



NAS Dubai Anti-Bullying Policy: Primary School

Date	Review Date	Lead Policy Writer/s	Leader Responsible
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Introduction

“NAS Dubai champions an ambitious education believing that there are no limits to what our students can achieve for themselves and for others.”

In accordance with the UK Education (Welfare) Act, 2000 and the guidelines issued by the NEWB, all schools are required to have an anti-bullying policy within the framework of their overall code of behaviour. Nord Anglia International School Dubai (NAS) has **adopted the following anti-bullying policy** within the framework of the school’s overall code of behaviour. This policy fully complies with the requirements of the Anti-Bullying Procedures for Primary and Post-Primary Schools which were published in September 2013.

The Senior Leadership Team recognises the very serious nature of bullying and the negative impact that it can have on the lives of pupils and is therefore fully committed to the following **key principles of best practice** in preventing and tackling bullying behaviour:

► **A positive school culture and climate which -**

- is welcoming of difference and diversity and is based on inclusivity
- encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment
- promotes respectful relationships across the school community
- takes a ‘zero tolerance’ approach to bullying

NAS believes that we must provide an appropriate education for all our pupils. A stable, secure learning environment is an essential requirement to achieve this goal. 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.

School-based bullying can be positively and firmly addressed through a range of school-based measures and strategies through which all members of the school community are enabled to act effectively in dealing with this behaviour. While it is recognised that home and societal factors play a substantial role both in the cause and in the prevention of bullying, the role of the school in preventative work is also crucial and should not be underestimated. School-based initiatives can either reinforce positive efforts or help counteract unsuccessful



attempts of parents to change unacceptable behaviour. Parents and pupils have a particularly important role and responsibility in helping the school to prevent and address school-based bullying behaviour and to deal with any negative impact within school of bullying behaviour that occurs elsewhere. In this document, any reference(s) to parent(s) can be taken to refer also to guardian(s) where applicable.

In formulating this policy we have taken account of the following articles contained in the **United Nations Convention on the Rights of the Child:**

Article 12

‘Children have the right to say what they think should happen, when adults are making decisions that affect them, and to have their opinions taken into account.’

Article 19

‘Children must be kept safe from violence and they must be kept safe from harm. They must be given proper care by those looking after them.’

Article 28

‘All children and young people have the right to a primary education....Discipline in schools should respect children`s human dignity.’

Article 29

‘Education should develop each child`s personality and talents to the full. It should encourage children to respect their parents, and their own and other cultures.’

► Aims & Objectives

- Aim: to give all stakeholders our shared understanding of the term ‘Bullying’
 - At NAS bullying is defined as unwanted negative behaviour, verbal, psychological, emotional or physical, conducted by an individual or group against another person (or persons) and which is repeated over time. This definition includes cyber-bullying and identity-based bullying (such as racist bullying).
- Aim: to share the approach taken towards bullying here at NAS via this ‘Anti-Bullying Policy’
 - The anti-bullying policy must be made available to personnel, published on the NAS website and provided to the Parents’ Advisory Board.
- Aim: to ensure student safety and wellbeing
 - These procedures outline key principles of best practice for both preventing and tackling bullying and require NAS to commit to these principles in our anti-bullying policy. The key principles are:
 - ☞ A positive school culture and climate;
 - ☞ Effective leadership;
 - ☞ A school-wide approach;
 - ☞ A shared understanding of what bullying is and its impact;
 - ☞ Implementation of education and prevention strategies (including awareness raising measures);
 - ☞ Effective supervision and monitoring of pupils;



- ☞ Support for staff;
- ☞ Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies);
- ☞ On-going evaluation of the effectiveness of the anti-bullying policy.

► Roles and Responsibility for the Policy

Role of the Principal and Senior Leadership Team

The Principal and the Senior Leadership Team (SLT) will:

- ☞ ensure all school personnel are aware of and comply with this policy
- ☞ work closely with the policy/subject leader
- ☞ ensure compliance with the legal requirements of the KHDA and the UAE as well as BSO
- ☞ provide leadership and vision in respect of anti-bullying procedures
- ☞ provide guidance, support and training to all staff
- ☞ monitor the effectiveness of this policy by;
 - ☛ planning for, and monitoring quality of teaching & learning, including PSHE and Social Studies
 - ☛ planning for, and monitoring quality of assemblies
 - ☛ having discussions with pupils, parents and staff to ensure positive behaviour management is embedded
- ☞ annually review the success and development of this policy with the relevant stakeholders

► Role of Head of Year

The Head of Year will:

- ☞ ensure that an anti-bullying approach retains a high profile throughout the academic year
- ☞ ensure the policy is followed within their year group
- ☞ annually report to SLT on the success and development of this policy through discussions with class teachers
- ☞ monitor standards by;
 - ☛ discussing anti-bullying within the year group with SLT
 - ☛ discussions with students
 - ☛ discussions with parents
 - ☛ discussions with teachers ensuring consistency in all lessons and classes

► Role of Teachers

Teachers will:

- ☞ comply with all aspects of this policy
- ☞ be accountable for standards in this subject area
- ☞ ensure all students are aware of the anti-bullying policy and the consequences of their choices
- ☞ follow the flow chart and ensure all steps are taken before escalating the situation



- ☞ provide opportunities for children to celebrate their behaviour
- ☞ create a climate in which self-esteem and confidence can grow
- ☞ ensure that the views of the student (in light of their age and understanding) are sought and taken into account where appropriate
- ☞ teach children the behaviours expected in the classroom, school buildings and playground
- ☞ help children to express their feelings and to learn the language they need to talk about them
- ☞ be a good role model for behaviour
- ☞ form good relationships with parents/carers, so that all children can see that the key adults in their lives share a common goal
- ☞ be aware of changes in a child`s behaviour which might be due to an unidentified cause of stress
- ☞ make a record of the students who are raising concerns and discuss these concerns when meeting with their year leader
- ☞ observe a student that they have concerns about in a variety of settings (e.g. playground, group work, class activities) and gather evidence for their concerns
- ☞ liaise with parents and specialist staff to ensure open communication and to promote the ethos of working as a team

► **Role of Students**

Students will:

- ☞ be aware of and comply with this policy
- ☞ take ownership of their own behaviour
- ☞ be involved in discussions about the choices they have made
- ☞ strive to achieve positive behaviour at all times
- ☞ understand the need for a calm, ordered working environment
- ☞ treat others and their property fairly and with respect
- ☞ follow the instructions of school staff, and other adults working in the school
- ☞ cooperate with other children and adults
- ☞ listen carefully, work to the best of their ability, and allow others to do the same
- ☞ take care of their school buildings, equipment and surroundings

► **Role of Parents/Carers**

Parents/carers will:

- ☞ be aware of and comply with this policy
- ☞ be encouraged to support their child in the choices they make
- ☞ participate in discussions, where necessary, about the management of poor behaviour
- ☞ make children aware of the appropriate behaviour in all situations



► Policy

Nord Anglia International School (NAS) Dubai is committed to providing the best educational experience for all students. An integral part of teaching and learning is behaviour management at all levels and in all areas of the school.

The key elements of NAS' positive school culture and climate are:

- ☰ The school acknowledges the right of each member of the school community to enjoy school in a secure environment.
- ☰ The school acknowledges the uniqueness of each individual and his/her worth as a human being.
- ☰ The school promotes positive habits of self-respect, self-discipline and responsibility among all its members.
- ☰ The school prohibits vulgar, offensive, sectarian or other aggressive behaviour or language by any of its members.
- ☰ The school has a clear commitment to promoting equity in general and gender equity in particular in all aspects of its functioning.
- ☰ The school has the capacity to change in response to pupils' needs.
- ☰ The school identifies aspects of curriculum through which positive and lasting influences can be exerted towards forming pupils' attitudes and values.
- ☰ The school takes particular care of "at risk" pupils and uses its monitoring systems to facilitate early intervention where necessary and it responds to the needs, fears or anxieties of individual members in a sensitive manner.
- ☰ The school recognises the need to work in partnership with and keep parents informed on procedures to improve relationships on a school-wide basis.
- ☰ The school recognises the role of parents in equipping the pupil with a range of life-skills.
- ☰ The school recognises the role that outside agencies may play in preventing and dealing with bullying.
- ☰ The school promotes habits of mutual respect, courtesy and an awareness of the interdependence of people in groups and communities.
- ☰ The school promotes qualities of social responsibility, tolerance and understanding among all its members both in school and out of school.
- ☰ Staff members share a collegiate responsibility, under the direction of the Principal, to act in preventing bullying/aggressive behaviour by any member of the school community.

► Definition of bullying

Bullying is defined as unwanted negative behaviour, verbal, psychological, emotional or physical conducted by an individual or group against another person (or persons) and which is repeated over time.

The following types of bullying behaviour are included in this non-exhaustive definition:

(i) deliberate exclusion, malicious gossip and other forms of relational bullying;

(ii) cyber-bullying; and

(iii) identity-based bullying such as racist bullying, bullying based on a person's membership of a religious community and bullying of those with disabilities or special educational needs.



In addition, in the context of these procedures placing a once-off offensive or hurtful public message, image or statement on a social network site or other public forum where that message, image or statement can be viewed and/or repeated by other people will be regarded as bullying behaviour.

Isolated or once-off incidents of intentional negative behaviour including a once-off offensive or hurtful text message or other private messaging do not fall within this definition of bullying and should be dealt with, as appropriate, in accordance with the school's code of behaviour. A single incident can have a serious effect on a pupil and may also constitute harassment which is legally prohibited in schools under tolerance legislation. Harassment is any form of unwanted conduct related to any of the nine discriminatory grounds (gender including civil status, family status, religion, age, disability and race).

► Types of bullying

The following are some of the types of bullying behaviour that can occur amongst pupils:

o **Physical aggression:** This behaviour includes pushing, shoving, punching, kicking, poking and tripping people. It may also take the form of severe physical assault. While pupils often engage in 'play fights', they can sometimes be used as a disguise for physical harassment or inflicting pain.

o **Intimidation:** Some bullying behaviour takes the form of intimidation: it may be based on the use of very aggressive body language with the voice being used as a weapon. Particularly upsetting can be a facial expression which conveys aggression and/or dislike.

o **Isolation/exclusion and other relational bullying:** This occurs where a certain person is deliberately isolated, excluded or ignored by some or all of the class group. This practice is usually initiated by the person engaged in bullying behaviour and can be difficult to detect. It may be accompanied by writing insulting remarks about the pupil in public places, by passing around notes about or drawings of the pupil or by whispering insults about them loud enough to be heard. Relational bullying occurs when a person's attempts to socialise and form relationships with peers are repeatedly rejected or undermined. One of the most common forms includes control: "Do this or I won't be your friend anymore" (implied or stated); a group ganging up against one person (girl or boy); non-verbal gesturing; malicious gossip; spreading rumours about a person or giving them the "silent treatment".

o **Cyber-bullying:** This type of bullying is increasingly common and is continuously evolving. It is bullying carried out through the use of information and communication technologies such as text, social network sites, e-mail, instant messaging (IM), apps, gaming sites, chat-rooms and other online technologies. Being the target of inappropriate or hurtful messages is the most common form of online bullying. As cyber-bullying uses technology to perpetrate bullying behaviour and does not require face to face contact, cyber-bullying can occur at any time (day or night). Many forms of bullying can be facilitated through cyber-bullying. For example, a target may be sent offensive text messages or pictures may be posted with negative comments about a person's appearance etc.

o **Name calling:** Persistent name-calling directed at the same individual(s) which hurts, insults or humiliates should be regarded as a form of bullying behaviour. Often name-calling of this type refers to physical appearance, e.g., size or clothes worn. Accent or distinctive voice characteristics may attract negative attention. Academic ability can also provoke name calling. This tends to operate at two extremes. There are



those who are singled out for attention because they are perceived to be weak academically. There are those who, because they are perceived as high achievers, are also targeted.

o **Damage to property:** Personal property can be the focus of attention for bullying behaviour. This may result in damage to clothing, mobile phone or other devices, school books and other learning material or interference with a pupil's locker or bicycle. The contents of school bags and pencil cases may be scattered on the floor. Items of personal property may be defaced, broken, stolen or hidden.

o **Extortion:** Demands for money may be made, often accompanied by threats (sometimes carried out in the event of the targeted pupil not delivering on the demand). A pupil may also be forced into theft of property for delivery to another who is engaged in bullying behaviour.

► **Impacts of bullying behaviour**

Pupils who are being bullied may develop feelings of insecurity, humiliation and extreme anxiety and thus may become more vulnerable. Self-confidence may be damaged with a consequent lowering of self-esteem. While they may not talk about what is happening to them, their suffering is indicated through changes in mood and behaviour. Extreme cases of bullying may result in serious consequences. It is, therefore, essential to be alert to changes in behaviour as early intervention can be very effective.

Pupils who witness bullying may also be affected and may suffer in similar ways to those who are bullied. For example, pupils who witness identity-based bullying and share that identity can experience anxiety and feel under threat themselves. Pupils can also feel guilt or distress at not being able to help the person being bullied.

There are also consequences for individuals who engage in bullying behaviour. Pupils who become involved in such behaviour can be at higher risk of depression. Other possible long-term consequences may include an increased risk of developing an anti-social personality, anxiety disorders, a likelihood of substance abuse and law-breaking behaviour in adulthood and decreased educational and occupational attainment.

Indicators of bullying behaviour

The following signs and symptoms may suggest that a pupil is being bullied:

- (i) Anxiety about travelling to and from school e.g. requesting parents to drive or collect him/her, changing travel routes, avoiding regular times for travelling to and from school;
- (ii) Unwillingness to go to school, refusal to attend, truancy;
- (iii) Deterioration in educational performance, loss of concentration and loss of enthusiasm and interest in school;
- (iv) Pattern of physical illnesses e.g. headaches, stomach aches;
- (v) Unexplained changes either in mood or behaviour which may be particularly noticeable before returning to school after weekends or more especially after longer school holidays;
- (vi) Visible signs of anxiety or distress e.g. stammering, withdrawing, nightmares, difficulty in sleeping, crying, not eating, vomiting, bedwetting;
- (vii) Spontaneous out-of-character comments about either pupils or teachers;
- (viii) Possessions missing or damaged;
- (ix) Increased requests for money or stealing money;
- (x) Unexplained bruising or cuts or damaged clothing; and
- (xi) Reluctance and/or refusal to say what is troubling him/her.



There may be other signs depending on the individual and his/her circumstances. The above signs do not necessarily mean that a pupil is being bullied but if repeated or occurring in combination, these signs do warrant investigation in order to establish what is affecting the pupil.

Characteristics Associated With Bullying

It is important to recognise that any pupil can be bullied or can engage in bullying behaviour.

The pupil who engages in bullying behaviour

- ☞ A significant proportion of bullying is not merely behavioural but is rooted in a lack of respect for diversity and in social inequalities. 'Prejudice-based' or 'identity-based' bullying can be a significant factor in bullying behaviour.
- ☞ Pupils who engage in bullying behaviour tend to display aggressive attitudes combined with a low level of self-discipline. They may lack any sense of remorse convincing themselves that the other person deserves the treatment they are receiving.
- ☞ Pupils who engage in bullying behaviour can be attention seeking: setting out to impress bystanders and responding to the reaction their behaviour provokes. They can lack the ability to empathise. They can appear unaware or indifferent to the other person's feelings. It is of note that pupils who exhibit bullying behaviour often suffer from a lack of confidence and have low self-esteem.
- ☞ However, it must also be recognised that pupils who engage in bullying behaviour do not always intend to bully or may not recognise the potential negative impact of their words and actions on others.
- ☞ It is not uncommon to find that pupils who engage in bullying behaviour may also have been bullied themselves.

The pupil who is bullied

- ☞ Any pupil through no fault of their own may be a target of bullying. It is common in the course of normal interaction for pupils to tease or taunt each other. However, at a certain point, teasing and taunting may become forms of bullying behaviour. As pupils can be particularly quick to notice differences in others, pupils who are perceived as different in some way can be more prone to encounter such behaviour. However, the pupils who are most at risk of being bullied are those who react in a vulnerable and distressed manner. The seriousness and duration of the bullying behaviour can be related to the pupil's continuing response to the verbal, physical or psychological aggression.
- ☞ Pupils who are bullied often experience difficulties in speaking up about bullying. The difficulties include:
 - (i) Fear of reprisals;
 - (ii) Concerns about being perceived as a 'tell-tale' for reporting bullying;
 - (iii) Concerns about 'getting into trouble' with the Principal or teacher for reporting bullying;
 - (iv) Not having evidence to back up a bullying allegation;
 - (v) Not knowing how the matter will be dealt with by the school; and
 - (vi) Not feeling fully confident of being believed.

More vulnerable pupils

While bullying can happen to any pupil, it is known that some may be more vulnerable to or at risk of experiencing bullying. Such vulnerable groups include pupils with disabilities or special educational needs, those from an ethnic minority and pupils of religious faiths.



There can be an increased vulnerability to bullying amongst pupils with special educational needs and particularly those who do not understand social cues and/or have difficulty communicating. Some pupils with complex needs may lack understanding of social situations and therefore trust everyone implicitly. Such pupils may be more vulnerable because they do not have the same social skills or capacity as others to recognise and defend themselves against bullying behaviour. Research suggests that children with disabilities and with special educational needs (SEND) are more likely to be bullied than others. Bullying can also have a more severe impact on such children. For example, some studies which compare the impact of bullying on children with and without certain disabilities, such as a speech and language difficulty, show that bullying has a greater impact on self-esteem for those with a disability.

Where does bullying happen?

Bullying can happen anywhere at any time but there are certain times and places which particularly facilitate bullying.

Cyber-bullying: Access to technology means that cyber-bullying can happen around the clock and the pupil's home may not even be a safe haven from such bullying. Pupils are increasingly communicating in ways that are often unknown to adults and free from supervision. The nature of these technologies means digital content can be shared and seen by a very wide audience almost instantly and is almost impossible to delete permanently. While cyber bullying often takes place at home and at night, the impact can also be felt in school. Please also see NAS Dubai's '**Counter Cyber-Bullying Policy**'.

Areas of unstructured activity: Bullying in schools frequently takes place in the playground/schoolyard. School grounds with hidden or obscured parts may provide an environment conducive to bullying. Many common playground/schoolyard games present opportunities for bullying because of their physical nature. It is relatively easy to single out and bully another pupil. The noise level masks much of what is going on. The playground/schoolyard provides the opportunity for older pupils to pick on younger pupils. It can also be the setting for bullying by groups. Continuing provocation may eventually lead to a physical fight and ironically in some cases the person being bullied may appear to be the aggressor because he/she finally gives vent to his/her frustration. Toilets, corridors, cloakrooms, locker areas, changing rooms, showers, the gym and assembly hall may be the scene of verbal, psychological and physical bullying. The behaviour of pupils in those areas needs careful monitoring.

Bullying in the classroom: Bullying may also take place in class. It may occur subtly through glances, looks and sniggers but may take the more overt form of physical intimidation. It may also be exacerbated if a classroom atmosphere prevails whereby pupils are allowed to make derogatory comments about their classmates or other teachers. Pupils are trying to disclose something which is disturbing them and thus needs further investigation. Bullying may also occur between class periods irrespective of whether the class or the teacher moves.

Coming to and from school: The area immediately outside the school can be the scene of bullying. Bullying can also take place at the bus-stop or on the journey to and from school if the individuals are on the school bus.



Process for Dealing With Suspected Incidents of Bullying

The primary aim in investigating and dealing with bullying is to resolve any issues and to restore, as far as is practicable, the relationships of the parties involved (rather than to apportion blame);

The school's procedures must be consistent with the following approach.

Every effort will be made to ensure that all involved (including pupils, parent(s)/guardian(s)) understand this approach from the outset.

Reporting bullying behaviour

- Any pupil or parent(s)/guardian(s) may bring a bullying incident to any teacher in the school.
- All reports, including anonymous reports of bullying, will be investigated and dealt with by the relevant teacher.
- Teaching and non-teaching staff such as reception staff, PAs, teaching assistants (TAs), bus escorts, caretakers, cleaners must report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher;

Investigating and dealing with incidents:

- In investigating and dealing with bullying, the (relevant)teacher will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved;
- Parent(s)/guardian(s) and pupils are required to co-operate with any investigation and assist the school in resolving any issues and restoring, as far as is practicable, the relationships of the parties involved as quickly as possible;
- Teachers should take a calm, unemotional problem-solving approach.
- Where possible incidents should be investigated outside the classroom situation to ensure the privacy of all involved;
- All interviews should be conducted with sensitivity and with due regard to the rights of all pupils concerned. Pupils who are not directly involved can also provide very useful information in this way;
- When analysing incidents of bullying behaviour, the relevant teacher should seek answers to questions of what, where, when, who and why. This should be done in a calm manner, setting an example in dealing effectively with a conflict in a non-aggressive manner;
- If a group is involved, each member should be interviewed individually at first. Thereafter, all those involved should be met as a group. At the group meeting, each member should be asked for his/her account of what happened to ensure that everyone in the group is clear about each other's statements;
- Each member of a group should be supported through the possible pressures that may face them from the other members of the group after the interview by the teacher;
It may also be appropriate or helpful to ask those involved to write down their account of the incident(s)
- In cases where it has been determined by the relevant teacher that bullying behaviour has occurred, the parent(s)/guardian(s) of the parties involved should be contacted at an early stage to inform them of the matter and explain the actions being taken (by reference to the school policy). The school should give parent(s)/guardian(s) an opportunity of discussing ways in which they can reinforce or support the actions being taken by the school and the supports provided to the pupils;



- Where the relevant teacher has determined that a pupil has been engaged in bullying behaviour, it should be made clear to him/her how he/she is in breach of the school's anti-bullying policy and efforts should be made to try to get him/her to see the situation from the perspective of the pupil being bullied;
- It must also be made clear to all involved (each set of pupils and parent(s)/guardian(s)) that in any situation where disciplinary sanctions are required, this is a private matter between the pupil being disciplined, his or her parent(s)/guardian(s) and the school;

Follow up and recording

- In determining whether a bullying case has been adequately and appropriately addressed the relevant teacher must, as part of his/her professional judgement, take the following factors into account:
 - Whether the bullying behaviour has ceased;
 - Whether any issues between the parties have been resolved as far as is practicable;
 - Whether the relationships between the parties have been restored as far as is practicable;
 - Any feedback received from the parties involved, their parent(s)/guardian(s) or the school Principal, Head of School or other suitable appointed person (DHoP, Asst Head)
- Follow-up meetings with the relevant parties involved should be arranged separately with a view to possibly bringing them together at a later date if the pupil who has been bullied is ready and agreeable.
- Where a parent(s)/guardian(s) is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parent(s)/guardian(s) must be referred, as appropriate, to the school's complaints procedures.
- In the event that a parent(s)/guardian(s) has exhausted the school's complaints procedures and is still not satisfied, the school must advise the parent(s)/guardian(s) of their right to make a formal complaint.

Recording of bullying behaviour

It is imperative that all recording of bullying incidents must be done in an objective and factual manner.

The school's procedures for noting and reporting bullying behaviour are as follows:

Informal- pre-determination that bullying has occurred

- All staff must keep a written record of any incidents witnessed by them or notified to them. At NAS Dubai Heads of Year will keep a behaviour and bullying incident book.
- While all reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher, the relevant teacher must keep a written record of the reports, the actions taken and any discussions with those involved regarding same
- The relevant teacher must inform the Principal and/or Head of School of all incidents being investigated.

Formal Stage 1-if bullying has occurred

- If it is established by the relevant teacher that bullying has occurred, the relevant teacher must keep appropriate written records which will assist his/her efforts to resolve the issues and restore, as far as is practicable, the relationships of the parties involved.
- The school in consultation with the relevant teacher/s should develop a protocol for the storage of all records retained by the relevant teacher.



Formal Stage 2-

The relevant teacher must use the recording template to record the bullying behaviour in the following circumstances:

- a) in cases where he/she considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after he/she has determined that bullying behaviour occurred; and
- b) Where the school has decided as part of its anti-bullying policy that in certain circumstances bullying behaviour must be recorded and reported immediately to the Principal /Head of School or designated person as applicable.

The school should list behaviours that must be recorded and reported immediately to the Principal /Head of School or designated person. These should be in line with the school's code of behaviour.

When the recording template is used, it must be retained by the relevant teacher in question and a copy maintained by the Principal /Head of School or designated person. These records are kept in the office of the Head of School and retained for the length of the child's enrolment in school.

Established intervention strategies

- Teacher interviews with all pupils
- Negotiating agreements between pupils and following these up by monitoring progress. This can be on an informal basis or implemented through a more structured mediation process
- Working with parent(s)/guardian(s) to support school interventions
- 'No Blame ' approach
- Circle Time
- Restorative interviews
- Restorative conferencing
- Implementing sociogram questionnaires
- Peer mediation where suitable training has been given

The Procedures mention the following intervention strategies and reference Ken Rigby;

[www.bullyingawarenessweek.org/pdf/BullyingPreventionStrategiesinSchools Ken Rigby.pdf](http://www.bullyingawarenessweek.org/pdf/BullyingPreventionStrategiesinSchools%20Ken%20Rigby.pdf)

- The traditional disciplinary approach
- Strengthening the victim
- Mediation
- Restorative Practice
- The Support Group Method
- The Method of Shared Concern

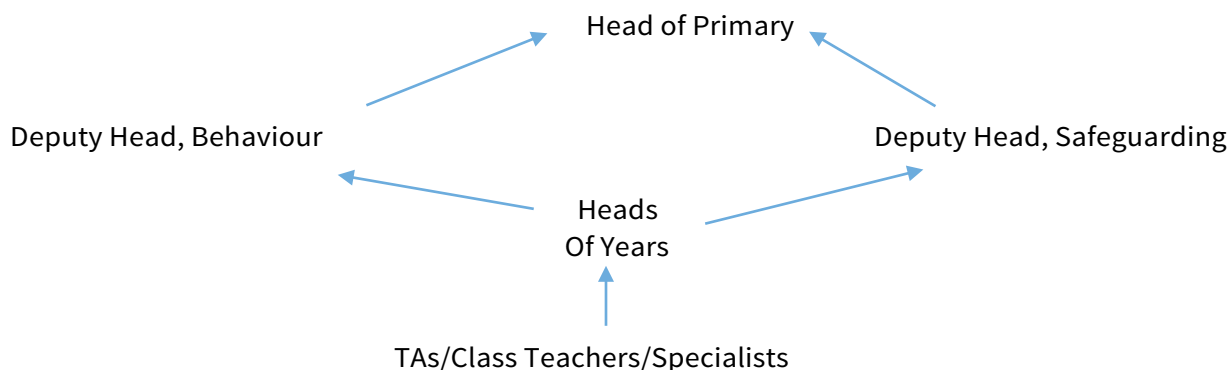
The school's programme of support for working with pupils affected by bullying is as follows



- All in-school supports and opportunities will be provided for the pupils affected by bullying to participate in activities designed to raise their self-esteem, to develop friendships and social skills and build resilience e.g.
 - Pastoral care system
 - Buddy / Peer mentoring system
 - Tutor/Year head system
 - Student Support Team
 - Group work such as circle time
- If pupils require counselling of further supports the school will endeavour to liaise with the appropriate agencies to organise same. This may be for the pupil affected by bullying or involved in the bullying behaviour.

Pupils should understand that there are no innocent bystanders and that all incidents of bullying behaviour must be reported to a teacher.

Referrals should be processed through the appropriate channels – they should not just be sent to any member of SLT or PLT. See flowchart below:



Although this policy recognises the usefulness of a ‘no blame’ approach, it is also useful to know how sanctions are applied where they are needed.

Common Escalation of Sanctions in the Primary School

- 1) Child has a conversation with the class teacher
- 2) Child is isolated within class (eg separate desk)
- 3) Child has a conversation with Head of Year; child may spend time working in Head of Year’s classroom
- 4) Child has a conversation with Deputy Head
- 5) Internal suspension or isolation
- 6) Internal three day isolation
- 7) Temporary exclusion from NAS Dubai (duration at Principal’s discretion)
- 8) Re-enrollment refused



- From stage 2 onwards, parents must be informed. The nature & duration of internal suspensions, isolations and exclusions would be discussed with parents. Internal suspensions may include missed playtimes or lunch play, or time working away from their own class. Children might be asked to write a letter of apology to their victim, or to write a 'behaviour reflection

► **Sharing and Maintaining Awareness of this Policy**

We will share and raise awareness of this policy via:

- ☞ the School Prospectus
- ☞ the Staff Handbook
- ☞ the Student Handbook
- ☞ our website and social media pages
- ☞ meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- ☞ school events
- ☞ meetings with school personnel
- ☞ written communications with home such as daily emails and newsletters, reports
- ☞ information displays around school

► **Relevant Professional Development**

All school staff:

- ☞ will receive training on this policy during the induction period
- ☞ receive periodic training so that they are kept up to date with new information
- ☞ are supported by SLT in promoting positive behaviour

► **Monitoring the Effectiveness of the Policy**

The practical application of this policy will be reviewed annually or when the need arises by the lead person, the Heads of School, the Principal or other stakeholders.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Principal for further discussion and endorsement. (See Policy Evaluation)

☞ Counter Cyber-Bullying	☞ Behaviour
☞ Curriculum	☞ Teaching and Learning
☞ Monitoring and Evaluation	☞ SEND
☞ Self-Evaluation & School Improvement	☞ Disability Non-Discrimination
☞ Admissions	

Principal:		Date:
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Policy Evaluation

Points to be considered	Yes	No	N/A	Evidence
• Policy annually reviewed				
• Policy in line with current legislation and/or KHDA requirements				
• Lead person in place				
• Lead person carries out role effectively				
• School personnel aware of this policy				
• School personnel comply with this policy				
• Pupils aware of this policy				
• Parents aware of this policy				
• Necessary resources in place				
• Policy referred to the School Handbook				
• Policy available from the school administration				
• Policy available from the school website				
• All stakeholders including students involved in further development of this policy				
• All associated training in place				
• All outlined procedures complied with				
• Links made between this and other policies in place				
• Associated policies in place and up to date				

Lead Reviewer:

Date:


Principal:

Date:



Policy Evaluation

Policy Title:	ANTI-BULLYING POLICY					Date written:	NOV 2016		
Policy written by:	TARA LAMBERT				New Policy (<input type="checkbox"/> or x)	<input type="checkbox"/>	Revised Policy (<input type="checkbox"/> or x)	<input type="checkbox"/>	
Stakeholders consulted in policy production: (<input type="checkbox"/> or x)	Principal	Senior Leadership Team	Teachers	TAs	Admin Personnel	Parents	Pupils	Other relevant stakeholders	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Date when approved by Principal:			Date when presented to stakeholders:			Date implemented:			
Published on: (<input type="checkbox"/> or x)	School Website			Staff Handbook			Student Handbook		
	<input type="checkbox"/>			<input type="checkbox"/>			<input type="checkbox"/>		

Principal Approval	
Name	Matthew Farthing
Title	Principal
Signature / Date	 5 th June 2017