Anti-Bullying and Anti-Cyberbullying Policy

This procedure is reviewed annually to ensure compliance with current regulations

Approved/reviewed by
Principal/Head of Primary & Secondary

Date of review	October 2023
Date of next review	September 2024

Dubai British School Emirates Hills Anti-Bullying Policy

At Dubai British School, we celebrate diversity and individuality; and aspire to create and nurture a positive and inclusive learning environment where everyone feels a sense of belonging, feels safe, feesl happy and feels secure. This is supported and embedded through our Behaviour Policy and Wellbeing policy and is taught implicitly and explicitly through the curriculum, including Moral Education, the Positive Education Enhanced Curriculum (PEEC) and PSHE. This is further promoted through 'Upstanders Week' which takes place annually in alignment with the UK's Anti-bullying week where a key emphasis is placed on being proactive and working preventatively to minimise bullying within our school community.

It is everyone's responsibility to ensure a safe, secure, welcoming school for all. Therefore, we have stringent safeguarding procedures in place to promote and protect the wellbeing of all students in our care and to protect them from harm, including bullying either physically or emotionally.

We do not tolerate any form of bullying and any incidents are taken seriously and dealt with promptly and effectively, inline with the Consequences ladder of the Behaviour Policy.

Definition

At DBS-EH, we recognise that many children and young people will experience conflict in their relationships with others and as a school we are committed to developing empathy and the skills to manage relationships in a peaceful way that does not harm others.

The acronym 'STOP' (**S**everal **T**imes **O**n **P**urpose) is often referred to with students in order to help identify if an incident is considered to be bullying, as opposed to 'falling out' with a friend or relationship issues.

Bullying is defined as any behaviour which is **deliberately** intended to be hurtful or discriminatory and happens on a **regular basis.**

Bullying can be:
Physical (e.g. hitting, kicking, theft etc.)
Verbal (e.g. persistent name calling, racism etc.)
Social (e.g. spreading rumours, excluding from social groups etc.)
Cyber (e.g. online, via technology or social media)

Students may display some behaviours of bullying, which are not considered to be bullying because they do not meet STOP criteria. These behaviours are dealt with very seriously and are addressed in our Behaviour Policy Consequences Ladder.

Cyber-bullying

Cyberbullying is defined as the use of technology to harass, threaten, embarrass, or target another person. Online threats and mean, aggressive, or rude texts, tweets, posts, or messages all count. So does posting personal information, pictures, or videos designed to hurt or embarrass someone else.

Whilst this is not a definitive or exhaustive list, here are some common examples of cyberbullying:

Text messages (including iMessages) that are threatening or cause discomfort

Picture / video-clips via mobile phone cameras - images sent to others to make the victim feel threatened or embarrassed

Mobile phone calls: silent calls or abusive messages or stealing the victim's phone and using it to harass others, to make them believe the victim is responsible

Emails: threatening or bullying emails, often sent using a pseudonym or somebody else's name

Trolling: menacing or upsetting responses to children or young people when they are in a web-based chatroom

Instant messaging (IM): unpleasant messages sent while children conduct real- time conversations online using apps such as Whats App or Facebook Messenger (amongst others)

Bullying via websites: use of defamatory blogs, personal websites and social networking sites e.g. Facebook, Twitter, Instagram, TikTok etc

Aims and Objectives:

- ensure all member(s) of staff recognise and uphold their responsibility for promoting positive student behaviour and interactions
- ensure and maintain a community in which everyone feels valued and safe and where individual differences are appreciated, understood and celebrated
- have in place established and robust systems that deal with incidents of bullying in a consistent and timely manner
- support students to be confident in notifying staff of any incident of bullying
- make all stakeholders aware of the school's policy and related practices and to inform students and parents of the school's expectations in order to ensure a productive partnership, where each and everyone has a role to play in eradicating bullying;
- praise and celebrate behaviour that benefits others and the community as a whole
- reduce the emotional and mental distress of any bullying enabling allstudents the right to enjoy their time at school.

To ensure the effectiveness of this policy, all stakeholders have a key role as outlined below:

The Role of The Governing Body is to:

- appoint member(s) of staff to be responsible for promoting positive student behaviour and interactions
- delegate powers and responsibilities to the Principal to keep records of all incidents of bullying
- delegate powers and responsibilities to the Principal to ensure all school personnel and visitors to the school are aware of and comply with this policy

The Role of The Principal is to:

- ensure funding is in place to support this policy;
- implement this policy through key leaders, ensuring that guidance, support and training is provided to all staff;
- ensure that all school personnel are aware of and comply with this policy;
- ensure that all parents are aware of this policy via the website and that we do not tolerate bullying;
- monitor the effectiveness of this policy

The Principal holds overall responsibility for promoting a positive and inclusive culture in school by fostering an ethos of respect for others, and setting up systems to prevent all forms of bullying within the school community.

The Role of Heads of School and other Senior Leaders is to:

- ensure that all students understand that bullying is wrong through curriculum opportunities (including Moral Education, PEEC, PSHE), assemblies and other awareness opportunities, such as Upstanders week;
- respond and deal with all incidents of bullying accordingly, escalating to the Principal where necessary;
- keep records of all incidents of bullying;
- provide leadership and vision in respect of equality, diversity and inclusion;

If bullying incidents or allegations are made, relevant Middle/ Senior Leaders will:
- investigate allegations through discussion with teachers and students;
- organise monitoring and observations where necessary;
- follow up/ arrange review meetings;
- keep a record of notes on CPOMs for reference and inform Heads of School and/ or Principal;
- implement consequences, in line with the school's Behaviour Policy Consequences Ladder;

The Role of all Staff (Academic and Non-Academic) is to:

- promote inclusion and acceptance through celebrating differences and individual strengths;
- role model positive relationships and behaviour
- comply with this policy;
- be aware of the signs of bullying in order to prevent bullying taking place;
- take all forms of bullying seriously;
- encourage children to report any incidents of bullying to any member of the school community;
- report all incidents of bullying to the relevant middle or senior leader
- report and deal with all incidents of discrimination;
- attend training sessions as appropriate.

In addition, the Role of Teaching Staff is to:

- raise awareness of the impact of bullying through the curriculum;
- use preventative strategies during class and form time such as *circle time;*
- Ensure the *acceptable use policy* and *BYOD policy* is upheld at all times

The Role of the Student is to:

- follow the school rules at all times, specifically:: **Be Kind**
- use appropriate language in their interactions with others, both verbally and through technology;
- treat others (students and adults), their work and equipment with respect;
- discuss ways of preventing bullying when learning opportunities are presented, in class and in assemblies;
- tell someone if they suspect or feel that they are being bullied;
- report if they suspect or see someone being bullied.

The Role of the Parent is to:

- be aware of and support this policy;
- report to the school any concerns they have of their child being bullied;
- be assured that the school will deal with all incidents of bullying seriously;
- respect and maintain confidentiality regarding any investigation and outcome;
- be assured that they will be informed of incidents and will be involved in discussions;
- be asked to take part in periodic surveys conducted by the school;
- support the school expectations and KHDA Parent Contract as necessary to ensure smooth running of the school;
- comply with school recommendations.

Reporting bullying:

In our school students are encouraged to talk to staff when they are unhappy or have concerns.

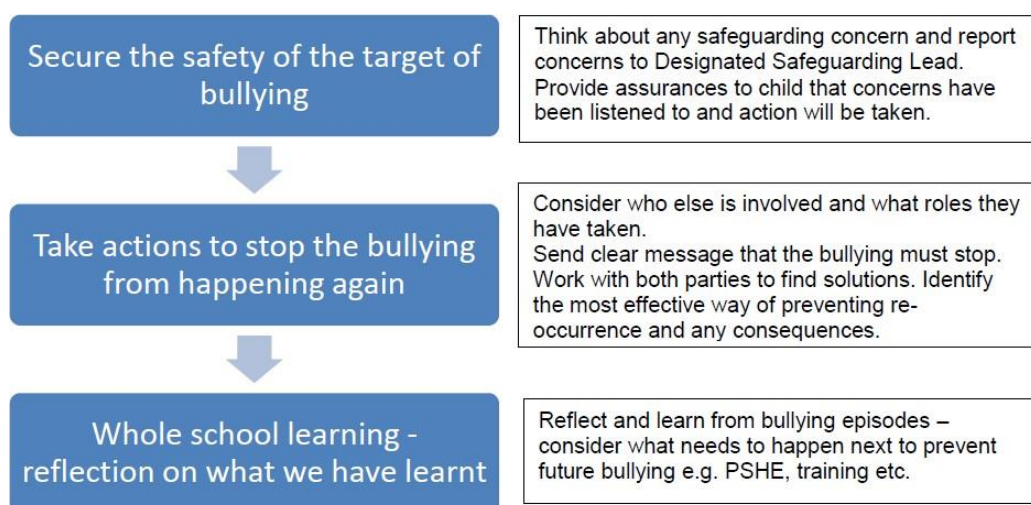Students are encouraged to report bullying to:

- A trusted adult
- Their class teacher/ form tutor or learning assistant
- School Counsellor
- DSL
- Peer mentors

Students are also taught that it is important to talk to a trusted adult if bullying is taking place outside of school.

Parents are also encouraged to report concerns and bullying to school. This is normally the class teacher / form tutor.

When pupils report their concerns our staff are trained to LISTEN and to BELIEVE. We involve the students as far as possible in finding solutions.

Responding to bullying:

Secure the safety of the target of bullying	Think about any safeguarding concern and report concerns to Designated Safeguarding Lead. Provide assurances to child that concerns have been listened to and action will be taken.
Take actions to stop the bullying from happening again	Consider who else is involved and what roles they have taken. Send clear message that the bullying must stop. Work with both parties to find solutions. Identify the most effective way of preventing re-occurrence and any consequences.
Whole school learning - reflection on what we have learnt	Reflect and learn from bullying episodes – consider what needs to happen next to prevent future bullying e.g. PSHE, training etc.

If a confirmed case of bullying is determined, then the following will take place:

- The concerned families will be informed of the investigation and what action/s are to be taken in

line with the school's Behaviour Policy; Consequences Ladder; Restorative Practice and KHDA directives (if necessary);

- Records will be kept on CPOMs of all incidents and their outcomes.
- The Principal will inform the Deputy Director of Education as and when appropriate.

As a school, we monitor and review all bullying incidents to determine any patterns or trends that may require further action.

On a regular basis we give students the opportunity to feedback on how safe and happy they feel at school, we do this through PASS, daily check ins, informal surveys circle time.

All members of the school community, including pupils, staff, parents and governors, are expected to treat everyone with dignity and respect at all times. This includes both face-to-face contact and online.