li>• ensures safeguarding concerns are addressed appropriately.</li> </ul>
<p><b>8.3 Behaviour and Anti-Bullying Lead</b></p> <p>The Behaviour and Anti-Bullying Lead:</p> <ul style="list-style-type: none"> <li>• records and monitors incidents;</li> <li>• supports investigations;</li> <li>• liaises with staff and parents;</li> <li>• helps coordinate support and interventions;</li> <li>• monitors patterns and repeat concerns.</li> </ul>	<p><b>8.4 Staff</b></p> <p>All staff:</p> <ul style="list-style-type: none"> <li>• model respectful behaviour;</li> <li>• remain vigilant to signs of bullying;</li> <li>• take concerns seriously;</li> <li>• record and report incidents promptly;</li> <li>• support pupils appropriately;</li> <li>• follow safeguarding procedures.</li> </ul> <p>Staff receive regular safeguarding, online safety and anti-bullying training.</p>
<p><b>8.5 Parents and Carers</b></p> <p>Parents are expected to:</p> <ul style="list-style-type: none"> <li>• support the school's values and behaviour expectations;</li> <li>• report concerns promptly;</li> <li>• work collaboratively with the school;</li> <li>• encourage respectful and responsible behaviour at home.</li> </ul>	<p><b>8.6 Pupils</b></p> <p>Pupils are expected to:</p> <ul style="list-style-type: none"> <li>• treat others respectfully;</li> <li>• report concerns;</li> <li>• support others appropriately;</li> <li>• follow school rules and values.</li> </ul>

## 9. Responding to Bullying

When bullying concerns are reported, the school will:

1. Ensure the **immediate safety** and wellbeing of pupils involved.
2. **Investigate** concerns fairly and sensitively.
3. **Speak** with pupils, witnesses and relevant staff.
4. **Record** incidents securely in line with safeguarding procedures.
5. **Inform** parents where appropriate.
6. Provide **support** for the victim.
7. Implement appropriate **sanctions and educational consequences**.
8. Provide **support and intervention** for the pupil displaying bullying behaviour.
9. Monitor the situation and **follow up** appropriately.

Where criminal behaviour or significant safeguarding concerns arise, external agencies including the police or social care may be involved.

## 10. Restorative and Educational Approaches

Where appropriate, the school may use restorative and educational approaches to help pupils understand the impact of their behaviour, repair relationships and rebuild trust.

Approaches may include:

- restorative conversations;
- reflection activities;
- pastoral mentoring;
- peer support;
- circle time;
- Islamic character reflection and guidance.

These approaches will always be age-appropriate and conducted respectfully, preserving the dignity and wellbeing of all pupils involved.

## 11. Cyberbullying

The school responds to cyberbullying by:

- acting promptly;
- supporting pupils to preserve evidence;
- requesting harmful content be removed where possible;
- applying sanctions where appropriate;
- supporting families with online safety guidance;
- educating pupils about safe and responsible online behaviour.

Cyberbullying occurring outside school may still be addressed where it impacts school life or pupil wellbeing.

## 12. Monitoring and Review

The school:

- analyses bullying records and patterns regularly;
- monitors incidents involving protected characteristics;

- seeks pupil voice through surveys and discussions;
- reviews procedures and training regularly;
- reports relevant information to governors;
- reviews this policy annually or sooner if guidance changes.

### 13. Linked Policies

This policy should be read alongside:

- Safeguarding and Child Protection Policy
- Behaviour Policy
- Online Safety Policy
- SEND Policy
- PSHE/RSHE Policy
- Staff Code of Conduct

### Appendix 1- Incident record form

<b>Date of incident:</b>		<b>Time of incident:</b>	
<b>Reported by:</b>			
<b>Recorded by: (if different)</b>			
<b>Pupils involved:</b>			
: Name/Class			
<b>Child affected</b>		<b>Alleged perpetrator</b>	
Name/Class:		Name/Class:	
<b>Type of Incident:</b>			
<ul style="list-style-type: none"> <li>• Physical bullying <input type="checkbox"/></li> <li>• Verbal bullying <input type="checkbox"/></li> <li>• Emotional/social bullying <input type="checkbox"/></li> <li>• Cyberbullying <input type="checkbox"/></li> <li>• Racist bullying <input type="checkbox"/></li> <li>• Islamophobic bullying <input type="checkbox"/></li> </ul>		<ul style="list-style-type: none"> <li>• SEND/disability related <input type="checkbox"/></li> <li>• Other prejudice-based bullying <input type="checkbox"/></li> <li>• Sexual harassment/bullying <input type="checkbox"/></li> <li>• Child-on-child abuse <input type="checkbox"/></li> <li>• Safeguarding concern <input type="checkbox"/></li> <li>• Other <input type="checkbox"/></li> </ul>	
<b>Summary of incident</b>			

**Pupil Voice / Victim's Account**

(Please continue on a separate sheet of paper if required)

**Alleged Perpetrator's Account**

(Please continue on a separate sheet of paper if required)

**Referral made to:**

**Outcome/resolution**

**Action taken:**

**DSL informed**

**Parents informed**

**Victim informed**

**Perpetrator informed**

**Support for victim**

**Support/intervention for perpetrator**

**Follow-Up and Monitoring**

**Outcome/Resolution**

**Leadership involved**