مدرسة جيمس رويال دبي الخاصة
GEMS Royal Dubai School

| Anti-bullying policy |

1. Introduction

Bullying is often action taken by one or more child with the deliberate intention of hurting another child. Bullying is most often unprovoked, repeated behaviour and involves some kind of real or perceived imbalance of power. It can be direct in the form of physical or verbal or indirect, such as being ignored or not spoken to.

Bullying can be:

- o Emotional   being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- o Physical   pushing, kicking, hitting, punching or any use of violence
- o Verbal   name-calling, sarcasm, spreading rumours, teasing
- o Racist   racial taunts, graffiti, gestures
- o Gender   unwanted physical or verbal contact based on gender
- o Cyber   All areas of internet, such as email, social media & internet chat room misuse; Mobile threats by text messaging, social media & calls; Misuse of associated technology , i.e. camera & video facilities

Bullying of any kind is unacceptable and damages the wellbeing of individual children. If bullying does occur, all children should be able to tell and know that incidents will be dealt with promptly and effectively. We are a *TELLING* school. This means that *anyone* who knows that bullying is happening is expected to tell the staff and be protected.

2. Purpose of policy

At GEMS Royal Dubai School, we are committed to the wellbeing of all our children and providing a caring, friendly and safe environment so they can learn in a relaxed and secure atmosphere. The purpose of this Anti-Bullying policy is to nurture a school ethos where bullying is considered unacceptable and to promote a whole school community approach to prevent bullying and ensure a safe school environment.

3. Aims and Objectives

- To equip all members of the school community with an understanding of what bullying is.
- To equip all children with safe and acceptable methods of standing up for themselves in an assertive manner.

- To clarify the roles and responsibilities of all members of the school community with regards to awareness of and action taken if and when bullying occurs.
- To provide a safe and secure environment where all can learn without anxiety, and measures are in place to reduce the likelihood of bullying.
- To produce a consistent school response to any bullying incidents that may occur.
- To promote clear procedures of how incidents of bullying are dealt with.

Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and they should investigate if a child:

- is frightened of walking to or from school
- doesn't want to go on the school bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or " go missing"
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home starving (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or device
- is nervous & jumpy when a cyber message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated. This is not an exhaustive list and children may display other behaviours that appear out of their character.

Prevention

We will raise awareness through an ongoing whole school focus on what bullying is, the roles and responsibilities of those involved and strategies the children can use if they feel they are being bullied. This will be communicated through:

- Teaching and learning programmes
- Assemblies
- Whole Class Circle Time
- Group/individual discussions
- Active supervision
- Awareness of digital citizenship and acceptable use of ICT policy that children are required to sign prior to use
- Clear and explicit standards set by teachers and students in their individual classrooms and across all areas of the school
- Peer support- student leadership team
- Children encouraged to report bullying (including observers) and given clear options as to who they can approach including staff, parents and senior students
- Student-led initiatives
- Parent involvement

Other bullying prevention activities at our school will include:
- Annual surveys and self-review of student wellbeing at the school
- An action plan based on issues identified as part of self-review
- Professional learning and development

4.   Equal Opportunities

The school recognises the value of, and seeks to achieve, a diverse school community which includes people from differing backgrounds, with different skills and abilities. The school will take positive steps to create school culture through its governing body, managers and other employees, in which people can feel confident of being treated with fairness, dignity and tolerance, irrespective of their individual differences. This commitment extends to the whole school community and others connected with it. The school is committed to the elimination of unlawful discrimination and to the promotion of good relations between all.

Roles and responsibilities - The role of children

- Children are encouraged to use the strategy 'Stop-Walk-Talk'. This strategy and related programme works to empower students by teaching them problem solving skills, positive behaviours and bully prevention techniques that are manageable and sustainable. Students

will focus on identifying problem behaviours and strategies to deal with them as well as whom to go to in the school if a problem occurs.

Every student will be taught:

· What bullying is.

· How to respond to bullying behaviour.

· How to respond if someone tells them to "stop".

Class teachers will provide lessons and strategies at the beginning of the first term and at the beginning of each new term that focus on the three steps.

- o **STOP**: Tell the bully to stop in a firm voice...if that doesn't work...
- o **WALK**: Quietly walk away. Walking away removes the reinforcement for the problem behaviour. Students will be taught to encourage each other if they see appropriate responses to bullying to eliminate the bystander effect...if that doesn't work...
- o **TALK**: Tell an adult you can trust (i.e. teacher, support staff, parent, etc). If students have tried to solve the problem behaviours themselves through the **Stop** and **Walk** techniques and the bullying continues they will then tell an adult who can take care of the problem and if the bullying continues, they must keep on letting people know.

Implementing this programme ensures that the protocol for reporting bullying is clear for students, parents and staff. It also promotes a school climate characterized by acceptance, positive interest, respect and involvement with adults.

- Children are encouraged to tell anybody they trust if they are being bullied,
- Children must report any incidents that they witness as bullies, even if they observe as a bystander.
- Children are encouraged to stand up assertively and safely to a bully and are provided with a range of strategies on how to do this, whether they are being bullied or are a bystander.

The role of Parents

- Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's Class Teacher immediately who will record the concern and monitor the situation, reporting back to Parents as often as needed for two weeks to feedback on action they are taking. After two weeks, Parents and Class Teacher come to a mutual agreement about seeking support from Head of Year and Head of ACe.
- Parents have a responsibility to support the school's Anti-Bullying Policy, actively encouraging their child to be a positive member of the school.

The role of the Teacher and Support Staff:

- All staff in our school take all forms of bullying seriously and seek to prevent it from taking place.
- Teachers keep a record on Phoenix of all incidents that happen in their class, and that they are aware of in the school. If a member of staff other than the Class Teacher witnesses or is informed of an act of bullying, they will refer it to the Class Teacher who then records and investigates.
- Teachers will manage bullying incidents in a variety of ways (see Appendix A).
- If any bullying takes place between members of a class, the teacher will deal with the issue immediately. They will follow the Bullying Response Pathway (see Appendix B), all staff are to ensure that they are familiar with this pathway. Class Teachers may choose to deal with incidents through whole class circle time or discussion with the children involved as appropriate. If there is a second incident, Class Teacher to inform Parents; Head of Year, Head of ACe & SLT. If incidents continue, classroom teacher involves a member of Senior Leadership Team and meets with parents.
- Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They use drama, role-play, stories etc. within the formal curriculum, to help children understand the feelings of bullied children, and to practice the restraint required to avoid lapsing into bullying behaviour. Circle time is used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere.
- Class Teachers to be accountable for dealing with situations with the support of their Head of Year and other relevant staff.
- All members of staff ensure they are aware of the policy so that they are equipped to identify bullying and to follow the procedures.

The role of the Head of Year

- To ensure time as allocated at the beginning of every team meeting to discuss any vulnerable children or incidents that the team should be aware of that may have occurred throughout the week.
- To be aware of any incidents of bullying relevant to their year group and keep Senior Leadership, Head of ACe and other relevant staff informed.
- To ensure the Class Teacher is the first point of call and support the class teacher as required.

The role of the Principal/Vice Principal

- It is the responsibility of the Principal/Vice Principal to implement the school anti-bullying strategy, and to ensure that all staff (both teaching and non-teaching) are aware of the school policy, and know how to identify and deal with incidents of bullying.
- The Principal/Vice Principal sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

- If bullying continues after the involvement of Senior Leadership and Head of Year, the children involved will be called with their parents to have a meeting with the Principal/Vice Principal.

5. **Monitoring and review**

This policy has been discussed and agreed by the RDS teaching staff and leadership teams for implementation.

Review date: May 2023

Appendix A

Anti- Bullying incident log (email – ACe admin to log all evidence)

	Antibullying activity – in-line with policy	Notes
1	**Written statement** by all involved (Statements scanned and saved on SIMS)	
2	**Restorative Justice** followed	
3	**Apology given** – child **owns behavior** of wrong-doing and shows **remorse** (Letters scanned and saved on Phoenix)	
5	Any **bystanders** spoken to about their role in supporting the School Behaviour Policy	
5	Remind **STOP, WALK, TALK** Strategy	
6	**Antibullying Circle time** with the whole class	
7	Child to complete a **behaviour diary/log**	
8	Parents informed (minuted meeting records kept)	
9	Internal/external exclusion in line with Wellbeing IEP Pathway	

Intervention Strategies for managing bullying

Below are a range of strategies and the most appropriate strategy will be utilised using teacher judgement and according to age and stage of the child.

Restorative Justice

Restorative Practices *recognises that bullying is a violation of people and relationships and aims to identify obligations and promote restoration and healing.* It is a way of responding to conflict which –

- o supports those affected
- o allows for understanding of the wrong-doing
- o gives ownership of the problems created
- o gives people the chance to fix things with support
- o respects people and leaves their dignity intact

Teachers/ other staff involved need to do the background research into the incident/s and the offender needs to accept responsibility for their behaviour before a successful restorative conference can be held.

A discussion is set up by Teacher / other staff involved between the target and the offender. The aim of the discussion is –

- o to allow the target to express their feelings so that the impact of the behaviour is felt and understood by the offender.
- o to allow the person accused of bullying to acknowledge the behaviour, accept responsibility and agree to change it.

No Blame Approach

The "No Blame" approach provides teachers with a way of dealing with bullying and harassment behaviours and encourages empathy for others.

- ▪ Step 1 - Interview the victim
- ▪ Step 2 - Discuss the incident with Teacher/Head of Year/SLT member and/or the Head of AceDepending on seriousness of incident
- ▪ Step 3- The Group Process
  - o Convene a meeting with people involved (not the victim)
  - o Explain the problem
  - o Share responsibility
  - o Develop a sense of how the victim feels
  - o Ask the group for their ideas

2. Step 4 Inform Head of Year/Head of ACe/SLT member
3. Step 5 Follow up – Positive phone call regarding progress or check in (after 2 weeks)

Method of Shared Concern

This approach encourages children to state their shared concerns and encourages shared solutions to any problems.

- Step 1 Gather to understand the problem
- Step 2 Meet the perpetrators individually to acknowledge the problem and to develop a plan to change behaviours.
- Step 3 Meet the person being bullied
- Step 4 Meet perpetrators to review progress of their agreement
- Step 5 Hold a combined meeting to reinforce the changes made

Formal Apology

A formal apology is a symbolic social contract which can mend relationships and restore wellbeing. It can help develop empathy and restore harmony.

- Step 1 Acknowledging behaviour has been inappropriate
- Step 2 Work out an appropriate time and place for the apology
- Step 3 Name the particular offence
- Step 4 Explain to the offended person why the offence was committed, that the behaviour isn't characteristic of the offender, and that it won't happen again
- Step 5 Communicate that the behaviour wasn't intended
- Step 6 Genuine regret should be expressed

Cyber-Bullying

Definition:

Cyber-bullying is when one student is targeted by another or others through the use of digital technology, mobile communication devices or through the internet. The aim of this targeting may be harassment, stalking, threats or other forms of harmful behaviour.

Cyber-bullying takes many forms and may involve websites, mobile phones, chat rooms, email, SMS and uploading of pictures or video. It could involve the sending of threatening messages, communicating false pretences, forwarding other students private communication, posting of humiliating messages or pictures.

Like the traditional definition of bullying, cyber-bullying usually involves systematic communication over a period of time. One-off communication would not normally be considered cyber-bullying except when the communication involves serious threats.

Procedures:

1. Cyber-bullying removes the normal feedback of communication between people. This leads to a situation where empathy for others is reduced. The school processes of restorative justice and other programs will be applied to support the students involved.

2. Students and their parents are aware of the Internet Use Policy in the school and, if any incident of bullying involving an electronic medium occurs at school, the usual procedures for bullying, as detailed in the school Anti-Bullying Policy, will apply.

3. Students are not allowed to use mobile phones while at school. If they are brought to school, they are to be left with the class teacher and are to be collected at the end of the school day.

4. While schools generally have no right to intervene in out-of-school conversations, the school may take appropriate action if the cyber-bullying was intended to have an effect on a student (either academically, socially or emotionally) or if it adversely affects the safety and wellbeing of the student while in school.

5. If the school becomes aware of bullying incidents that are occurring outside the school and they are having an effect on the wellbeing of the student, the school will inform the student's parents.

6. The school will discuss issues of cyber-bullying with primary students each year to clarify the school's Policy and to offer advice to all students.

7. The school encourages the reporting of cyber-bullying and seeks to find a balance between supporting the victim and changing the behaviour of the children who engaged in the bullying.

Appendix B: Bullying Prevention and Response Pathway

Bullying Prevention and Response
Achieving Excellence Together

Bullying Incident Occurs

If an incident of bullying is reported it must be recorded on SIMS for each child involved. Check with child if they used stop-walk-talk and re-teach if needed & praise for talking about issue. Remind child involved in bullying what to do if they are told to 'stop' by a child, re-teach if needed.

First Response

Class teacher addresses any concerns through circle time (discuss stop-walk-talk & other issues) or more formal lesson (SEAL & Bullying Prevention Manual lesson plans), all staff involved with children advised (email) and children closely monitored. If serious incident, follow Behaviour Pathway.

Second Response

If bullying continues, class teacher to inform & discuss with parents & children to identify next steps (situation reviewed after 2 weeks of implementing agreed next steps), include Head of Year, SLT & Head of ACe in email correspondence with parents.

Third Response

Class teacher must report any incident of bullying which has not been resolved in 2 weeks to the Head of Year at a Team Meeting. Minutes of the meeting will then be forwarded to Head of ACe & SLT to action. Parents advised support for children available through ACe. SLT member meets with child/children and parents.

Fourth Response

Continued monitoring by all involved.

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