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ANTI-BULLYING POLICY AND PROCEDURES

Version: 11.0
Issued Date: September 2025
Next Review Date: September 2026
Approved By: Suleman Collector (Head Teacher)
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This policy has been formed with due regard to DfE guidance, 'Preventing and tackling bullying Advice for headteachers, staff and governing bodies' July 2017. The policy applies equally to bullying by pupils, staff and parents.

1. WHAT IS BULLYING?

Every pupil should be able to learn in a school environment free from bullying of any kind, and in which they feel safe and supported. There is no place for bullying in our schools and communities and each of us involved in education has a role in creating a culture in school where bullying is not tolerated. No pupils deserve to suffer the pain and indignity that bulling can cause. We recognise the negative impact it has on the educational experiences and wider development of so many of our pupils. Bullying has no place anywhere in the school community, and this applies both of the bullying of pupils and teachers.

Providing safe and happy places to learn is essential to achieving school improvement, raising achievement and attendance, promoting equality and diversity, and ensuring the safety and well – being of all members of the school community.

CAMBRIDGE STREET SCHOOL accepts the following definition of bullying:

- Bullying is the willful, conscious desire to hurt, threaten or intimidate someone, e.g. homophobic insults.
- Bullying can involve physical or verbal attacks, name-calling, malicious gossip, damaging or stealing the property of another, or coercing someone into doing acts in which he/she did not wish to participate.
- Bullying occurs over a period of time and is not epitomised by a single incident.
- Above all else, bullying is un-Islamic behaviour.

2. ANTI-BULLYING POLICY AIMS TO:

- Prevent, de-escalate and/ or stop any continuation of harmful behaviour.
- React to bullying incidents in a reasonable proportionate and consistent way.
- Safeguard pupils who have experienced bullying and to offer sources of support for the pupils.
- Apply disciplinary sanction to the those bullying and ensure they learn from the experiences.
- Educate the whole school community (pupils, staff, parents and trustees) about the bullying, by providing both the awareness strategies to recognise it and procedures to deal with it.

3. SPECIFIC TYPES OF BULLYING

Bullying can be related to race, religion, culture, gender, gender reassignment, sexual orientation, disability, age, socio-economic background or because a pupil is adopted or has caring responsibilities.

3.1 Bullying related to special educational needs (SEN) and disabilities

Research shows that children and young people with SEN and disabilities are more at risk of bullying than their peers.

CAMBRIDGE STREET SCHOOL is committing to actively promoting equality of opportunity for all disabled people and eliminate disability-related harassment.

Children and young people with SEN and disabilities do not always have the levels of social confidence and competence and the robust friendship bonds that can protect against bullying. CAMBRIDGE STREET SCHOOL takes a whole-school approach to deal with bullying related to SEN and disability.

3.2 Bullying related to appearance or health conditions

Those with health or visible medical conditions, such as eczema, may be more likely than their peers to become targets for bullying behaviour. Perceived physical limitations, such as size and weight, and other body image issues, can result in bullying, and obvious signs of affluence (or lack of it) can also be exploited ruthlessly with severe consequences.

4. CYBERBULLYING

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

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. Prolonged campaigns of harassment can occur aimed at both pupils and staff.

5. CRIMINAL LAW

Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986.

As an example, under the Malicious Communications Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender.

6. SAFEGUARDING PUPILS

Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a pupil is suffering, or is likely to suffer, significant harm'.

Where this is the case, the school will report concerns to the local authority children's social care. Even where safeguarding is not considered to be an issue, we may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a pupil engaging in bullying.

7. ACCEPTED DESCRIPTIONS OF BULLIES AND THEIR VICTIMS:

Bullied children are often isolates – loners. They feel ashamed that they are failures. In the early stages of bullying they will try desperately to be accepted by the bully (or bullies). The refusal of others to accept them, despite all their efforts to please, adds to their confusion and bewilderment. Fear and lack of self-esteem render them unable to express their feelings and communicate well. The signs and symptoms that they are likely to display are those of the anxious child, under stress.

Bullies will also have low self-esteem although they often appear confident. When young they are quite popular and will draw a crowd of other children to follow them around. They like to get their own way and will respond to stressful situations by hitting out. They will usually be:

- Energetic and hyperactive.
- Aggressive towards other children and adults.
- Prone to break the rules and indulge in anti-social behaviour.
- Positive about their own behaviour and displaying no shame or guilt, and little sympathy for their victims.
- Able to communicate well and have an answer for everything.
- Adept at getting themselves "off the hook" and out of difficult situations.

8. PREVENTING BULLYING

The strategies to be employed by CAMBRIDGE STREET SCHOOL to prevent bullying are based on the following:

- That the caring, supporting and co-operative Islamic ethos of the school reduces the likelihood of bullying occurring.
- That prevention is better than cure, and that the issue is best dealt with through Islamiat lessons and the cross-curricular approach in place at the school, insha'Allah.
- Guidance offered through PSHE & pastoral care.
- Islamic Assemblies used to educate on bullying.
- That remedial action has to be relevant.
- That bullies and their victims need help.
- That pupils are supervised throughout the day in all areas of the school so that the likelihood of bullying is reduced, insha'Allah.

9. BULLYING OUTSIDE SCHOOL PREMISES

Where bullying outside school is reported to school staff, it will be investigated and acted on. The headteacher will also consider whether it is appropriate to notify the police or antisocial behaviour coordinator in the local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police will be informed.

10. MONITORING

Head Teacher and School Governors will closely monitor all instances of bullying in order to improve the school system by trying to identify the type and cause of the incident and putting in place appropriate preventive measures.

10.1 The Responsibilities of Staff

Our staff will:

- Foster in our pupil's self-esteem, self-respect and respect for others.
- Demonstrate by example the high standards of personal and social behaviour we expect of our pupils.
- Discuss bullying with pupils so they learn about the damage it causes to both the pupil who is bullied and to the bully and the importance of telling a member of staff about bullying when it happens.
- Be alert to signs of distress and other possible indications of bullying.
- Listen to pupils who have been bullied, take what they say seriously and act to support and protect them.
- Report suspected cases of bullying to the HT immediately.
- HT will Follow up any complaint by a parent about bullying and report back promptlyand fully on the action which has been taken.
- Deal with observed instances of bullying promptly and effectively, in accordance with agreed procedures.

10.2 The Responsibilities of Pupils

We expect our pupils to:

- Refrain from becoming involved in any kind of bullying, even at the risk of incurring temporary unpopularity.
- Intervene to protect the pupil who is being bullied, unless it is unsafe to do so.
- Report to a member of staff any witnessed or suspected instances of bullying, to dispel any climate of secrecy and help to prevent further instances.

Anyone who becomes the target of bullies should:

- Not suffer in silence, but have the courage to speak out, to put an end to their own suffering and that of other potential targets.

10.3 The Responsibilities of Parents:

We ask our parents to support their children and the school by:

- Watching for signs of distress or unusual behaviour in their children, which might be evidence of bullying.
- Advising their children to report any form of bullying to their Form Tutor or head teacher and explain the implications of allowing the bullying to continue unchecked, for themselves and for other pupils.
- Advising their children not to retaliate verbally or violently to any forms of bullying.
- Being sympathetic and supportive towards their children, and reassuring them that appropriate action will be taken.
- Keep a written record of any reported instances of bullying.

11. EQUAL OPPORTUNITIES

The Anti–bullying policy follows the guidelines laid down in our Equality policy and the Equality Act of 2010 (amended 2014), Behaviour policy and Safeguarding polices.

12. PROCEDURES FOR DEALING WITH BULLYING

- Any pupil or parent complaining of bullying will be listened to.
- Those thought to have been bullying another pupil will be interviewed both separately and together. A written statement will be required by both pupils.
- The victim and any witnesses will also be interviewed and a written statement will be required by each pupil.
- A **Bullying Incident Report Form** must be completed by the member of staff. Forms are available from the school office and staff room. These must be filled and handed to the HT as soon as possible.
- Disciplinary measures will be applied fairly, consistently and reasonably taking into account of any special educational needs or disabilities that the pupils may have and taking into account the needs of vulnerable pupils.
- If the motivation behind the bullying behaviour reveals any concerns for the safety of the perpetrator, it will need to be considered. In this case support will be given. If required, we will draw on a range of external services for guidance and to support and tackle any underlying issue/s which has contributed to the pupil engaging in bullying. Parents will be notified. This is in line with our Safeguarding Policy and procedures.
- In the event of frequent incidents, or a particularly serious single incident, parents of the bully(ies) and the victim(s) will be informed of any immediate sanctions or threatened sanctions should there be a re-occurrence. (Refer to school disciplinary procedure).
- Should any repercussions occur, either in or out of school, the agreed sanctions will be imposed immediately.

Initially, complaints will be dealt with by the , Head teacher or Form Tutor andonly referred to senior colleagues if:

- frequent complaints about the same pupil occur; or
- the initial incident is particularly aggressive or disturbing.

- The Head Teacher/ reserves the right to suspend and ultimately exclude any persistent bully.
- All bullying incidents will require pupils to complete a feedback form to gain their views on whether the bullying incident was resolved in their opinion and what the school could have done better.

This Anti-Bullying Policy applies to all involved in school – pupils, staff and parents.

13. VERSION HISTORY

Issue Date	Version Number	Approved By
June 2019	6.0	Head Teacher & Governing Body
Sept 2020	7.0	Head Teacher & Governing Body
Sept 2022	8.0	Head Teacher & Governing Body
Sept 2023	9.0	Head Teacher & Governing Body
Sept 2024	10.0	Head Teacher & Governing Body
Sept 2025	11.0	Head Teacher & Governing Body