



AL BASMA BRITISH SCHOOL

**2017-2018**

**Policy: Anti-Bullying**

# Anti-Bullying Policy

## (To be read in conjunction with the Behaviour and Reward Policy)

### DEFINITION(S):

For the purposes of this policy **the School** refers to Al Basma British School. **Bullying** refers to repeated behaviour which verbally or physically intimidates or harms an individual or group of individuals where the harm can be physical or psychologically. **Cyber bullying** is the repeated intimidation of an individual or group of individuals via a mobile phone or the internet using any communication app, media, platform or device.

### PURPOSE(S):

- To maintain and drive a positive and supportive culture among all students, staff and the wider school community.
- To deter bullying behaviour, detect it when it occurs and deal with it by counselling and/or disciplinary sanctions and if necessary by suspension.

### POLICY:

This policy applies to all members of the school community irrespective of their age, ethnicity, religion, nationality or gender and whether or not a student is in the care of the School when bullying behaviour occurs.

Bullying behaviour is always unacceptable and will not be tolerated at the School because:

- it is harmful to the person who is bullied, and to those who engage in bullying behaviour, and those who support them.
- it interferes with a student's right to enjoy their learning and leisure time free from intimidation.
- it is contrary to all our aims and values, our internal culture and the reputation of the School.

### BULLYING BEHAVIOUR:

- physical bullying - hitting, kicking pushing people around, spitting; or taking, damaging or hiding possessions.
- verbal bullying - name-calling, taunting, teasing, insulting, homophobic or racist remarks or demanding money.
- exclusionary behaviour - intimidating, isolating or excluding a person from a group.
- sexual harassment - talking to or touching someone in a sexually inappropriate way.
- general unkindness - spreading rumours or writing unkind notes, phone texts or e-mails.
- using information and communications technology (**ICT**), particularly mobile phones and the internet to bully, intimidate, embarrass or incite others to bully someone in any of the ways described above. (See *Cyberbullying: safe to learn: embedding anti-bullying work in schools* (DCSF

00658-2007, guidance issued by the Department for Children, Schools and Families).)

### **INTENTION:**

Not all bullying is deliberate or intended to hurt. Some individuals may see their hurtful conduct as "teasing" or "a game" or "for the good of" the other person. These homerooms of bullying are equally unacceptable but may be non-malign and can often be corrected quickly with advice and without disciplinary sanctions. A bully who does not respond appropriately to advice or sanctions would ultimately have to leave the School.

### **RESPONSIBILITY:**

It is everyone's responsibility to ensure, whatever the circumstances, that no student becomes a victim of bullying. A person may be vulnerable to bullying because of his/her age, physical appearance, nationality, skin or hair colour, gender, sexual orientation, religion or disability, because they are new to the School, they appear to be uncertain or have no friends. They may also become a target because of an irrational decision by a bully.

### **LEGAL ASPECTS:**

A person who makes a verbal, physical or sexual assault on another, or who steals or causes damage to the property of another, commits a criminal offence and also a civil wrong known as a "tort" for which there can be legal consequences outside the School.

### **ANTI-BULLYING CULTURE:**

Our expectation of all members of the School community is that:

- everyone will uphold the Anti-Bullying Policy as published on the school website.
- a student or a member of staff who witnesses or hears of an incident of bullying will report it.
- a complaint of bullying will always be taken seriously.
- no one will tolerate unkind actions or remarks or stand by when someone else is being bullied.

### **EQUAL OPPORTUNITIES:**

Our expectation is that in school:

- discriminatory words and behaviour are treated as unacceptable.
- positive attitudes are fostered towards people who are disabled and towards ethnic, cultural and linguistic groups within and outside the School.
- positive attitudes are fostered towards both sexes through the curriculum and tutorials.

### **STAFF:**

Through their training and experience, members of the staff are expected to promote an anti-bullying culture by:

- celebrating achievement.

- modelling the fair, equitable and inclusive treatment of all members of the school community regardless of their differences.
- anticipating problems and providing support.
- disciplining sensibly and fairly.
- making opportunities to listen to students .
- acting as advocates of students.

### STUDENTS:

Through our pastoral care systems, students are informed and taught that bullying will not be tolerated in the School. They are encouraged:

- to celebrate the effort and achievements of others.
- to hold and promote positive attitudes.
- to treat all members of the school community the way they would like to be treated.
- to feel able to share problems with staff.
- to turn to someone they trust, if they have a problem.
- not to feel guilty about airing complaints.
- to treat meals as pleasant social occasions.

### ANTI-BULLYING SYSTEMS:

**Approach:** Our systems for detecting and dealing with bullying are designed to operate:

- vertically, through all grades and outside the classroom.
- horizontally, within grades and in the classroom, and homerooms and other activities.

Our anti-bullying systems are implemented and driven in the way described below.

**Complaints:** A student who is being bullied should complain without delay and can do so in several ways. They can:

- tell their parents, their Homeroom Teacher, a Social Worker, a Nurse, a Teacher, a Teaching Assistant or a responsible older student.
- use the 'Friendship Box' outside the Clinic.
- tell the Pastoral VP (Vice Principal).
- contact the designated Child Protection Officers of the School – the Pastoral VP or the Principal.
- parents can contact the homeroom teacher, Pastoral VP or CRM.

**Vigilance:** Members of staff are vigilant at **all times** but particularly:

- before and in between lessons, in the queue for the Dining Hall, at playtimes, in the changing rooms and on school transport.

**Meetings:** Bullying is regularly discussed in meetings between:

- Members of the Senior Leadership Team.
- School Council.
- Senior Teachers and Sports Leaders and Young Leaders.
- Senior Teachers and Homeroom Teachers.
- The Pastoral Team.
- The Inclusion Team.
- Board of Governors.

The result of these meetings is to feedback information about friendship patterns, particular incidents, any student who seems to be isolated, any growing "power base" and any known conflict between a member of staff and a student, or between students to the Social Worker or Pastoral VP for intervention.

**Record keeping:** The Pastoral VP and Social Worker maintain a bullying and racist incident log as well as behaviour records of individual students.

**Education:** Pastoral Cluster Assemblies throughout the school focus on anti-bullying at certain times. These assemblies are age appropriate.

**Staff training:** Appropriate training in all aspects of care is arranged to ensure that Pastoral VP, Homeroom Teachers and Social Workers and teachers have the necessary professional skills, especially:

- An awareness of the risk and indications of child abuse and bullying, the Child Protection procedures and how to deal with cases.

**Staff supervision:** Ensuring that:

- there is an adequate presence of staff
- staff are actively involved with students in all areas of the grade when they are on duty.
- attempts are made to avoid boredom and lack of purpose among students.
- there is space available for students' quiet withdrawal.
- good behaviour and discipline is maintained at all times.

**Students' responsibilities:** We emphasise with Young Leaders, Sports Leaders and Bus Leaders the role which is expected of them in setting a good example and being helpful to younger students and each other.

- the responsibilities of student leaders are appropriately limited.
- members of staff expect student leaders to offer supervisory support.

**Monitoring:** Every complaint or report of bullying is recorded in the school's bullying log having been reported to the Pastoral VP.

### REPORTING INCIDENTS:

**Victim:** There are many reasons why a student who has suffered bullying may be reluctant to report it. They may become demoralised and believe there is nothing staff can do to help and that reporting it will make the situation worse.

**Witnesses:** There are also reasons why a student who has witnessed or learned of bullying behaviour may not want to make a report.

**Culture:** Any reluctance to report an incident by victim or witness would be contrary to our culture at the School. When we drive and implement this policy we encourage every student to report any incident of bullying no matter how small by ensuring all students know that:

- every complaint of bullying will be taken seriously.
- members of staff will deal with a complaint correctly and effectively in accordance with their experience and the training they have received.
- there is a solution to nearly every problem of bullying.
- a student who complains will receive support and advice and in many cases the problem can be dealt with on a no-names basis.
- the primary aim will be for the bullying to cease, not the punishment of the bully unless necessary.

### PROCEDURES:

**Guidelines:** The following procedures are a guideline except where expressed in the terms "should" or "must". The best guide is the experience and training of the staff.

**Initial complaint:** An adult who learns of alleged bullying behaviour should;

- firstly, offer advice, support and reassurance to the alleged victim,
- report the allegation to the Homeroom Teacher of the victim and the alleged bully as soon as possible,
- record the complaint on an incident form and report the incident to the Pastoral VP and agree on a strategy, and on who will take the lead.

**Investigation and Assessment:** The Pastoral VP will normally see the victim and any witnesses without delay and compile a report with proposed actions detailing answers to the questions below;

- what is the nature of the incident(s)? physical, verbal, exclusionary, sexual, racist etc.
- is it a "one-off" incident involving an individual or a group?

- is it part of a pattern of behaviour by an individual or a group?
- has physical injury been caused?
- who should be informed - Principal? Parents? The School's Child Protection Officer? Outside authorities?
- can the alleged incident be dealt with on a no-names basis?
- what is the likely outcome if the complaint proves to be correct?

The possible responses to an incident are listed in the sanctions and range of actions sections of the policy.

The school has a systematic staged procedure and records all incidents of unkindness, and bullying to enable patterns to be identified. This aligns with the Behaviour and Discipline Policy for dealing with all incidents of bullying.

**Range of Action:** When a complaint is upheld the range of responses will include one or more of the following:

- advice and support for the victim and, where appropriate.
- establishing a course of action to help the victim.
- advice and support for the bully in trying to change their behaviour. This may include the Social Worker and weekly counselling sessions.
- a supervised meeting between the bully and the victim to discuss their differences and the ways in which they may be able to avoid future conflict.
- a disciplinary sanction against the bully dependent on the level of the behaviour or the number of times it has been repeated such as;
  - a verbal warning,
  - loss of Golden Time,
  - a two-week level 2 or 3 Behaviour Report and up to 5 days' suspension,
- in a very serious case or a case of persistent bullying, a student may be referred to the Governor's Behaviour Panel, given a home school behaviour contract and ultimately be required to leave the School permanently or not be offered reregistration.
- action to break up a "power base"
- moving either the bully or victim to another Homeroom after consultation with the student, their parents and the relevant staff
- involving outside authorities if appropriate
- notifying the parents of one or both students about the case and the action which has been taken
- such other action as may appear to the Principal to be appropriate

- noting the outcome in the School's Management Database: ESIS

**Monitoring:** The position should be monitored for as long as necessary thereafter. Action may include:

- Sharing information with some or all colleagues and with some or all students in the Homeroom and Teaching Sets and Grade so that they may be alerted to the need to monitor certain students closely.
- Ongoing counselling and support for victim and bully.
- Circle Time.
- Raising of issues of tolerance and good citizenship in Islamic and UAE Social Studies lessons.
- Awareness assemblies for whole school, Homeroom, Grade or KS.

**Formal Complaint:**

If the victim or their parents are not satisfied with the action taken, they should be advised to make a formal complaint, according to the Complaints Policy published on the website.

**SANCTIONS:**

**VERBAL REMINDER THAT BULLYING IS NOT TOLERATED**

You have been unkind to someone to the extent that it could be called bullying. This is the first time you have been discovered doing this.

*What happens next?*

Your Homeroom Teacher will explain to you what will happen if this behaviour continues and the impact of this behaviour on the person you have been unkind to. You may lose Golden Time.

*What should you do?*

STOP! Talk to your Homeroom Teacher about how to avoid repeating this behaviour. If you do it again you will go onto the next level and this is far more serious.

**LEVEL 2 VERBAL WARNING**

You have been unkind to someone to the extent that it could be called bullying. This is the second time you have been discovered doing this or the level of bullying was quite serious. If it is the second time you are being unkind to the same person as before. Your Homeroom teacher may already have spoken to you about this behaviour before.

*What happens next?*

Your Homeroom Teacher will explain to you what will happen if this behaviour continues. You will lose Golden Time. Your parents will be informed. You may be referred to the Social Worker for reflection time. You may be asked to write a letter of apology to the person you were unkind to.

*What should you do?*

STOP! Talk to your Homeroom teacher about how to avoid repeating this behaviour. If you do it again you will go onto the next level and this is far more serious.

### **LEVEL 2 REPORT**

You have repeated the behaviour for which you were given a verbal warning OR you have behaved in a seriously unkind way which the Pastoral VP feels needs you to be fast-tracked to the formal stage.

*What happens next?*

Your parents will be invited to school to discuss your behaviour with the Pastoral VP. You will be put on a level 2 behaviour report and your parents will sign a written acknowledgement that you have breached a level 2 rule.

*What should you do?*

STOP! Talk to the Social Worker about how to avoid repeating this behaviour. If you do not, you will go onto two more level 2 reports before escalating to a level 3 report and this will be a consideration when offering reregistration and the future continuation of your education at the school.

### **LEVEL 3 REPORT**

You have repeated the behaviour for which you were given a Level 2 report 3 times or your bullying behaviour has been prolonged and caused serious harm to the victim and you have been fast-tracked to level 3. THIS IS A VERY SERIOUS SITUATION and the Principal is obliged to record this incident on ESIS so your next school will be aware of your behaviour.

*What happens next?*

Your parents will be invited to school to discuss your behaviour with the Pastoral VP. You will be put on a level 3 behaviour report and your parents will sign a written acknowledgement that you have breached a level 3 behaviour rule. You may be suspended from school internally or externally for up to 5 days.

*What should you do?*

STOP! You will be referred to the Social Worker for weekly sessions where you will discuss how to avoid repeating this behaviour. If you do not stop you will go onto two more level 3 reports before escalating to the Governors Behaviour Panel and a Home School Behaviour contract. Your behaviour will be a consideration when offering reregistration for the future continuation of your education at the school.

### **GOVERNORS BEHAVIOUR PANEL**

The behaviour you have consistently displayed is not what is expected of a student at Al Basma. You have been involved in a sustained bullying campaign against an individual or group of students and have not responded to sanctions or you have been involved in a single bullying incident which has resulted in an attack which has caused serious psychological or physical harm to the victim or victims and the Principal will act accordingly.

### *What happens next?*

Your Behaviour File will be compiled and it will be submitted to Governors, who will decide if your file should be submitted to ADEC with a request for a school transfer. You will attend the Governors Behaviour Panel meeting with your parents and will agree to a Home School Behaviour contract. Breach of the terms of the contract will result in your behaviour file being submitted to ADEC with a request for a school transfer. At the end of the academic year you will not be offered reregistration at Al Basma.

The system above applies in particular to KG2 to G12. The KG1 AVP, in conjunction with the Social Worker and KG1 teachers, uses an age-appropriate system following the same structure. It is inclusive and applies to all members of our school community.

## **Appendix 1**

### **Anti-Bullying Policy - Summary**

- Every pupil in the School has the right to enjoy their learning and leisure time free from intimidation.
- Our School Community will not tolerate unkind actions or remarks, even when these were not intended to hurt.
- To stand by, when someone else is being bullied, is to support bullying.
- Students should support each other by reporting all instances of bullying to a member of staff or a responsible senior student.
- Bullying will always be taken seriously.
- A student who does not respond appropriately to advice or sanctions for bullying will ultimately have to leave the School.
- Remember that bullying thrives on secrecy - it is best dealt with by being brought into the open; it may save other people from becoming victims of the same bully. It is always better to tell someone.
- A student who is being bullied or who witnesses a bullying incident should complain and can do so in several ways:
  - by informing their parents, their Homeroom Teacher, School Nurse, Social Worker, a teacher, or a responsible older student
  - by placing a note in the "Friendship Box" outside the Clinic
  - By contacting the designated Child Protection Officers of the School – Mr Mo or Ms Allison

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