



BELVEDERE
British School

ANTI-BULLYING POLICY

2019 - 2020

Every child should be able to learn and every adult work in a school environment free from

bullying of any kind (particularly actions related to homophobia and/or racism and sexism) and in which they feel safe and supported. Bullying may be defined as “behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.”

This policy acknowledges that bullying is wrong and damages individual children. At The Belvedere British School, we do all that we can to prevent bullying by promoting and developing a school ethos in which bullying is regarded as unacceptable. The Belvedere British School also acknowledges that the Principal has a legal duty under UAE law to draw up procedures to prevent bullying among students and to bring these procedures to the attention of staff, parents and students. This Policy works in conjunction with the BBS Behaviour Policy.

1. Key members

Senior Leadership Team (SLT)
Pastoral Team

September 2019

2. Supportive Strategies

2.1 Students

- 2.1.1 Are aware of what bullying is and what it is not. (appendix I)
- 2.1.1 Are encouraged to tell anybody they trust if they are being bullied or if they have witnessed any incidents of bullying.
- 2.1.2 Are invited to express their views about school issues, including bullying, through the school council.
- 2.1.3 Participate in Anti-Bullying Week and other curriculum based work on anti-bullying. (appendix III)

2.2 Staff

- 2.2.1 Consider all forms of bullying unacceptable.
- 2.2.2 Seek to prevent bullying from taking place using a range of methods which are preventative and help to establish a climate of trust and respect for all through Pastoral tutorial Programme, Circle Time and curriculum based work.
- 2.2.3 Are alert to the signs and symptoms of bullying. (appendix II)
- 2.2.4 Provide opportunities to particular individuals to discuss concerns, if they suspect that that child is being bullied.

2.3 Parents

- 2.3.1 Actively promote the Belvedere British School’s Anti-Bullying Policy (on School Website following approval by boards from Sept.2013) and Engage.
- 2.3.2 Are alert to some common signs and symptoms of bullying. (appendix II)

- 2.3.3 Immediately contact their child's teacher or the Principal if their child is being bullied or they suspect that their child maybe the perpetrator of bullying.
- 2.3.4 Support their child at home and school in developing positive anti-bullying skills.

3. Anti – Bullying Procedures

- 3.1 Teaching Assistants and other members of Support Staff will immediately refer any acts of bullying they are aware of to the appropriate class teacher.
- 3.2 Class teachers will immediately investigate any acts of bullying that they are made aware of.
- 3.3 An appropriate level of counselling should be offered to support the victim of bullying.
- 3.4 An appropriate level of time should be spent talking to the child who has bullied, explaining why the action was wrong and helping them to change behaviour in the future.
- 3.5 Both the incident and outcome must be recorded, kept on record on the school management system. (Engage)
- 3.6 In some instances it will be appropriate to refer incidents on to the Vice Principal or Principal, who will follow the same procedure and record the incident and the outcome.
- 3.7 If a child is repeatedly involved in bullying other children, the child's parents will be invited into the school to discuss the situation and the steps necessary to be taken to address the issue. This will involve referral to the Social Worker, Assistant Principal Pastoral and implementation of a PSP or IBP.
- 3.8 In the most extreme cases, where these procedures have proven ineffective, the Principal will consult with external support agencies.
- 3.9 All ADEK guidelines will be adhered to.

4. Complaints

- 4.1 If parents or carers are not satisfied with the school's response, they should contact the Vice Principal line managing the Social Worker.
- 4.2 If parents still remain dissatisfied, they should follow the school's complaints procedure, outlined in the BBS Complaints Policy.

5 Monitoring, Evaluation and Review

- 5.1 To ensure that this policy is effective, it will be regularly monitored and evaluated.
- 5.2 All incidents of bullying will be monitored through the school management system or incident log
- 5.3 The pastoral team will look closely at school records on a regular basis at fortnightly meetings, to look for patterns and will adopt early intervention or pre-emptive measures if required
- 5.4 Questionnaires completed by the whole school community, together with focus

groups, including parents and students (through our school council) will be used to gauge the effectiveness of this policy.

- 5.5 The Principal will submit an annual report to Governors and Parents.
- 5.6 The Belvedere British School will review this policy on an annual basis

6. ICT

- 6.1 Cyberbullying is a “method” of bullying, rather than a “type” of bullying. It includes bullying via text message; via instant messenger services and social network sites; via email; and via images or videos posted on the internet or spread via mobile phone. (appendix IV)
- 6.2 The Belvedere British School’s e-learning and existing acceptable use policies are published and available on Engage and the School website.
- 6.3 Incidents of cyberbullying should be recorded and monitored in the same way as other incidents of bullying.

7. Resources

- 7.1 Anti bullying resources stored in medical room and with Pastoral Team
- 7.2 Internet resources

www.kidscape.org.uk

www.anti-bullyingalliance.org.uk

www.bullying.co.uk (national anti-bullying week)

www.need2know.co.uk/beatbullying (for children)

www.beatbullying.org

<https://www.adek.abudhabi.ae>

<https://www.moe.gov.ae>

Review Date:	July 2019
Next Review Date:	July 2020

Principal		Date:	
BBS Board of Governors		Date:	

Appendix I

Bullying can happen between two individuals in private or it can happen in the presence of others. It can happen by text messaging or over the internet.

It is bullying if it is Several Times, On Purpose. 'STOP'

Bullying includes

- name calling
- taunting
- mocking
- gossiping and spreading hurtful rumours
- excluding people from groups
- kicking
- hitting
- pushing
- taking belongings
- inappropriate text messaging and e-mailing
- sending offensive messages by phone

Bullying is not: the odd occasion of falling out with friends, having an argument or when the occasional trick or joke is played on someone.

Appendix II

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 that they should investigate if a child:

- doesn't want to go on the school bus
- changes their usual routine
- is unwilling to go to school (school phobic)
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- 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 personal possessions continually "lost"

- has unexplained cuts or bruises
- 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 mobile phone
- 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.

Appendix III

The SEAL learning objectives related to anti-bullying are:

First School (Nursery, Reception & Year 1)

- I know I belong in my classroom.
- I like the ways we are all different and can tell you something special about me.
- I can tell you some ways in which children can be unkind and bully others.
- I can tell you how it feels when someone bullies you.
- I can be kind to children who have been bullied.
- I know who I could talk to in school if I was feeling unhappy or being bullied.
- I know what to do if I am bullied.

Year 2

- I can tell you what bullying is.
- I can tell you some ways in which I am the same and different from my friends.
- I am proud of the ways in which I am different.
- I can tell you how someone who is bullied feels.
- I can be kind to children who are bullied.
- I know that when you feel sad, it affects the way you behave and how you think.
- I know some people in and out of school who I could talk to if I was feeling unhappy or being bullied.
- I know what to do if I am bullied.

Years 3 and 4

- I know what it means to be a witness to bullying.
- I know that witnesses can make the situation better or worse by what they do.
- I know how it might feel to be a witness to and a

target of bullying.

- I can tell you why witnesses sometimes join in with bullying or don't tell.
- I can tell you some ways of helping to make someone who is being bullied feel better.
- I know that sometimes bullying is hard to spot, and I know what to do if I think it is going on but I am not sure.
- I can problem solve a bullying situation with others.

Years 5 and 6

- I understand how rumour spreading and name calling can be bullying behaviours.
- I can explain the difference between direct and indirect types of bullying.
- I can explain some of the ways in which one person (or group of people) can have power over another.

Safe to Learn

Opportunities to promote anti-bullying messages through the curriculum

- I know some of the reasons why people use bullying behaviours.
- I know some ways to encourage children who use bullying behaviours to make other choices.
- I can tell you a range of strategies which I have for managing my feelings in bullying situations, and for problem solving when I am part of one.

Appendix IV

What is cyberbullying?

Cyberbullying is a type of aggression defined by Childnet International as the 'sending or posting of harmful or cruel text or images using the internet or other digital communication devices'. The Anti-Bullying Association has identified seven types of cyberbullying, ranging from abusive text messages, emails and phone calls, to bullying in internet chat rooms, social networking sites and instant messaging:

- 1. Text messages** – unwelcome texts that are threatening or cause discomfort.
- 2. Picture/video-clips via mobile phone cameras** – images sent to others to make the victim feel threatened or embarrassed.
- 3. 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.

4. **Emails** – threatening or bullying emails, often sent using a pseudonym or somebody else’s name.
5. **Chatroom bullying** – menacing or upsetting responses to children or young people when they are in a web-based chatroom.
6. **Instant messaging** – unpleasant messages sent as children conduct real-time conversations online.
7. **Bullying via websites** – use of defamatory blogs (web logs), personal websites and online personal polling sites.

Cyberbullying is insidious; it can be conducted 24 hours a day, seven days a week, following children into their private space and outside school hours. It can be anonymous. The audience is large and can be reached rapidly. Unlike other forms of bullying, a single incident can be experienced as a multiple attack – a video posted to a website can be copied to many different sites. Bystanders can become accessories by passing on a humiliating message. Messages on social networking sites remain there to damage social life and friendships and, in the case of teaching staff, reputation and credibility.