

ANTI-BULLYING POLICY

Policy Name	Anti-Bullying
Stakeholder	All
Policy Directory Reference	Grammar School
Policy Lead	Ms. Razia Ahmed / Dr. Princiya Karim
Role	Vice Principal / Head of Inclusion
Approval	May 2024
Reviewed by	Benjamin Barry
Role	Principal
Review Date	May 2025

Mission Statement

Grammar School believes that every child matters and that learning should be fun, innovative, purposeful and challenging.

School's Mission

We are committed to delivering innovative and inspirational teaching that develop confident learners by:

- Encouraging students to take ownership of their learning.
- Developing teaching strategies that are innovative, engaging and fun.
- Preparing our students for the challenges ahead and make them ready for life as global citizens.
- Enabling our students to become critical, independent thinkers who embrace lifelong learning.
- Ensuring that equal opportunity exists to empower our students to achieve their personal best.
- Promoting a positive and respectful partnership with students, teachers, parents and the wider community.
- Working closely with the school owners and Board of Governors to ensure resources are available to support teaching and learning.

Introduction

At Grammar School, we are committed to providing an environment that nurtures and transforms the lives of children and young people attending our school and take seriously our responsibilities to safeguard and promote their welfare.

Bullying behaviour, by its very nature, undermines and dilutes the quality of education. Research shows that bullying can have short and long-term effects on the physical and mental well-being of pupils, on engagement with school, on self-confidence and on the ability to pursue ambitions and interests.

International research clearly indicates the crucial importance of the existence of and implementation of a school policy setting out the school's approach to preventing and tackling bullying. An anti-bullying policy, when developed and implemented across the school community can be the cornerstone in countering bullying behaviour in schools.

Amid these recent circumstances of the COVID-19, a safe and secure learning environment is an essential requirement to achieve as a goal. GMS ensures to abide by all norms to fulfill the safety measures followed by staff and students.

Definition of Bullying

Acts of bullying may take place in the classroom, on the playground, sports field or in transit from home to school and on school transport. Students suffering from bullying may hesitate to report the behaviour out of fear of retribution, or because they feel that they should deal with the problem on their own. The impact of bullying may be manifested by poor grades, solitude or moodiness at home, or nervous reactions such as loss of appetite or insomnia.

Bullying involves a person being hurt, distressed, pressured or victimized by repeated intentional attacks by another individual or group. Bullies abuse less powerful individuals by intimidation and/or harassment. Bullying may involve physical, verbal, textual, psychological or social behaviour.

For example: -

- Physical - hitting, punching, pushing, scratching, biting, spitting, tripping
- Emotional - being unfriendly, excluding, tormenting
- Racial - racial taunts, name calling, gestures, graffiti
- Religious - religious taunts, name calling
- Verbal - name calling, teasing, putdowns, sarcasm, ethnic or religious insults; physical, social or academic disability insults
- Textual - passing notes, writing on desks or in Student Planners/Diaries.
- **Cyber-Bullying** - SMS, email, Facebook / Twitter, chat rooms, Internet sites.
- Social - ignoring, excluding, mimicking, and spreading rumours, defaming, dirty looks, intimidation, and extortion, stealing, hiding or breaking possessions.

Policy Statement

The school has a duty to protect students from bullying and foster a school culture where bullying is unacceptable.

This policy aims to:

- Implement and maintain a whole school approach to address the problem of bullying.
- Increase self-esteem and build self-efficacy.
- Enhance learning readiness and the learning environment.
- Empower students to be proactive in problem solving associated with bullying.
- Heighten awareness at a whole school level.
- To establish a climate in which students who are bullied, or think another student is being bullied, can speak freely to an appropriate staff member with the full knowledge that they will be listened to and receive a prompt, appropriate and sensitive response.

Roles and Responsibilities

The role of Students:

- Students are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must continue to let people know.
- Students must report any incidents that they witness as bullies, even if they observe as a bystander.
- Students 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 and families:

- 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 up to two weeks with feedback on action they are taking. After this time, parents and the class teacher will come to a mutual agreement about seeking support from the Head of Key Stage/Phase and the SLT if required.
- 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 Principal:

- It is the responsibility of the 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 deal with incidents of bullying.
- The principal ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. Anti-bullying events and promotions throughout the year will highlight and support why this behaviour is wrong.
- The principal ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying.
- The principal sets the school climate of mutual support and praise for success to reduce the likelihood of bullying. 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.

The role of the teacher:

- Teachers in our school take all forms of bullying seriously and intervene to prevent incidents from taking place.
- If, as teachers, we become aware of any bullying taking place between members of a class, we deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and punishment for the child who has carried out the bullying. We spend time talking to the child who has bullied: we explain why the action of the child was wrong, and we endeavour to help the child change their behaviour in future. If a child is repeatedly involved in bullying other children, the child's parents are requested to attend the school to discuss the situation.
- Staff should be active in identifying and eliminating bullying behaviour while on playground supervision, in the corridors, in the classroom, at sport venues.
- Teachers should report suspected victims of bullying to HOS and School Counsellors for early intervention and monitoring.
- Teachers should support and participate, where possible, in welfare programs designed to assist the elimination of bullying e.g. anti bullying campaigns.

Why is it important to respond to bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everyone has the right to be treated with respect. Students who bully need to learn different ways of behaving. We have a responsibility to respond promptly and effectively to issues of bullying.

Grammar School Responsibilities

- All students are made aware that bullying is unacceptable behaviour and that there are procedures in place for dealing with this problem [student diary/ living skills/ assemblies / high notes / performances]
- All students adhere to school rules about bullying
- All students participate in surveys on the occurrences of and opinions about bullying
- Prefects participate actively in identifying and reducing the incidents of bullying and setting role models
- All students participate in Peer Support, aimed at building friendships, challenging stereotypes and encouraging assertive behaviour

Action to be taken when bullying is suspected

Teachers will respond to all episodes of bullying to send a clear message that it is unacceptable. Different responses may be appropriate depending on the nature and degree of bullying. The bullying test identified below will be used initially to determine if the incident is primarily bullying and if so the broad nature of the response.

STEP 1: The Bullying Test – teacher asks, ‘does the incident involve, teasing or aggressive words or actions which are unprovoked and intended to hurt, harm or frighten’.

If the answer is yes to all of the above, then it is bullying. If it’s not a bullying incident, it could be:

- Conflict – may require conflict resolution
- Indiscipline – may require disciplinary actions or sanctions
- Learning – may require learning support

STEP 2: The Level Test – What level of seriousness is the Bullying incident (high/low)

Low Level

- victim is not typically teased or harassed and/or
- bully is not a repeat offender and/or
- bullying behaviour appears less harmful

High Level

- victim is often harassed and /or
- bully often engages in such behaviour and/or
- bullying behaviour is causing distress or harm

STEP 3: The Response. (SSS or RRR Strategy)

If the incident is Low Level the teacher will use the SSS strategy

- Spell it Out - what this behaviour is (Bullying) and what’s wrong with it
- Signal - what will happen next time (indicate consequences)
- Support - the bullied student

If the incident is High Level the teacher will use the RRR strategy

- Respond - reprimand and issue consequence
- Report - fill in details on the Performa provided by the school
- Refer - bully and/or victim to Principal and the Department of Inclusion and Guidance

All the student community is made aware of the contact details of the Head of Inclusion: Dr. Princiya Abdul Karim: headofinclusion@grammarschool.ae ensuring accessibility to reach out for help.

What indicator do we use to measure our success?

1. Record number of students who have come forward to report bullying.
2. Record number of incidents and note decline of frequency over time.
3. Review sample cases for reflection and future planning.
4. Record number of cases where bullying has stopped.

Monitoring and Review

This policy has been discussed and agreed by the Grammar School staff and leadership team for implementation.



Signed:

Benjmain Barry

Policy review date: May, 2025

Date: May, 2024

