Anti-Bullying Policy

Hazrat Khadijatul Kubra School

Approved by:	Board of Trustees
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Contents

Introduction & Purpose……3
1. Aims……3
2. What is Bullying……..5
3. Cyber Bullying……6
4. Creating a Positive School Environment……8
5. Education and Awareness……9
6. Empowering and Supporting Pupils……10
7. Reporting, Investigation and Response to Bullying……11
8. Our Response to Bullying……12
9. Support……13
10. Monitoring and Review……14

This policy has been written in consultation with our pupils (article 12 of the UNCRC), teachers and trustees. It is directed by the teachings of the Qur'an and the noble example of the Prophet Muhammad (SAW).

'A Muslim is one whom other people are safe from his tongue and his hand.'
Bukhari

Introduction and Purpose

This policy supports the school's commitment to ensuring that **all pupils are able to learn, achieve and flourish in a safe, inclusive and respectful environment**. It is grounded in the principles of the **United Nations Convention on the Rights of the Child (UNCRC)**, particularly the right to education (Article 28), the primacy of the child's best interests (Article 3), the right to non-discrimination (Article 2), and protection from harm, abuse and neglect (Article 19), including the rights of children with disabilities (Article 23).

The school promotes an inclusive culture in which pupils feel safe, valued and supported, and where differences are respected. In line with the Equality Act 2010, the school actively works to eliminate discrimination, advance equality of opportunity and foster positive relationships.

Safeguarding is at the heart of the school's work. Attendance, behaviour, wellbeing and safeguarding are closely connected, and the school recognises that pupils' ability to attend, engage and succeed depends on feeling safe both physically and emotionally. The school has a **zero-tolerance approach to bullying, harassment, discrimination and child-on-child abuse**, and acts swiftly and proportionately when concerns are identified, in accordance with **Keeping Children Safe in Education (DfE, 2026)**
, the **Education and Inspections Act 2006**, and the **Independent School Standards Regulations**.

The school recognises that bullying may be physical, verbal, emotional, relational or online, and that **emotional harm can be as detrimental as physical harm**. Preventative education, positive behaviour management, strong pastoral support and early intervention are used to reduce risk and support pupils' mental health and wellbeing. Through a whole-school approach, the school fosters **positive relationships, respectful behaviour and a strong safeguarding culture**, ensuring pupils feel confident to raise concerns and are able to engage fully in their education.

1. Aims

At our school, we strive to create a culture based on our core values of **Respect, Resilience, Compassion, Courage and Ambition**.
We are committed to promoting a safe, inclusive and nurturing environment where every member of the school community feels valued, respected and protected from bullying, harassment, discrimination and victimisation.
Our aims are to:

1. Create a positive, open and inclusive environment that promotes emotional wellbeing, mental health and positive relationships for all members of the school community.
2. Ensure that all pupils feel safe, respected and able to learn effectively, free from bullying, harassment, discrimination, intimidation or prejudice.
3. Foster a whole-school culture where diversity is celebrated, differences are respected and all forms of bullying are challenged.
4. Maintain high expectations of behaviour and conduct and create an atmosphere in which bullying cannot thrive.
5. Develop pupils' understanding of bullying, including online bullying and harmful behaviours, and equip them with the confidence and strategies to seek help, support others and report concerns appropriately, in line with the principles of the UN Convention on the Rights of the Child, Article 29.
6. Ensure that parents and carers understand the school's approach to preventing, identifying and responding to bullying, enabling effective partnership working.
7. Recognise that bullying may be a safeguarding concern and respond appropriately where incidents involve child-on-child abuse, sexual violence, sexual harassment, hate incidents, discrimination or online harm.
8. Support both those experiencing bullying and those displaying bullying behaviours by providing appropriate intervention, education, pastoral support and accountability.
9. Promote a culture where pupils feel confident to disclose concerns, knowing they will be listened to, taken seriously and supported.
10. Ensure that all reports of bullying are addressed promptly, proportionately, consistently and fairly, safeguarding the wellbeing of all involved.

Our Commitment

We are committed to a whole-school approach to preventing bullying through:

- Raising awareness and understanding of bullying and its impact.
- Promoting positive relationships and respectful behaviour.
- Providing education through the curriculum, assemblies, pastoral programmes and enrichment activities.
- Ensuring pupils know how and where to report concerns.
- Maintaining effective recording, monitoring and follow-up procedures.
- Supporting pupils affected by bullying and addressing the needs of those who demonstrate bullying behaviour.
- Applying appropriate sanctions alongside restorative and educational approaches where appropriate.
- Working collaboratively with families and external agencies where necessary.

Legislative and Guidance Framework

This policy has been developed with regard to:

- Keeping Children Safe in Education 2026 (Statutory Guidance)
- Preventing and Tackling Bullying (DfE)
- Cyberbullying: Advice for Headteachers and School Staff (DfE)
- Mental Health and Behaviour in Schools (DfE)
- Working Together to Improve School Attendance (DfE Statutory Guidance, updated July 2026)

- Education and Inspections Act 2006
- Equality Act 2010
- Children Act 1989
- Children Act 2004
- Independent School Standards Regulations 2014
- Anti-Bullying Alliance Whole School Approach Guidance
- Preventing and Tackling the Bullying and Harassment of School Staff (DfE, 2026)

2. What is Bullying?

There is no legal definition of bullying. However, bullying is generally defined as behaviour by an individual or group that is:

- **Repeated, or has the potential to be repeated over time;**
- **Deliberately intended to hurt, intimidate, humiliate or harm another person;**
- **Characterised by an imbalance of power which makes it difficult for the individual being targeted to defend themselves.**

Bullying can cause significant emotional, psychological, social and educational harm. It is important that bullying is not confused with occasional friendship difficulties, disagreements or relational conflict between pupils.

Forms of Bullying
Bullying may take many forms, including:

Physical Bullying

- Hitting
- Kicking
- Tripping
- Pushing
- Damaging property
- Theft

Verbal Bullying

- Name-calling
- Insults
- Threats
- Ridicule
- Racist, sexist, homophobic or discriminatory language

Social or Relational Bullying

- Excluding others
- Deliberately ignoring someone
- Spreading rumours
- Public humiliation
- Manipulating friendships

Cyberbullying

- Online harassment
- Social media abuse
- Malicious messages
- Sharing images without consent
- Impersonation
- Use of technology or AI-generated content to intimidate, humiliate or harm others, including manipulated images, deepfakes or digitally altered material.

Prejudice-Based Bullying
Bullying may be motivated by prejudice relating to:

- Race, ethnicity or nationality
- Religion or belief
- Disability or special educational needs
- Sex
- Sexual orientation
- Gender reassignment
- Pregnancy or maternity
- Appearance
- Care experience or family circumstances
- Socio-economic disadvantage

Such incidents will be recorded and addressed in accordance with the school's safeguarding, equality and behaviour procedures.

Sexual and Sexist Bullying
This may include:

- Sexist comments
- Sexual name-calling
- Unwanted sexual comments
- Sexual harassment
- Unwanted physical contact
- Sharing sexual images
- Behaviour that may constitute child-on-child abuse

All such incidents will be managed in line with safeguarding procedures and KCSIE requirements.

Bullying of Staff
This policy also applies to bullying, harassment or intimidation directed towards school staff by pupils, parents, carers, visitors or colleagues. Such behaviour will not be tolerated and will be addressed in accordance with relevant school policies and DfE guidance

3. Cyber Bullying

The rapid development of, and widespread access to, digital technology, social media platforms, messaging services, gaming environments and artificial intelligence (AI) tools has created new opportunities for online (cyber) bullying. This behaviour can occur both within and beyond the school environment and may have a significant impact on a pupil's safety,

wellbeing, mental health and education. The school recognises that online bullying can be particularly harmful due to its persistent nature, potential anonymity and ability to reach a wide audience quickly.

The school recognises that online environments can increase the risk of:

- Cyber bullying and online harassment;
- Child-on-child abuse;
- Hate-related incidents and discriminatory behaviour;
- Coercion, intimidation and exploitation;
- Grooming and online manipulation;
- Sharing harmful, abusive or extremist content;
- The non-consensual sharing of images or personal information;
- AI-generated abuse, including manipulated images, deepfakes and other digitally altered content designed to humiliate, threaten or harm an individual.

The school adopts a proactive approach to online safety. Through the curriculum, assemblies, tutor programmes, pastoral support and enrichment opportunities, pupils are taught to:

- Stay safe online;
- Recognise cyber bullying and harmful online behaviour;
- Develop positive digital relationships;
- Protect personal information;
- Critically evaluate online content;
- Report concerns and seek support for themselves or others.

Online bullying is treated with the same seriousness as face-to-face bullying and may constitute a safeguarding concern where it involves child-on-child abuse, sexual harassment, exploitation, significant emotional harm or other forms of abuse. All reports will be investigated promptly and managed in accordance with the school's safeguarding procedures, Behaviour Policy and Child Protection and Safeguarding Policy.

In accordance with Keeping Children Safe in Education 2026, the school adopts a whole-school approach to online safety. Appropriate filtering and monitoring systems are in place and are reviewed regularly to ensure they remain effective, proportionate and responsive to emerging risks. Further detail is contained within the school's Online Safety (E-Safety) Policy.

The school may investigate incidents of cyber bullying that occur outside school where there is a clear connection to school life or where a pupil's welfare, education, safety or the orderly running of the school may be affected. The school will work in partnership with parents/carers and, where appropriate, external agencies, including children's social care, local authority services and the police.

Where a member of staff has been authorised by the Headteacher to examine an electronic device, this will be undertaken in accordance with current legislation and statutory guidance. Devices containing, or suspected of containing, evidence of criminal activity or material that

may place a child at risk of harm will be secured and referred to the police or other relevant agency as appropriate.

All members of the school community are expected to demonstrate the same standards of respect, compassion and integrity online as they do in face-to-face interactions. Any misuse of technology to bully, intimidate, threaten or harm another person will be addressed through appropriate disciplinary, safeguarding and educational measures, including referral to external agencies where necessary.

Examples of Cyber Bullying

Cyber bullying may include, but is not limited to:

- Sending abusive, threatening or intimidating messages;
- Posting or sharing hurtful, humiliating or offensive comments online;
- Deliberately excluding individuals from online groups;
- Sharing confidential information without consent;
- Impersonating another person online;
- Recording or distributing images or videos without permission;
- Sharing, creating or distributing manipulated or AI-generated images intended to cause distress;
- Encouraging others to target, ridicule or isolate a person online;
- Persistent unwanted contact through digital platforms;
- Uploading material designed to damage another person's reputation or wellbeing

Stop Speak Support online bullying pack for teachers.

4. Creating a Positive School Environment

At HKKG, we are committed to creating a safe, inclusive and respectful environment where all pupils feel valued, supported and able to thrive. We encourage pupils to report bullying, discrimination, harassment or any behaviour that causes harm or distress, whether experienced directly or witnessed in others.
We aim to be a **"telling school"**, where seeking help is recognised as a positive and responsible action. Pupils are encouraged to raise concerns confidently, knowing they will be listened to, taken seriously and supported appropriately. Keeping Children Safe in Education 2026 emphasises the importance of a whole-school culture in which children feel able to share concerns and are confident that they will be acted upon appropriately.

Our approach is rooted in Islamic values of kindness, justice, compassion and accountability.

"Help your brother whether he is an oppressor or an oppressed person." The people asked, "O Messenger of Allah, we understand helping him if he is oppressed, but how do we help him if he is an oppressor?" He replied, "By preventing him from oppressing others."
The Holy Qur'an states:
"Help one another in righteousness and piety, and do not help one another in sin and transgression." (Qur'an 5:2)

These teachings underpin our commitment to promoting positive relationships, mutual respect and responsible behaviour throughout the school community.

We will:

1. Create a culture where pupils feel confident to report concerns and know they will be taken seriously.
2. Promote our core values of **Respect, Resilience, Compassion, Courage and Ambition** in all aspects of school life.
3. Foster positive relationships, wellbeing and resilience to help prevent bullying and poor behaviour.
4. Celebrate diversity and challenge all forms of prejudice, discrimination and stereotyping.
5. Monitor behaviour, attendance, safeguarding and pupil voice information to identify patterns and inform preventative action.
6. Ensure staff model respectful behaviour and maintain high expectations for conduct.
7. Provide clear and accessible routes for pupils to seek support and guidance.
8. Ensure all staff understand their responsibilities for preventing, identifying and responding to bullying.
9. Apply sanctions fairly and proportionately, whilst addressing underlying causes and support needs.
10. Recognise that some incidents may constitute safeguarding concerns, including child-on-child abuse, discriminatory behaviour, sexual harassment or online abuse, and respond in accordance with safeguarding procedures. KCSIE 2026 emphasises a whole-school safeguarding approach that includes child-on-child abuse and online safety.
11. Encourage pupils to follow the example of the Prophet Muhammad (peace be upon him) through mercy, patience, forgiveness and respect for others.

"None of you truly believes until he loves for his brother what he loves for himself." (Hadith)
All pupils, staff and volunteers are required to adhere to the school's **Acceptable Use Policy (AUP)**, which sets out expectations for the safe, respectful and responsible use of technology and online platforms.
Partnership with parents and carers is central to our anti-bullying approach. We work collaboratively with families to promote positive behaviour, address concerns promptly and ensure pupils receive consistent support at home and at school.

5. Education and Awareness

We adopt a proactive approach to preventing bullying through education, awareness and character development. This includes:

- Creating a learning environment where every pupil feels valued, respected and included.
- Challenging bullying, discrimination, prejudice, harassment and stereotypes whenever they arise.
- Delivering a planned programme through PSHE, RSHE, Citizenship, tutor time, assemblies and enrichment activities that explores:

    - diversity and inclusion;
    - protected characteristics;
    - online safety and cyberbullying;
    - respectful relationships;
    - equality and social responsibility;
    - microaggressions and unconscious bias;
    - mental health and wellbeing.
- Promoting key messages through national awareness events such as Anti-Bullying Week, Safer Internet Day, Children's Mental Health Week and World Kindness Day.
- Developing pupils' understanding of empathy, compassion, inclusion and responsible citizenship through the curriculum, character education programme, Religious Studies and wider enrichment opportunities.
- Developing active bystander skills so pupils can challenge inappropriate behaviour safely and seek adult support.
- Providing appropriate supervision during breaktimes, lunchtimes and before and after school.
- Using restorative approaches, pastoral support and early intervention where appropriate.
- Seeking and acting upon pupil voice through surveys, focus groups and other consultation opportunities.
- Ensuring all staff receive appropriate induction and ongoing training on bullying prevention, safeguarding, child-on-child abuse and online safety.
- Using recognised resources, including those provided by the Anti-Bullying Alliance, to strengthen prevention and awareness.

6. Empowering and Supporting Pupils

We believe pupils play a crucial role in creating and sustaining a safe, respectful and inclusive school community. We therefore:

- Encourage pupils to take responsibility for their behaviour and its impact on others.
- Promote pupil leadership through roles such as Head Pupils, peer mentors and Anti-Bullying Ambassadors.
- Encourage participation in wellbeing initiatives, acts of kindness and student-led campaigns.
- Ensure pupils understand the school's expectations and zero-tolerance approach to bullying.
- Make reporting concerns simple, accessible and confidential.

At the beginning of each academic year, pupils are reminded that if they believe they are experiencing bullying they should:

1. If safe and appropriate, tell the person to stop.
2. Seek support from a trusted adult.
3. Report the concern to their Form Tutor, Head of Year, teacher or any member of staff.
4. Use the safeguarding email system, **SS@hkkg.bham.sch.uk**, to report concerns discreetly.
5. Use the school's worry box or other reporting mechanisms if they are uncomfortable reporting directly.

Pupils are informed that all concerns will be taken seriously and investigated appropriately, although outcomes may vary according to the circumstances, available evidence and level of risk.

Through these approaches, we aim to develop confident, compassionate and responsible young people who act as **upstanders rather than bystanders**, challenge bullying safely and contribute positively to a culture of respect, inclusion and belonging.

7. Reporting, Investigation and Response to Bullying

Reporting Concerns

The school promotes a culture in which all members of the school community feel confident to report concerns about bullying. Reports may be made by pupils, parents/carers, staff, governors, volunteers or members of the wider community.
All reports will be taken seriously and addressed promptly, fairly and sensitively.
Pupils may report concerns to:

- Their Form Tutor
- Head of Year
- Pastoral Lead
- Designated Safeguarding Lead (DSL)
- Any trusted member of staff
- The Student Support email system (SS@hkkg.bham.sch.uk)
- The school's reporting and safeguarding systems

Parents/carers should raise concerns with their child's Form Tutor or Head of Year in the first instance.
Upon receiving a report, staff will:

- Listen carefully and reassure the pupil;
- Take immediate safeguarding action where necessary;
- Record and report concerns in line with school procedures;
- Inform relevant staff, including the DSL where appropriate;
- Determine whether the concern constitutes bullying and identify any required pastoral, behavioural or safeguarding response.

Parents/carers should not approach other pupils or families directly regarding allegations, as this may escalate concerns and compromise a fair investigation.

Investigation Procedures

Investigations will be conducted promptly, thoroughly and impartially, with due regard for the wellbeing and dignity of all involved.
The investigating member of staff may:

- Meet with those involved and any witnesses;
- Review statements, behaviour, attendance or safeguarding records;
- Examine relevant online evidence or digital communications;
- Consult parents/carers and appropriate staff members.

Accurate records will be maintained throughout the process.

Support and Intervention

The school is committed to supporting all pupils involved in bullying incidents.
Pupils who have experienced bullying may receive:

- Pastoral support and regular check-ins;
- Opportunities to speak with a trusted member of staff;
- Peer mentoring where appropriate;
- Targeted wellbeing or safeguarding support.

Pupils displaying bullying behaviour may receive:

- Behavioural, pastoral or therapeutic support;
- Opportunities to reflect on the impact of their actions;
- Restorative interventions where appropriate;
- Targeted support to address any underlying needs.

Restorative approaches may be used where appropriate and safe but will not replace disciplinary or safeguarding action when required.

Bullying as a Safeguarding Concern

The school recognises that bullying can cause significant harm and may, in some circumstances, constitute abuse or a child protection concern.
The school also recognises that bullying may be motivated by prejudice linked to protected characteristics under the Equality Act 2010, including race, religion or belief, disability, sex, sexual orientation and gender reassignment. Such incidents will be recorded, investigated and addressed appropriately.
In line with the school's safeguarding procedures, concerns will be managed as safeguarding matters where bullying involves, or may involve:

- Child-on-child abuse;
- Sexual violence or sexual harassment;
- Harmful sexual behaviour;
- Online abuse or exploitation;
- The sharing of nude or semi-nude images;
- Hate incidents or discriminatory abuse;
- Criminal exploitation;
- Coercive or controlling behaviour;
- Serious physical harm or risk of significant harm.

Where safeguarding concerns are identified, the Designated Safeguarding Lead will determine appropriate action and referrals in accordance with the Child Protection and Safeguarding Policy.

8. Our Response to Bullying

The school's response to bullying is based on three key principles:

1. Secure Safety

- Listen and respond appropriately.

- Record concerns.
- Assess risks.
- Implement safeguarding measures where necessary.
- Ensure pupils feel safe and protected.

2. Stop the Behaviour

- Identify those involved.
- Conduct a thorough investigation.
- Apply appropriate interventions and, where suitable, restorative approaches.
- Work in partnership with parents/carers.
- Implement support and sanctions as required.
- Monitor for any recurrence.

3. Learn and Improve

- Review individual incidents.
- Analyse trends and patterns.
- Inform staff training and awareness.
- Strengthen preventative strategies.
- Improve whole-school practice.

The school uses guidance from the Anti-Bullying Alliance, including its Responding to Bullying framework, to support effective practice.

9. Support

Support will be provided to all pupils involved in bullying incidents.

Support for Pupils Experiencing Bullying

Support may include:

- Access to a trusted adult.
- Regular pastoral support and wellbeing check-ins.
- Safety planning.
- Peer mentoring.
- Restorative opportunities, where appropriate.
- Referral to specialist services where required.

Support for Pupils Displaying Bullying Behaviour

Support may include:

- Restorative discussions.
- Behaviour support plans.
- Reflection and educational activities.
- Emotional regulation and social skills support.
- Mentoring and targeted pastoral intervention.
- Additional SEND support, where appropriate.

Support will not place responsibility for resolving bullying on the pupil experiencing bullying.

10. Monitoring and Review

Following any substantiated bullying incident, the school will take appropriate steps to ensure the ongoing safety, wellbeing and successful reintegration of those involved.

This may include:

- Scheduled pastoral check-ins;
- Ongoing risk assessments where appropriate;
- Monitoring of behaviour, attendance and wellbeing;
- Communication with parents/carers;
- Review of support plans and interventions;
- Monitoring for any recurrence of bullying behaviour;
- Follow-up restorative work where appropriate.

Relevant staff will be informed on a need-to-know basis to ensure appropriate support and vigilance. Pupils will be encouraged to report any further concerns and reassured that these will be taken seriously and acted upon promptly.

Senior leaders and the Designated Safeguarding Lead will regularly review bullying, behaviour and safeguarding records to identify patterns, emerging risks and areas for improvement. This analysis will inform staff training, curriculum development and preventative strategies, supporting the school's commitment to maintaining a safe, respectful and inclusive environment.
The effectiveness of this policy will be reviewed annually by senior leaders and trustees, informed by bullying records, safeguarding information, pupil voice and stakeholder feedback.