



ANTI-BULLYING POLICY

Policy Updated	Oct 2017
Next Review	Oct 2019

A DEFINITION OF BULLYING

“A student is being bullied, or picked on, when another student or group of students say unpleasant things to him or her. It is also bullying when a student is hit, kicked, threatened, locked inside a room, sent unpleasant notes, handwritten or electronically.

These things can happen frequently and it is difficult for the student being bullied to defend himself or herself. It is also bullying when a student is teased repeatedly in an unpleasant way.

However, if two students of equal power or strength have an occasional fight or quarrel, this is not bullying.”

Three main forms of bullying:

Verbal – name calling, teasing, insulting, making threats verbally, via notes or online.

Physical – Hitting, kicking, spitting, removing belongings, damaging property.

Emotional – Ostracising, tormenting, spreading rumours, gesturing.

DEALING WITH A BULLYING INCIDENT AT JEBEL ALI SCHOOL

1. Talk to all students involved
2. Decide if it is a bullying incident
3. Talk to the bullied student first and establish facts. Record information on behaviour sheet (attached)
4. Talk to bullying student next
5. Alert class/form teacher. Does he/she have any ongoing concerns? If no, copy BS to class/form teacher and file original in child's file
6. Alert member of the Management Team (YL/HOY). They will contact parents and discuss ways forward for the student. Move through management line as per Behaviour Policy
7. Where appropriate encourage class discussion
8. Information to be given to whole staff as necessary at next available meeting or monitoring and support individuals

DEFINITION OF BULLYING

At Jebel Ali School we regard bullying as follows;

- Students being constantly pressured or teased by their peers
- Constantly ignored by their peers
- Unequal fights/disputes/intimidation either one off or regular intervals
- Extreme physical or emotional distress caused to student by one or more of peer group
- Loud or aggressive behaviour by older students or adults resulting in a student feeling intimidated
- Cyber bullying: via electronic messages or inappropriate use of social media. Refer also to ICT Policy and Social Media Policy.

SIGNS OF BEING BULLIED

- Being sullen, withdrawn or disruptive
- Picking on someone else, as means of getting into the pecking order
- Constantly telling tales, hiding something more serious
- Slipping in references in creative writing or drawing
- Hanging back at the end of lessons as if there is something important to tell
- Reluctant to come to school
- Not wanting to go out at playtimes
- Not wanting to go to the toilet, perhaps even wetting themselves for fear of going to the toilet
- Usually tearful
- Being fearful of company of others, hence reluctant to undertake a task involving a small and relatively unsupervised group, be it investigation, paired reading, drama improvisation, sports activity
- Being reported by parents for changed behaviour – nightmares, bed wetting and so on

Share information during PSHE sessions

BULLYING – Don't suffer in silence

Information for students

When you are bullied:

- Be firm and clear – look them in the eye and tell them to stop
- Get away from the situation as quickly as possible
- Tell an adult what has happened straight away

After you have been bullied:

- Tell a teacher or another adult in your school
- Tell your family
- If you are scared to tell a teacher or an adult on your own, ask a friend to go with you
- Keep on speaking up until someone listens
- Don't blame yourself for what has happened

When you are talking about bullying with an adult, be clear about

- What has happened to you
- How often it has happened
- Who was involved
- Who saw what was happening
- Where it happened
- What you have done about it already

STRATEGIES

- Staff to create and maintain an environment that assumes a culture of respect where it is clear that any form of bullying is not tolerated.
- Include children by discussing issues of control and power, bullying and relationships in PSHE lessons, in assemblies and whole class lessons, allowing vulnerability to be respected
- Hold circle time discussions, either with games, or with personal news (Primary)
- Take every opportunity to relate curriculum issues to relationships, particularly with literature, developing empathy with historical situations and fictional characters, children in other countries and other settings
- Refer to bullies as themselves in need of help; seeing them as vulnerable may help the victim, in a psychological way
- Teach strategies to children to help them identify their experiences and to deal with them, such as body language – stand strong; move away; tell someone.
- Do supervised drama improvisations
- Identify areas of the school grounds that are unsafe and alter them
- Make it understood that teachers are genuinely concerned to help
- Give everyone some sense of responsibility, some sense of their own worth within the school
- Confidentiality and sensitivity are essential throughout any investigation into bullying.

Jebel Ali School Behaviour Sheet

(All bullying must be recorded)

1. Who was involved?

2. Where and when did the incident occur?

3. What is alleged to have happened?

4. What action was taken?

5. How was the incident followed up at later date?