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Anti-Bullying Policy

DOCUMENT CONTROL			
Document title	Anti-Bullying Policy	**Reference**	RAB-PAS-001
Owner	Deputy Head Pastoral	**Approved by**	Principal, on behalf of SLT
Date reviewed	August 2026	**Next review**	August 2027
Status	School policy — Cognita Group requirement	**Applies to**	All pupils, staff, volunteers, contractors and visitors
Related documents	Anti-Racism; Safeguarding Policy; Behaviour for Learning; Online Safety; Complaints; PSHE / Moral Education		
Regulatory framework	KHDA regulations; UAE Federal Law No. 3 of 2016 (Wadeema); Cognita Safeguarding Standards; KCSIE (as guiding good practice)		

Rationale

The school is committed to a policy of inclusion, equality and justice. We provide a caring, supportive, safe and orderly school environment and believe that bullying of any kind is totally unacceptable and will not be tolerated.

Bullying is entirely contrary to the values and principles we instill in our pupils and live by. Everyone has the right to be treated with equal respect and dignity.

The school stands against bullying and cyber-bullying in two ways:

- By sustaining a general ethos that discourages bullying and cyber-bullying through providing positive alternatives and encouraging the pupils to discuss issues and conflicts in an open, supportive manner.
- By having clear procedures, understood by pupils, staff and parents that are followed if bullying or cyber-bullying is reported.

Definitions – Bullying versus Conflict

Bullying involves the intentional and persistent abuse of power, intended to cause harm. It may take several different forms, for example; physical attack, verbal abuse, psychological abuse (e.g. spreading rumours, isolation etc.) and cyber-bullying (social websites, misuse of mobile phones, text messages, photographs, e-mails etc.). Bullying can also exist in racial, religious, cultural, sexual and homophobic forms. Bullying can happen at all levels of society, to both adults and children.
Bullying is not a one-off act of random unkindness or violence against an individual nor should it be misguidedly associated with conflict.

Conflict is a struggle between two or more people who perceive they have incompatible goals or desires. Conflict can and will occur naturally as people interact with one another. It is a normal part of life that an individual will not always agree with another about the things he or she wants, thinks or does. Often conflicts arise in the moment because two or more individuals see the same situation from different points of view.

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Types of Bullying

It is Bullying if it is done Several Times On Purpose (STOP).

Physical Bullying
Pushing, punching, kicking, hitting, pinching, hazing and any other physical from of attack.

Verbal Bullying
Insults, teasing, name-calling, taunting, noises, threatening, racist remarks, spreading rumours, and other verbal abuses.

Covert Bullying
Often harder to recognise and can be carried out behind the bullied person's back. Examples include lying and spreading rumours, negative facial or physical gestures, menacing or contemptuous looks, playing nasty jokes to embarrass and humiliate, mimicking unkindly, encouraging others to socially exclude someone or damaging someone's social reputation and social acceptance.

Cyber Bullying
Overt or covert bullying behaviours using digital technologies. This is a key element to monitor with the iPads / laptops available to children and our focus on the pupil's digital footprint. Websites and Apps like Showbie need to be monitored and pupils need to be made aware of how to report issues. Other examples of cyber bullying include harassment via a mobile phone, setting up a defamatory personal website / social media account or deliberately excluding someone from social networking spaces. Cyber bullying can happen at any time. It can be in public or in private, and sometimes only known to the target and the perpetrator.

Anti-Bullying Strategy

The most effective way to prevent bullying is to create, maintain and reinforce an ethos of good behaviour where pupils treat each other and school staff with respect, and to teach them about the importance of understanding and tolerating people's differences. This is further reinforced by way of the CARE code during form time sessions, school assemblies, House meetings, Circle Time and during class discussions etc.

The Anti-Bullying Strategy is further reinforced by but not limited to:

1. Staff Training
2. Restorative Justice - teaching the children to understand what affect their actions have on others
3. Whole school activities such as Friendship Week, International Day, House competitions etc.
4. Moral Education lessons, teaching tolerance and appreciation
5. Pupil Council meetings – an opportunity for pupils to offer suggestions for creating a stimulating and caring learning environment
6. 'Worry Boxes' – an opportunity for any pupil to share confidential information with their teacher
7. Friendship Benches
8. Playground initiatives to encourage cooperative play

Procedures for Dealing with Bullying

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Concerns about bullying can be raised by any pupil, member of staff or parent and should always be directed in the first instance towards the form teacher.

Students

Tell:

- Your Teacher / Teaching Assistant/ Learning Support Assistant / School Counsellor
- A parent or adult whom you feel you can trust
- The bully to "STOP"

Go to:

- The Worry Box / Feelings Tree
- A friend / group of friends or people you trust during lunch and play times
- The class council rep

If you see someone being bullied (bystander):

- Don't talk to the bully or the person being bullied
- Find a member of staff (or an adult you trust) and report your concerns as soon as possible

Parents

- Listen to your child's concerns
- Report the incident to your child's class teacher, even if they don't want you to
- Teach your child learn that it is ok to speak up about bullying
- Do NOT attempt to sort the problem out yourself by speaking to the alleged perpetrator or by speaking to their parents
- Do NOT encourage your child to be a "bully" or to hit back

Reporting Procedure:

The form teacher will investigate immediately by:

1. Questioning the **alleged** victim(s) and perpetrator(s) to gather their version(s) of events.
2. Questioning other colleagues that may have been present, may have heard or witnessed an incident.

Through their investigation, the form teacher will:

(1) Seek to establish the facts, i.e.

- Who is involved and in what capacity?
- Details of alleged incidents (when, where, how often?) including any witness accounts.

(2) Record details of the investigation by

- Using the Anti-Bullying Response Form and recording the above details
- Recording the incident on iSAMS and keeping a file of evidence/communication
- Copying SLT and any other relevant staff into communications
- Informing parents of both the victim (s) and perpetrator (s) on the same day of the incident (phone call, meeting or email)
- Referring to the Action Table on the following page and regularly updating **both** sets of parents

Depending upon the nature of the incident and whether it is deemed to be bullying or a conflict, one of the following courses of action will be taken:

	Action 1	**Action 2**

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	Following investigation, the alleged incident is deemed to be a conflict between two or more individuals.	**Following investigation, a case of bullying or cyber-bullying has been identified.**
Action taken	Depending upon the nature and severity of the incident, the form teacher will apply appropriate sanctions from the list below: - Warning issued - Apology issued to the victim(s) - Loss of playtime and/or privilege - Admonishment from Head of House or Head of Year - Admonishment from Senior Leader - Parents of perpetrator(s) informed - Incident is logged and filed	The information is passed on immediately to the Deputy Head Pastoral, who will inform the Principal. - A mediator is appointed to assist in supporting the pupils through the investigation. - Discussions held with the victim(s) and perpetrator(s) to discuss their role and what will happen next. - Both sets of parents informed of the next steps and shown a copy of the Anti-Bullying policy. - Perpetrator will be excluded from playtime/lunchtime and any other non-structured activity during which the bullying has occurred for a fixed period. In lessons the perpetrator will be moved to within the teacher's constant range of sight or moved to a separate table. - Focused Supervision arranged in all lessons and non-structured times with staff asked to give feedback on interactions and observations.
Further Action	- Form teacher requests 'Focused Supervision' from all staff during lessons and non-structured times. - Frequent discussions with the pupils involved are held to ensure there are no further concerns	- After one week, there will be a review of the process so far and the parents of the victim(s) will be invited for a follow-up meeting with the Deputy Head Pastoral. - Frequent discussions involving the mediator, Deputy Head Pastoral, form teacher, victim(s) and perpetrator(s) will take place to establish progress. - Focused Supervision will continue
Review	- Pupils continue to be monitored and all staff remain obliged to report any incident between these pupils. - Conflicting pupils will be trained in using strategies to get along with one another. Parents will be informed and encouraged to promote this.	- The victim(s) and perpetrator(s) will be offered the opportunity to sit down together with a mediator to express their views. This is not compulsory. - The mediator will continue to monitor and focused supervision may continue if necessary.
If the problem continues	- If a conflict between two or more pupils is prolonged and persistent, it may begin to be viewed as bullying and Action 2 will be instigated.	- Continued bullying or cyber-bullying will result in short-term exclusion from school or in serious cases, expulsion from school.

All records will be treated as confidential. The incident will be logged on iSAMS but all paperwork will be retained in a 'Bullying Reports' file kept by the Deputy Head Pastoral. This information is shared on a 'need to know' basis with future teachers and, where applicable, future schools.