Anti-Bullying Policy

Jamiatul Uloom Al Islamia
High School for Boys
Empowering today's youth for tomorrow

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Introduction

Bullying is defined as the 'behaviour of an individual or group, repeated over time, that deliberately harms another individual or group physically and/or emotionally' (DfE, 2017, p.8).
Bullying can take many forms but the main types are:

- Physical
- Emotional
- Neglect
- Sexual
- Cyberbullying

(DfE, 'Preventing and Tackling Bullying', 2017)

Every student at Jamiatul Uloom Al Islamia has the right to enjoy his learning and leisure time free of discrimination, intimidation and neglect and is protected under the Equality Act 2010. The system of pastoral care within our school aims to foster consideration and respect for others, developing personal confidence and emotional resilience, the ability to communicate and to work effectively with others by encouraging participation and acceptance.

The staff at Jamiatul Uloom Al Islamia are committed to working with students and parents to ensure that students treat each other with respect in promoting positive attitudes, tolerance and encouraging courteous behaviour.

There is always the potential for bullying to take place within and out of the school environment and if it does, it is important that all parties understand that the school takes this form of behaviour very seriously and that students, parents and staff have a clear understanding of what to do and who to contact following an incident involving bullying.

It is important that any incidents are dealt with as soon as possible and in accordance with the school's policies and procedures.

Statutory Framework

In order to safeguard and promote the welfare of children from Bullying, the school will act in accordance with the following legislation and guidance:

- Preventing and tackling bullying: Advice for headteachers, staff and governing bodies (DfE, 2013)
- Safe to learn: Embedding anti bullying work in schools (DCFS, 2007)
- Cyberbullying (DCFS, 2007)
- Homophobic Bullying (DCFS, 2007).
- Preventing and Tackling Bullying (DfE, July 2017)
- Behaviour and Discipline in schools (DfE, 2016).
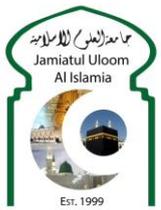
Definition of Bullying

The Government defines bullying as "behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally" (DfE, 2013).

Bullying is often motivated by prejudice against particular groups, for example on grounds of race, religion, culture, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Bullying is often referred to as Peer-on-Peer abuse as it often involves the child abusing and harming another child.

Bullying can take many forms which include:

- Emotional (being unfriendly, threatening looks/gestures, tormenting such as hiding belongings)
- Physical (pushing, hitting, shoving or any form of physical violence)
- Verbal (name calling, sarcasm, spreading rumours)
- Homophobic bullying is a specific form of bullying and occurs when bullying is motivated by prejudice against LGBTQ people, or against those perceived to be LGBTQ. It can also be targeted towards students who are seen to be 'different' in some other way, for example, because they may be considered shy by other students.
- Sexual and sexist (unwanted physical contact or sexually abusive comments or those which are sexist)
- Cyber (all forms of abuse involving the internet, social websites, chat rooms, mobile phones, email, text messages, photographs etc)
- Exclusion (deliberately ignoring and refusing to allow someone to join in)
- Interference with possessions (hiding, stealing and destroying belongings).

These definitions are important as there is a need to make a distinction between things that may cause a young person distress during their time in school, and bullying. A friendship that has broken down for example, and has led to insults being exchanged, though distressing, may not be considered to be bullying as it was neither deliberate nor repeated. There are occasions in school when a young person is quite unaware of the hurt that they have caused to a fellow student, as the 'victim' had kept their feelings to themselves.

Bullying can arise from, amongst other things, perceived differences in race, culture, gender, sexuality, ability or disability. At Jamiatul Uloom al Islamia, we takes a zero tolerance stance of all forms of bullying and discriminatory language (e.g. the use of homophobic language).

The Equality Act 2010

The Equality Act 2010 replaces previous anti-discrimination laws with a single Act. A key provision is a new public sector Equality Duty, which came into force on April 2011. It replaces the three previous public sector equality duties for race, disability and gender, and covers age, disability, gender reassignment,
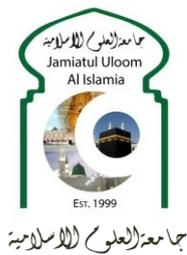
pregnancy and maternity, race, religion or belief, sex and sexual orientation. The Duty has three aims. It requires public bodies to have due regard to the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it Version 1.1 4
- Foster good relations between people who share a protected characteristic and people who do not share it.

Part 6 of the Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a student or potential student in relation to admissions, the way it provides education for students, provision of student access to any benefit, facility or service, or by excluding a student or subjecting them to any other detriment.

It is a legal obligation to report a single incident of racist, homophobic or sexual harassment bullying. The definitions outlined above must be sensitively and thoughtfully applied; a hasty classification helps neither the 'victim' nor the 'perpetrator'.

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.

If staff feel that an offence may have been committed they should seek assistance from the head teacher and the police may be contacted. For 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.

Signs of Bullying

Bullying can cause serious psychological damage and even suicide. Although bullying is not a specific criminal offence, there are criminal laws which apply to harassment and threatening behaviour. A student who is being bullied may:

- become frightened of coming to school, attending specific lessons or entering specific areas of the school
- change their usual routine
- become more withdrawn or anxious than previously
- threaten to run away or run away
- threaten suicide
- begin to perform poorly at school

- frequently have missing or damaged possessions
- repeatedly ask for extra money or never have money
- have unexplained injuries
- become aggressive, disruptive or unreasonable
- begin to bully others
- stop eating or attending meals
- be afraid to use the internet or a mobile phone
- become nervous when a cyber-message is received
- choose the company of adults over fellow students
- be frequently absent from school or regularly arrive late to class
- be reluctant to discuss reasons for any of the above

What May Constitute Bullying

Things to look for:

- Name Calling
- Being the butt of constant jokes
- Hitting
- Dirty Looks
- Being left out from groups
- Pushing
- Personal Insults
- Family Insults
- Inappropriate Touching
- Racial Insults
- Sexist Insults
- Being Hurt
- Destruction or removal of possessions without permission

If you witness any of the above, please do NOT ignore it or think it is not your problem and it does not concern you- It is your duty to protect the students at all times.

Prevention

This policy is to be used for communicating and celebrating the anti-bullying stance at Jamiatul Uloom al Islamia with students, parents and the wider community. The school incorporates the Anti-Bullying Policy into staff trainings, the school curriculum, whole school assemblies, and all school staff training as well as taking on board other opportunities to raise awareness e.g. Anti-Bullying Week and targeted workshops and Tutor time. The policy is shared with all staff, students, parents, and governors, at their respective points of contact with the School.

The School is responsible for promoting a climate of openness, trust, and support and for ensuring that all the young people in school are aware both

of their rights and their responsibilities with respect to bullying. This will take place through the following structures:

- PSHE lessons
- Student Council
- Displays around school
- Whole school assemblies
- Multi-agency working
- ICT Acceptable Use Policy
- Parent Consultations
- E-safety training
- Making it easy for students to report any bullying and reassure them that they will be listened to and incidents acted upon.
- Celebrating success to create a positive environment

One of the most effective ways of preventing bullying is through the curriculum by creating effective learning environments in which:

- The contribution of all students is valued
- All students can feel secure and are able to contribute appropriately
- Stereotypical views are challenged, and students learn to appreciate and view positively differences in others whether arising from race, culture, gender, sexuality, ability, disability or religion
- Students learn to take responsibility for their actions and behaviours both in school and in the wider community
- All forms of bullying and harassment are challenged
- Students are supported to develop their social and emotional skills

To minimise the incidents of bullying, the following needs to be evident in school:

- An awareness that bullying could exist and vigilant observation for signs of it by everyone in school
- A curriculum that actively encourages support and respect for others, understand signs of bullying taking place and what right actions to take
- An atmosphere in which it is difficult for bullying to take place
- A strong pastoral system supported by SLT, which also includes student councillors so that each student is able to get advice and support from
- Clear guidelines and expectations for how students show behave in the classroom and move around the school
- Procedures for break and lunch time supervision in corridors, playground and other communal areas
- A set of guidelines and procedures for dealing with incidents of bullying
- Ongoing training and CPD for staff to equip them with the knowledge and skills to identify and deal with incidents of bullying appropriately
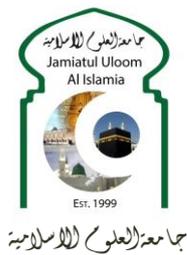
Intervention - Procedures for dealing with cases of bullying

1. An incident of bullying should be brought to the attention of the KS3 Pastoral Lead (**Mufti Waheedur Rahman**) and KS4 Lead (**Saleh Ahmed**).

2. The KS3/KS4 Pastoral Lead will investigate the incident with the victim to ascertain the circumstances leading up to the incident, as well as the emotional, psychological and/or physical effects that the bullying may have caused. A welfare form will be completed detailing the name of the student, date and time, what has happened, how the student is and feeling and what actions to take. **If the incident is a safeguarding concern, the Pastoral Lead should liaise with the designated Child Protection Officer and follow the school's Child Protection Policy.**

3. The KS3/KS4 Pastoral Lead will organise a meeting with other students as required, to obtain further information about the incident and to discuss the incident in order to raise awareness about the effect of the bullying has had on the victim.

4. The KS3/KS4 Pastoral Lead will explore potential solutions as to how the incident should be dealt with, with the students concerned and support the victim(s) through internal and external agencies. It is important to notify the parents of the individuals involved within 24 hours of the incident and provide advice and support to ensure that effective resolutions are in place to help both the victim and the perpetrator.

5. After the KS3/KS4 Pastoral Lead has formulated and instigated a plan of action through the welfare form with all concerned in the incident, an opportunity to review progress should be made, assessing and evaluating any impacts being made to resolve the incident. The welfare file of the student will be reviewed regularly and adapted to support the needs of the student.

6. Any parent whose child is subjected to bullying should report the incident to a member of staff. Any action taken by the school does not pre-empt a parent's right to make a direct complaint to the police.

7. Any parent who is not satisfied with the action taken by the school in dealing with bullying matters should indicate their dissatisfaction with explanations, in writing, to the Headteacher.

Parental Involvement

At Jamiatul Uloom al Islamia, we will ensure to have open and supportive communication processes with parents in relation to all bullying incidents. The School ensures that parents know what measures are being taken to prevent bullying, as well as how incidents are responded to. Parents who are concerned that their child may be being bullied, or who may suspect that their child may be the perpetrator of bullying, should contact the Welfare Officer immediately. Parents have a responsibility to support the School's Anti-Bullying Policy and to actively encourage their child to be a positive member of the School.
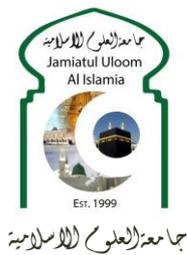
Addressing the Needs of Students Who Are Bullied

In all cases schools have a responsibility to support children who are bullied and make appropriate provision for a child's needs. The nature and level of support will depend on the individual circumstances and the level of need. These can include a quiet word from a teacher that knows the student well, asking the Pastoral Leads to provide support, providing formal counselling, engaging with parents, referring to local authority children's services, completing a Common Assessment Framework or referring to Child and Adolescent Mental Health Services (CAMHS).

We will apply disciplinary measures to students who bully in order to show clearly that their behaviour is wrong. Disciplinary measures will be applied fairly, consistently, and reasonably taking into account any special educational needs or disabilities that the students may have and taking into account the needs of vulnerable students. We will consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. Where this is the case the student engaging in bullying may need support themselves.

In very serious cases, the head teacher in consultation with Board of Trustees will take the final decision about how the matter is to be dealt with and resolved.

Vulnerable Students

Bullying can happen to all children and young people and it can affect their social, mental and emotional health. School staff should support all students who are bullied. This means being alert to the effect any form of bullying can have and being especially alert to where it may have a severe impact. There is evidence to suggest that students that are badly bullied in school are more likely to be bullied out of school, for instance either on their way to or from school or through cyberbullying.

Some students are more likely to be the target of bullying because of the attitudes and behaviours some young people have towards those who are different from themselves. For example, those with special educational needs or disabilities, those who are adopted, those who are suffering from a health problem or those with caring responsibilities may be more likely to experience bullying because of difference. Children in care that are frequently on the move may also be vulnerable because they are always the newcomer.

These young people are often the same young people who might need greater support to deal with the impact of bullying, for example those who are going through a personal or family crisis. In addition, children with special educational needs or disabilities can often lack the social or communication skills to report such incidents so it is important that staff are alert to the potential bullying this group faces and that their mechanisms for reporting are accessible to all.
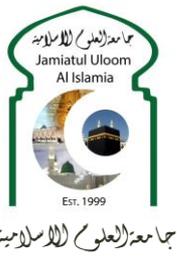
There will also be a range of other local or individual factors that result in some children being more vulnerable to bullying and its impact than others. Being aware of this will help schools to develop strategies to prevent bullying from happening. It will also help schools be alert to those children who may be severely affected when it does occur.

The impact of bullying can be severe because of the nature and extent of the bullying or because it is combined with other factors such as those mentioned above that also affect the social, mental and emotional health of the student.

Separate on-site Provision

Removing bullied children from school, even for a short time, disrupts their education and can make it difficult for them to reintegrate. In itself it also fails to address the causes of the problem and can send the wrong message that victims of bullying are unwelcome. Schools should respond sensitively where an absence arises as a result of bullying.

Schools should do all they can to ensure bullied children continue to attend school. In addition to the examples of support listed above, this could include using separate on-site provision that provides respite for bullied students, whilst maintaining their educational progression. It is important that this support goes hand-in-hand with measures to tackle the bullying so that bullied children feel safe at school, and on their way to and from school.

Alternative Provision

In extreme cases, where the effects of bullying are so severe that it is not possible to reintegrate a child back into their school, then other arrangements must be made for the student to continue their education. In the first instance this may involve the transfer of the child to another mainstream school. Where a child has developed complex needs as a result of bullying, which cannot be met in mainstream education, then alternative provision may need to be arranged.

Local authorities must make other arrangements for children of compulsory school age who, for any reason, would not otherwise receive suitable education. Suitable education is defined as efficient education suitable to a child's age, ability and aptitude and to any special educational needs the child may have. This education must be fulltime, unless this would not be in a child's best interests because of health needs. In these circumstances the education should be as close to fulltime as the child's needs allow and kept under review.

Separate statutory guidance on the use of alternative provision, issued in January 2013 sets out that parents, students and other professionals should be involved in decisions about the use of alternative provision. It also states that there should be clear objectives and arrangements for monitoring progress.

Alternative provision should have a rigorous focus on supporting children to continue their education whilst meeting their individual needs, including social, emotional and health needs. In the majority of cases the aim of alternative

provision should be to support reintegration back into mainstream education, working closely with students and their parents to agree a plan and timetable for return.

Safeguarding Children and Young People

Under the children Act 1989 a bullying incident will be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, staff will report their concerns to their local authority children's social care. Even where safeguarding is not considered to be an issue, we may draw on a range of external services to support the student who is experiencing bullying, or to tackle any underlying issue which has contributed to a child engaging in bullying.

Action to sustain an effective policy

Staff will:

- be watchful and observe the different relationships that take place between students in and out of class;
- keep accurate records of any bullying incidents and take action as appropriate;
- discuss with the KS3/KS4 Pastoral Lead of any potential problems or trigger factors;
- undergo any relevant training on Bullying/Anti-Bullying to develop and consolidate their skills and knowledge when dealing with incidents of bullying.

This Policy is for all of our school community. If it is to be effective, everyone must understand and implement it with confidence and consistency.

Specific Guidance on Bullying

Sexual harassment/violence

The school will follow Sexual Violence and Sexual Harassment guidance (DfE, May 2018) when responding to such issues alongside local interagency procedures and the Harmful Sexual Behaviours strategy. This includes responding to any reports in a child centred manner and undertaking an immediate risk and needs assessment in relation to the victim, the alleged perpetrator and other children.

The school will respond to reports of sexual violence and sexual harassment on a case by case basis considering the Luton's Effective Support document, whether a criminal offence may have been considered and whether a report to the Multi-Agency Safeguarding Hub is necessary.

The school will also consider seeking specialist advice, guidance and assessment and will work with partner agencies in relation to management of information and what should be shared with staff, parents and carers. Where

there are cases of peer-on-peer abuse the school will ensure that support is provided through one-to-one session and undertake work on wishes and feelings with both the victim and perpetrator.

Bullying outside school premises

Staff have the power to discipline students for misbehaving outside the school premises "to such an extent as is reasonable"(Behaviour and discipline in schools, DfE, 2016). This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or city centre.

Where bullying outside school is reported to school staff, it should be investigated and acted on. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

In all cases of misbehaviour or bullying, the member of staff can only discipline the student on school premises or elsewhere when the student is under the lawful control of the staff member.

All students should behave impeccably outside school in accordance with our school ethos of striving for excellence in all facets of life as stated in our Behaviour Policy. We expect students to act as positive ambassadors for our school and to be considerate members of the local community.
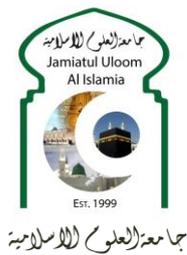
Advice for parents and carers on cyberbullying

Who is this advice for?

This advice is for parents and carers about cyberbullying. It provides advice and information about how they can protect their child from cyberbullying and how to tackle it if it happens.

Overview

Cyberbullying is bullying that takes place using technology. Whether on social media sites, through a mobile phone, or gaming sites, the effects can be devastating for the young person involved. There are ways to help prevent a child from being cyberbullied and to help them cope and stop the bullying if it does happen.

Parents and carers need to be aware that most children have been involved in cyberbullying in some way, either as a victim, perpetrator, or bystander. By its very nature, cyberbullying tends to involve a number of online bystanders and can quickly spiral out of control. Children and young people who bully others online do not need to be physically stronger and their methods can often be hidden and subtle.

Cyberbullying can also involve adults; even though technology has provided wonderful opportunities for both teaching and learning, it has led to some teachers becoming the victims of internet messaging that undermines or ridicules them. It is important that parents make clear that this is not acceptable behaviour and lead by example. What was once a conversation at the school gate between small groups of parents and carers can now become a conversation with perhaps hundreds of "friends" on social networking sites, permanent, with a large audience, and easily shared. Whilst parents and carers have the right to be critical of decisions made by schools, or even individual staff members, they should raise concerns in an appropriate way and not become abusive, or libellous. Open conversations on social networking sites are not private and can easily be reported to school staff, even if it was not the intention to share their views directly.

Social networking

Young people routinely access social media and much of their social lives are online. This can create a false sense of security; for example, chatting online feels different from chatting face to face. It can be easier to say and reveal things that wouldn't be said face to face; be cruel, aggressive or flirtatious. It is important for young people to remember that there are offline consequences to online behaviour.

Comments intended to be funny can often be misinterpreted online whereas if said face to face they could be acceptable as facial expressions, body language, tone of voice and context all help to ensure that comments are

taken the right way. This is not the case online. We also know that increasingly younger children are signing up to social network sites and may not have the maturity to handle their online identity in a safe and responsible way.

Social networking can increase existing social pressures and reinforce a sense of isolation; for instance, by people purposefully not liking a young person's status update or photo so they seem unpopular, or by excluding them from group chats. Online bullying often involves a large audience and this increases the pressure.

Parents and carers need to understand the way young people communicate with others, and the potential risks. Asking their child simply not to use technology is not a realistic way to prevent or react to cyberbullying. Internet Matters provides an overview of cyber-bullying in more detail and NSPCC - bullying and cyberbullying prevention.

Parents and carers have a challenging job. They need to know what their children are doing online and also help them to do it in a safe way. With technology changing on a day-to-day basis, the best way to stay informed is for parents to be involved. Thinkuknow provides helpful tips on letting your child teach you.

Set boundaries

A good way to supervise children's internet access and set boundaries about what they can and cannot do online is to create an agreement with them. If a child breaks the rules, restrict internet access for an agreed period of time. Thinkuknow provides helpful tips on agreeing and setting boundaries

Ensure you use the privacy settings, parental controls and built in internet safety features provided by the major internet service providers. The UK Safer Internet Centre has guides for parental controls for parents and carers experiencing any internet safety issues with their children. The Parent Zone provides a national helpline service at - help@theparentzone.co.uk and The Parent Zone - help

Being involved and talking to children

Social Networks have a minimum age restriction, usually age thirteen. Parents should talk to their children about the reasons behind the age restriction as they are there for a reason. Accessing such sites too early can expose children to unnecessary bullying.

It is also very important to ensure children and young people feel comfortable about telling their parents things that have happened online. Talking to their children will help parents to understand the ways in which they are using the internet, social media and their mobile phone. Talking to children about responsible behaviour is important as sometimes children who are victims of cyberbullying may also be involved in cyberbullying others. Ensure they know they can go and talk to an adult or parent if they are being bullied and need support. How parents talk to their children will depend on their age. Childnet

gives more detailed information about talking to your child and Antibullying Pro provides practical advice for parents

Advice for children

The following are some things that parents may wish to consider teaching their children about using the internet safely:

- Make sure you use the privacy settings.
- Always respect others – be careful what you say online.
- Be careful what pictures or videos you upload. Once a picture is shared online it cannot be taken back.
- Only add people you know and trust to friends/followers lists online. When talking to strangers, keep your personal information safe and location hidden.
- Treat your password like your toothbrush – keep it to yourself and change it regularly.
- Block the bully – learn how to block or report someone who is behaving badly.
- Do not retaliate or reply to offending e-mails, text messages or online conversations.
- Save the evidence. Always keep a copy of offending e-mails, text messages or a screen grab of online conversations and pass to a parent, a carer or a teacher.
- Make sure you tell an adult you trust, for example, a parent, a carer, a teacher, or the KS3/KS4 Pastoral Lead or call a helpline like Childline on 0800 11 11 in confidence.
- Most social media services and other sites have a button you can click on to report bullying. Doing this can prevent a bully from targeting you and others in the future. Many services take bullying seriously and will either warn the individual or eliminate his or her account.
- While you are on your mobile phone make sure you also pay attention to your surroundings.

Possible signs of cyberbullying

It is not always easy to spot the signs of cyberbullying as it can happen all the time, which is a feature that makes it different from other forms of bullying. Be alert to a change in your child's behaviour, for example:

- Being upset after using the internet or their mobile phone.
- Unwilling to talk or secretive about their online activities and mobile phone use.
- Spending much more or much less time texting, gaming or using social media.
- Many new phone numbers, texts or e-mail addresses show up on their mobile phone, laptop or tablet.
- After texting or being online they may seem withdrawn, upset or outraged.
- Not wanting to go to school and/or avoiding meeting friends and school mates.
- Avoiding formerly enjoyable social situations.

- Difficulty sleeping.
- Low self-esteem.

What to do if you suspect a child is being cyberbullied

If you suspect a child or young person is being harassed or bullied either over the internet or via mobile phone, ask them to give you details. If your child tells you that someone is bothering them online, take it seriously. Offer practical as well as emotional support. Print out the evidence for future reference. Talk to a teacher at your child's school if other students at the schools are involved. The Parent Zone – Top tips if your child is being bullied

Support for children who are bullied

School staff should support all students who are bullied and develop strategies to prevent bullying from happening. Children and young people who have been a victim of images or videos of a sexual nature being uploaded and shared will be particularly vulnerable and in need of support to return to school. To help schools support students who are severely affected by bullying the Department has produced advice for schools, available at: Preventing Bullying

Cyberbullying on social networks can be upsetting and really knock their confidence. Childline has produced guidance for young people on building their confidence after online bullying available at: Childline - Building confidence after online bullying

It is also important to involve your child in resolving the issues as this can help to strengthen their self-confidence and restore a sense of emotional safety.

The Anti-Bullying Alliance has helpfully put together a fact sheet outlining the range of support that is available to schools, parents, carers and young people from the anti-bullying sector advice and support from the anti-bullying sector

Facebook has produced a support sheet Empowering Parents and Families which gives guidance on what to do if your child is being bullied.

Useful Resources

Getting offensive content taken down

If online content is upsetting and inappropriate, and the person or people responsible are known, you need to ensure they understand why the material is unacceptable or offensive and request they remove it.

If the person responsible has not been identified, or refuses to take down the material you should contact the social networking site directly to make a report and request the content is taken down. The material posted may be in breach of the service provider's terms and conditions of use and can therefore be removed.

Some service providers will not accept complaints lodged by a third party. In cases of mobile phone abuse, where the person being bullied is receiving malicious calls and messages, the account holder will need to contact the provider directly.

Before you contact a web service provider, it is important to be clear about where the content is, for example by taking a screen shot of the material that includes the web address. If you are requesting they take down material that is not illegal, be clear to point out how it breaks the site's terms and conditions. Where the material is suspected of being illegal you should contact the police directly.

[NSPCC Netware](): Your guide to the social network your kids use – stay up to date and keep your child safe in today's digital world stay up to date and keep your child safe in today's digital world.
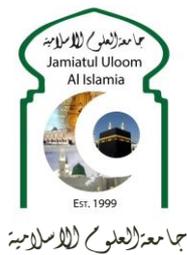
Appendix 2 - Student Safety and Welfare Concerns Form (Confidential)

Student's Name: _____ Tutor/Year Group: _____

Date and Time of Incident:	Date of Writing:

Staff Name (PRINT): _____ Job Title: _____

Signature:_____

Record factually: Concerns? Who? What (If recording a verbal disclosure by a child, use their words)? When (date and time of incident)? Any witnesses?

Student's account/perspective?

Professional opinion where relevant

Any other relevant information (distinguish between fact and opinion). Previous concerns, etc.

Actions and Outcomes? Include names of anyone to whom your information was passed and when.

* Please use the back of this page or attach a separate sheet if you need to write additional information.

Check to ensure your report is clear to someone else reading it. Please return to the Deputy Safeguarding Lead in a sealed envelope. If it is **extremely urgent** inform the Designated Deputy Safeguarding Lead/Safeguarding Lead **immediately**.
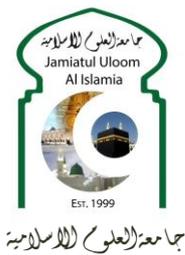
Date delivered: _____

Received by: _____

AQA   edexcel   OCR   National College   Department for Education   Ofsted raising standards improving lives   ASDAN   ams:uk   UNIVERSITY OF GLOUCESTERSHIRE

Student's Name: _____ Tutor/Year Group: _____

Date and Time:
Reason for Reflection (**for teacher to complete**):
How are you feeling (Describe it with explanations)? Did it change from when the incident happened?
Has it happened again since the incident? If Yes, give details (Date, time, what happened? Who was involved)
Any other relevant information (distinguish between fact and opinion). Previous concerns, etc.
Actions and Outcomes? Include names of anyone to whom your information was passed and when (**for teacher to complete**)

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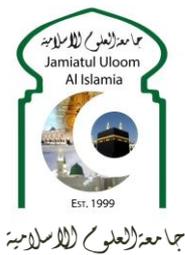Designated Deputy Safeguarding Lead/Safeguarding Lead **immediately**.

Student Signature: _____

Date: _____

Jamiatul Uloom Al Islamia
High School for Boys
Empowering today's youth for tomorrow

Jamiatul Uloom
Al Islamia
Est. 1999

364-370 Leagrave Road,
Luton, Beds, LU3 1RF
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school@jamialuton.org

AQA edexcel OCR National College Department for Education Ofsted raising standards improving lives ASDAN ams:UK UNIVERSITY OF GLOUCESTERSHIRE

Student's Name: _____ Tutor/Year Group: _____

Date and Time:
Reason for Reflection (**for teacher to complete**):
What I did (that caused me to be in trouble?)
Why did I behave in that way? (reasons, my explanation)
What can I do to make things right and what can I do to make sure it doesn't happen again
Actions and Outcomes? Include names of anyone to whom your information was passed and when (**for teacher to complete**)

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