



DOHA ENGLISH SPEAKING SCHOOL

Learning Together • High Expectations • Celebrating Success

Anti-Bullying Policy 2016

Review date: 7/12/17



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Anti-bullying Policy

Taking into account:

- Preventing and Tackling Bullying Advice for Head Teachers, Staff and Governing Bodies July 2011
- Children's Trust (CT) and Safeguarding Children Board (SCB) Anti-Bullying Charter 2009
- Child Protection Procedures 2009 (Sec 6.2)

Context

Bullying can take place in schools as it does in other work places.

The aim of the anti-bullying policy is to ensure that pupils in this school learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed will pupils be able to fully benefit from the opportunities available at this school.

Bullying is defined as:

- Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.
(Children's Trust and Safeguarding Children Board Anti-Bullying Charter 2009)

Bullying can be related to:

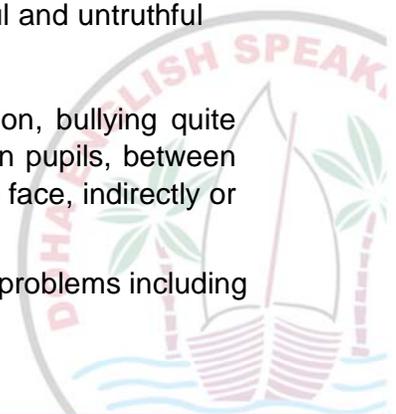
- Race, religion or culture
- Special educational needs or disabilities
- Appearance or health conditions
- Young carers or looked-after children or otherwise related to home circumstances
- Verbal (name calling, sexist, racist remarks, and other discriminatory language)
- Indirect (cyber bullying, spreading rumours, excluding someone from social groups)

Bullying includes:

- Name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing or taking belongings
- Inappropriate text messaging and emailing, sending offensive or degrading images by phone or via the internet
- Producing offensive graffiti
- Gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

Although sometimes occurring between two individuals in isolation, bullying quite often takes place in the presence of others, for example, between pupils, between pupils and staff, or between staff; by individuals or groups; face to face, indirectly or using a range of methods.

Pupils being bullied may demonstrate emotional and/or behaviour problems including



signs of depression, physical problems such as headaches and stomach pains, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school.

Pupils are encouraged to report bullying in this school by posters developed by pupils, through discussions in the curriculum, through the School council, by reporting it to staff or playground buddies.

Parents are informed of the school's stance on anti-bullying, its definition of bullying and how parents and the school can work together through the prospectus, induction evenings and the Parent Council.

All school staff must be alert to the signs of bullying and act promptly, sensitively and effectively against it in accordance with school policy. There is no "hierarchy" of bullying – all forms of bullying should be taken equally seriously and dealt with appropriately.

'Bullytin'

Any forms of bullying are recorded in the Bullytin –which is a folder that is kept in the staffroom next to the staff signing in sheet for all staff to see. The concern is recorded aswell as the action taken by the school. Staff tick off when they 'check-in' with the pupil every day and also the parent every week.

Legal framework:

The Education and Inspections Act 2006

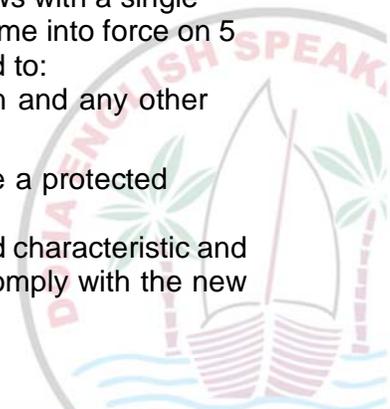
There are a number of UK statutory obligations on schools with regard to behaviour which establish clear responsibilities to respond to bullying. In particular section 89 of the UK Education and Inspections Act 2006:

- provides that every school must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures should be part of the school's behaviour policy which must be communicated to all pupils, school staff and parents;
- gives head teachers the ability to ensure that pupils behave when they are not on school premises or under the lawful control of school staff.

The Equality Act 2010

The UK Equality Act 2010 replaced previous anti-discrimination laws with a single Act. A key provision is a new public sector Equality Duty, which came into force on 5 April 2011. It requires public bodies to have due regard to the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Foster good relations between people who share a protected characteristic and people who do not share it. Schools are now required to comply with the new Equality Duty.



Safeguarding Children and Young People

Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to their Designated Lead for Child Protection. Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child doing the bullying.

This policy is linked directly to the following policies:

- Behaviour Policy
- Child Protection Policy

Roles and responsibilities

The role of the Board of Governors.

Governors have the responsibility to ensure that the anti-bullying policy is in place, that it reflects school's values and practice, and is reviewed annually.

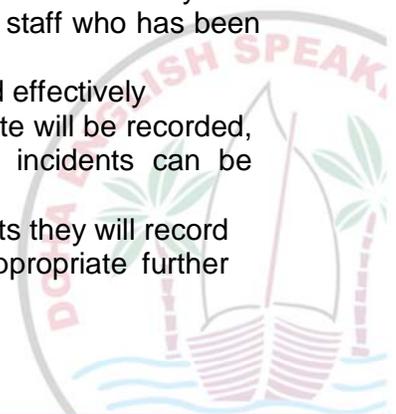
The aims of the school's anti-bullying strategies and intervention systems are to:

- Prevent, de-escalate and/or stop any continuation of harmful behaviour in line with the Behaviour Policy
- React to bullying incidents in a reasonable, proportionate and consistent way
- Safeguard those pupils who have experienced bullying and those who have been involved in the act of bullying, and to trigger actions to support these pupils.

The role of the head teacher and staff:

1. Policy and procedures

- There is a senior member of staff who leads on anti-bullying:
Headteacher
- All staff are made aware of this policy and its clear links to other key policies.
- The following steps will be taken by staff when dealing with incidents:
 - If bullying is suspected or reported, the incident will be taken seriously and appropriate first steps are taken promptly by the member of staff who has been approached
 - Each incident will be investigated thoroughly, sensitively and effectively
 - A clear account of the incident, actions taken and review date will be recorded, given to the head teacher/senior manager and kept so incidents can be monitored
 - Relevant staff will be kept informed and if the bullying persists they will record this and inform the head teacher/senior manager, and appropriate further action is taken
 - Parents/carers will be kept informed appropriately



- Appropriate rewards and sanctions in line with the school's Behaviour Policy will be used to support the improvement of pupils' behavior

2. Pupil support

- Pupils who have been bullied will be supported as appropriate by:
 - Having an immediate opportunity to discuss the incident(s) with an appropriate member of staff (Learning Mentor)
 - Being reassured
 - Being offered support
 - Raising their self-esteem and confidence
 - Being encouraged to report further issues
 - Arranging a review date/time to discuss outcomes and appropriate follow-up
- Pupils who have bullied will be supported by:
 - Having an immediate opportunity to discuss the incident(s) with an appropriate member of staff
 - Establishing what behaviour was inappropriate and why the pupil became involved
 - Establishing clearly what behaviour needs to change, and how the school can support this change (linked to Behaviour Policy)
 - Informing parents/carers of agreed actions, and establishing how they can support
 - Arranging a review date/time to discuss outcomes and appropriate follow-up

3. Curriculum

- Pupils will have opportunities to develop their understanding of the nature of bullying, to explore their own and others attitudes to bullying and to develop the skills to deal with bullying through PSHE and other subject areas and through assemblies and other school activities such as Anti Bullying Week
- The policy will be promoted and implemented throughout the school

Monitoring, evaluation and review

- The school will review this policy annually and assess its implementation and effectiveness regularly

Date of policy review 7/12/17

Signed by:

