



ANTI-BULLYING

Policy

Issue Date:	February 2022	Review Date:	September 2023
Policy Owner:	Primary HT / AHT Care & Wellbeing	Policy Type:	Students
Reviewed by:	SM / EB	Policy Category:	BE
Approved by:	CLT	Distribution:	Website
Policy ref:	POL/STUDENT/BE/002		

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ANTI-BULLYING POLICY

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1. INTRODUCTION

Jebel Ali School (JAS) believes that everyone in the school community has the right to learn and to teach in a supportive and caring environment without fear of being bullied.

Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour with the intention to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.

Bullying can happen in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time.

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

1.1. Statement of Intent

The aim of the Anti-bullying Policy is to ensure that students learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable. We are committed to providing a caring, friendly and safe environment for all of our students so they can learn in a relaxed and secure atmosphere. If bullying does occur, all students should be able to ask for help and know that incidents will be dealt with promptly and effectively.

1.2. Purpose of the Policy

The purpose of this policy is to ensure that:

- all teaching and non-teaching staff, students and parents have an understanding of what bullying is
- all teaching and non-teaching staff know what the school policy is on bullying, and follow it when bullying is reported
- all students and parents know what the school policy is on bullying, and what they should do if bullying arises
- As a school we take bullying seriously.

1.3. Compliance

This policy aims to protect all community members from being the victim of bullying by setting standards and expectations of behaviours to promote a cohesive and caring working environment for all. This policy applies to all members of the school community including staff, students and parents.

All incidents of bullying must be reported, investigated and followed up on.

1.4. Definitions

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1.4.1. At Jebel Ali School we regard bullying when students are:

- being constantly pressured or teased by their peers
- constantly ignored by their peers
- involved in unequal fights, disputes or intimidation - either one off or at regular intervals
- subjected to extreme physical or emotional distress, caused by one or more of their peer group
- subjected to loud or aggressive behaviour by older students or adults resulting in a student feeling intimidated
- subjected to cyberbullying: via electronic messages or inappropriate use of social media. Refer also to the Anti-Cyberbullying Policy and Social Media Policy (See section 7.)

1.4.2. Signs which may be displayed at home:

These signs and behaviours may indicate other problems, but always consider bullying as a possibility if the student:

- is unwilling to go to school
- feels ill in the mornings
- does not want to go on the school bus
- begs to be driven to school
- becomes aggressive, disruptive or unreasonable
- begins to bully siblings
- cries themselves to sleep at night or has nightmares
- starts stuttering
- changes their usual routine
- becomes withdrawn, anxious, or lacking in confidence
- comes home with clothes torn or damaged equipment
- has unexplained cuts or bruises
- attempts or threatens suicide or runs away
- asks for money or starts stealing money (to pay bully)
- eating habits change or loses weight
- is afraid to use the internet or mobile phone
- is nervous/upset when a text message is received and is frightened to say what is wrong
- wets the bed
- gives improbable excuses for any of the above.

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1.5.3 Signs which may be displayed at school:

These signs and behaviours may indicate other problems, but always consider bullying as a possibility if the student:

- shows a change in attitude towards work
- begins to do poorly in school work
- changes friendship groups
- becomes aggressive, disruptive or unreasonable
- begins to bully other students
- lacks friends and spends a lot of break-time alone
- starts stuttering
- changes their usual routine
- begins to truant
- becomes withdrawn, anxious, or lacking in confidence
- has unexplained cuts or bruises
- is frightened to say what is wrong
- continually loses things, especially money
- eating habits change/loses weight
- gives improbable excuses for any of the above

2. AIMS AND OBJECTIVES

- All staff, students and parents should promote a secure and happy environment free from threat, harassment and any type of bullying behaviour,
- All stakeholders should promote a caring environment where kindness and helpfulness are expected and respected,
- Students should feel valued and safe, and individual differences are appreciated, understood and accepted,
- Actions and practices within the school should reinforce our vision, and remove or discourage practices that negate them.
- To clarify for students, parents and staff that bullying is always unacceptable,
- To ensure that every student has the right to be safe and happy in the school, and to be protected when he/she is feeling vulnerable,
- To create an atmosphere where students who are being bullied, or others who know about it, can speak to a member of staff, feel that they will be listened to and be believed, and that action taken will be swift but sensitive to their concerns once it is out in the open,

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- To make clear to the victim that revenge is not appropriate, and to the bully that his/her behaviour is unacceptable and has caused distress,
- To resolve problems through a variety of methods.

3. ROLES AND RESPONSIBILITIES

3.1. JAS Staff

JAS staff should endeavour to:

- create and maintain an environment that assumes a culture of respect where it is clear that any form of bullying is not tolerated
- investigate and record reported incidents of bullying
- include students by discussing issues of control and power, bullying and relationships in Moral Education and Positive Education (THRIVE) lessons, in assemblies and whole class lessons, allowing vulnerability to be respected
- 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 students to help them identify their experiences and to deal with them, such as body language – stand strong; move away; tell someone
- 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.

3.2. JAS Students

3.2.1. When you are bullied, you should:

- 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.

3.2.2. After you have been bullied:

- tell a teacher or another adult in your school
- tell your family

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- 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
 - do not blame yourself for what has happened.
- 3.2.3. 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.

3.3. JAS Parents

Parents should:

- watch for and report signs of distress in their child (see 1.5.2) to the school
- advise their child to talk to a member of staff if bullying has taken place or is suspected to have occurred
- encourage their child not to retaliate
- be willing to work with the school if their child is involved in incidents of bullying (either as the victim or bully) in the manner the school advises
- be willing to inform the school of any cases of suspected bullying even if their child is not directly affected
- take responsibility for their child's behaviour outside of school
- ensure that they do not deal with other students or parents directly
- work in partnership with the school.

3.4. Other Members of the School Community

Not applicable

4. IMPLEMENTATION OF THE POLICY / PROCEDURES

4.1. Whole School

Any incidences of bullying will be taken seriously. However, the way these incidents are dealt with will be appropriate to the age of the individuals involved.

- Bullying incidents need to be reported immediately to a member of staff,
- Staff members will record all reported bullying incidents on the Child Protection

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Online Management System (CPOMS). This information is held confidentially and only shared with the class teacher/tutor, Head of Year (HOY)/Year Group Leader (YGL), counsellor, Assistant Head Teacher (AHT)/ Deputy Head Teacher (DHT), Headteacher and Principal, if appropriate,

- The bullying behaviour or threats will be investigated quickly and fully and interactions will be closely monitored while investigations are taking place,
- The victim will immediately be given support and practical strategies to deal with the situation,
- The victim, bystanders, where necessary, and the bully/bullies will be interviewed,
- Action will be taken when it is evident that someone is being bullied,
- Parents of both the victim and bully will be informed and may be called into school for a meeting about the situation,
- The bully will be asked to meet with a school counsellor, a designated staff member and his/her parents, to understand the seriousness of his/her actions and to discuss appropriate ways of changing behaviour,
- A copy of the report outlining the bullying incident, together with the letter that has been sent to the parents, will be kept in the student's file.

4.2. Foundation Stage

See 4.1 Whole School.

4.3. Primary School

See 4.1 Whole School.

4.4. Secondary School

See 4.1 Whole School.

4.5. Sixth Form

See 4.1 Whole School.

5. CONSEQUENCES

- Consequences will be dealt with in line with the school's Behaviour Policy (See section 7.),
- The bully will be expected to acknowledge the distress that they have caused the victim,

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- As part of the reconciliation process, and if agreeable to the victim, both victim and bully will meet with a school counsellor or other appropriate adult to discuss the problem and ideas for reconciliation,
- If appropriate, a behaviour contract will be drawn up and signed by the bully,
- After the incident has been thoroughly investigated and dealt with, staff will monitor both students to ensure that bullying does not resume or reoccur,
- In serious cases the bully will be suspended from the school and if the bullying continues, then expulsion will be considered. This will be dealt with by the relevant Headteacher/ Principal.

6. CONTACT DETAILS AND LINES OF COMMUNICATION

When an incident of bullying is suspected the following people should be contacted by the teacher:

- Year Group Leader/ Head of Year
- Assistant Head Teacher/ Deputy Head Teacher
- Where appropriate, Designated Safeguarding Lead (DSL) and CPOMS incident report to be completed
- Digital Learning Lead to be informed if related to the school's ICT systems
- Network Manager to be informed (Cyber Bullying). Evidence to be gathered from devices
- Parents to be contacted.

7. OTHER RELATED DOCUMENTS

- Behaviour Policy
- Anti-Cyberbullying Policy

8. APPENDICES

Not applicable

[End of Policy]