



## **Himmat/Ummid Second Chances Anti-bullying Policy**

Policy review

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Next review due on 15/1/18

### **Introduction**

OFSTED defines bullying as “aggressive or insulting behaviour by an individual or group, often repeated over time, that intentionally hurts or harms.” Perpetrators and victims may include adults as well as children. Bullying may take a number of different forms, the principal ones being *verbal and cyber bullying, physical and manipulative*. Perception of the situation by the victim may be distorted, but the experience is very painful and extremely difficult to defend. Bullying often focuses on individual differences. In this respect it undermines Ummid's work in promoting tolerance and understanding in the community which is reflected in the following of Bradford Education's Respect programme across all our centres. Bullying may seize upon aspects of physical shape or appearance, or focus on parental, cultural or ethnically-based lifestyles. It may dwell upon race, religion or nationality. Sexual bullying may involve misogyny or homophobia, or focus on alleged sexual attractiveness or lack of it. Research suggests that a large number of incidents of intimidating behaviour such as name-calling or “dirty looks” actually take place in classrooms when the teacher is present. This emphasises the need for constant awareness and vigilance by all staff. Signs of bullying may include: fear of lesson time, a request to work individually or away from the main classroom; deterioration of classroom work and lack of engagement; possessions going missing, being damaged or destroyed; unexplained physical injuries; sitting alone in class or at break/lunch time; late arriving for lessons and, of course, a refusal to say what is wrong.

### **1 Classifications of bullying**

#### **1.1 Cyberbullying**

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

## **1.2 Verbal and cyber bullying may:**

- Involve name calling;
- Make use of written notes, e-mails, mobile telephone messages or social networking websites
- Include threats of physical violence.

## **1.3 Physical bullying**

Often consists of deliberate jostling, bumping, pushing or shoving. Those responsible often maintain that it is accidental when it first comes to light. It is a criminal offence where it involves assault, actual bodily harm, or wounding. Physical bullying may involve theft or damage to property, accompanied by the threat of violence or sometimes by the abuse of power.

## **1.4 Manipulative bullying:**

This manipulates social networks with the intention of excluding, ostracising or marginalising individuals from their friends and normal relationships; spreads rumours or malicious accusations.

## **1.5 Emotional Bullying**

This is any form of bullying that causes damage to a person's psyche and/or emotional well-being.

This can include spreading malicious rumours, excluding someone from a group, ignoring people and also provocation.

## **2 Aims**

Ummid Second Chances does not tolerate any form of bullying. We believe that everyone has the right to live and work in our centres without fear and we aim to provide an environment in which staff and pupils feel happy and safe. We celebrate individual differences and aim to develop each person's own talents and abilities.

Ummid Second Chances therefore aim to:

- 2.1** Create and maintain an atmosphere of tolerance, co-operation and mutual respect in which bullying is seen to be unacceptable;
- 2.2** Be vigilant and to deal with incidents appropriately and swiftly.
- 2.3** Protect and safeguard pupils in their use of ICT and e-technology. The ICT and Senior Behaviour
- 2.4** Worker would be a point of contact on these matters
- 2.5** Raise awareness of and counter instances of cyber bullying.

## **3 Curriculum Links**

- 3.1** The promotion of the values of tolerance and teamwork permeate every aspect of education at Ummid. More specifically, pupils have a chance to discuss bullying as part of the Respect programme.. The Senior Behaviour workers also group discussions on anti-bullying and the ICT curriculum has strong links to internet safety and cyber bullying. Pupils are expressly taught that they have rights but with these rights, they have responsibilities.

## **4. Procedures and Practice**

### **4.1 Feedback:**

Recently we received some pupils' feedback via a confidential meeting with the Head of all Ummid Centres. This is to be rolled out in a anonymous questionnaire across all centres.

- 4.2 Training:** Members of staff receive regular updates on bullying and Child Protection.

**4.3 Prevention:** The overriding principle is that staff will not tolerate bullying. Members of staff are asked to set an example of respect, kindness and courtesy; to ensure that proper discipline is maintained across all areas of each centre. Incidents should be reported to senior staff, documented and dealt with promptly.

## **5 Dealing with incidents:**

The outcome that is sought is understanding and a change of behaviour.

- 5.1** Immediate action will be taken; sanctions may or may not be appropriate, depending on the circumstances.
- 5.2** Investigation will usually start with a Behaviour Worker/Senior Behaviour Worker, who will talk to individuals and/or groups. Pupils will always be allowed to state their opinions and feelings.
- 5.3** Written records in the form of Incident Report Sheets and any written statements should be taken from those involved. These will be held on file by the centre and forwarded to relevant parties of the referring school.
- 5.4** If the incident is sufficiently serious to require isolation or exclusion, parents will be informed and investigation may continue.
- 5.5** Any sanction that is applied will depend on the severity and history of the incident(s) and might involve any of the range of measures which are available.

## **6 Bystanders:**

- 6.1** The issue of being a bystander or accessory to an event is addressed with all pupils. Pupils are encouraged to respect one another and this includes when they are using electrical devices, including mobile phones when not in centre.

## **7 Following up incidents:**

This is likely to involve communication between staff:

- 7.1** It will often be appropriate to speak to the pupils involved, either individually or in groups and to bring perpetrators and victims together in an atmosphere of trust so that they can discuss their feelings openly.
- 7.2** Normally contact will be made by the Senior Behaviour Workers with the parents/guardians of both the victim and the perpetrator. Meetings involving parents may also be arranged.
- 7.3** Thereafter vigilance and monitoring will be important to ensure that there is no repetition or unpleasant consequences and that the victims feel safe.

## **7.4 Cyber Bullying:**

There is usually some visual evidence (an email/ facebook page/ chat room text) after cyberbullying has taken place. Pupils should be encouraged to pass this on to a member of staff or their parents. In some cases, it will be necessary to contact mobile phone companies, internet service providers or social networking sites. The following advice should be given to those experiencing cyberbullying:

- Do not retaliate or reply.
- Block or remove offenders from “friends” lists.
- Review the information you are giving out online
- Make sure you tell an adult.
- Try to keep calm and do not let the bully see a reaction.
- If the person responsible for the bullying is identified, sanctions will be applied under the school's behaviour policy.

**7.5** The following sanctions are what we suggest **parent's ought to implement**, depending upon the nature and severity of the bullying:

- Confiscation of equipment such as mobile phones
- Withdrawal of access to the internet for a set period of time
- Limited use of the Internet for a set period of time

**7.6 What we will do:**

- Where the cyberbullying is sufficiently severe, external agencies such as social networking or email member sites should be informed.
- Support will be provided for the victim. This may include meeting the bully to discuss what has happened and agree a way forward. It is important that all children and staff recognise that when an incident of cyberbullying takes place, it is dealt with swiftly.

**7.7 E-mailing and Instant Messaging:**

Pupils should never reply to unpleasant or unwanted emails or open files from people they don't know. When writing emails or instant messages, pupils are taught to think carefully about the content. Pupils are taught that when angry or distressed, they might send something likely to cause further anguish; on these occasions they should leave the computer/mobile phone/tablet/etc and discuss the issue with someone else.