



مدرسة كامبردج الثانوية  
THE CAMBRIDGE HIGH SCHOOL, ABU DHABI

## **Anti-Bullying Policy**

**Adopted: 1<sup>st</sup> September 2017**  
**Date last reviewed: September 2021**  
**Review Period: Annually**

With reference to Policy 3: Students Protection  
Corresponding to Article (5) of the Organising Regulations

With reference to Policy 30: Professional Codes of Ethics  
Corresponding to Article (35) of the Organising Regulations

With reference to Policy 50: Student Behaviour Policy  
Corresponding to Article (55) of the Organising Regulations

With reference to Policy 65: Protection from Dangers of the Global Information Network  
(the internet)  
Corresponding to Article (70) of the Organising Regulations

## **INTRODUCTION:**

Bullying can be defined as an action taken by one or more children, often with the deliberate intention of hurting, upsetting and intimidating another child. Bullying is most often unprovoked and a repeated behaviour that could take place within and/or outside the school premises and online. It can be direct (in the form of physical, verbal or emotional abuse), or indirect (such as being ignored or not spoken to).

Examples of bullying are set out below:

- **Physical:** pushing, kicking, hitting, punching or any use of violence.
- **Verbal:** name-calling, sarcasm, spreading rumours, teasing.
- **Emotional:** being unfriendly, excluding, tormenting (e.g. hiding books).
- **Religious discrimination and/or racism:** racial taunts, excluding other students because of their religious/racial background, graffiti and gestures.
- **Gender:** unwanted physical or verbal contact based on gender.
- **Harassment:** threatening or disturbing behaviour inflicted on another.
- **Cyber:** all areas of the internet, such as social media, *Microsoft Teams*, emails and internet chatrooms, mobile use and any misuse of associate technology i.e. camera and video facilities.

Cambridge High School, Abu Dhabi is a truly diverse and international school which accepts children of all religions, cultural backgrounds and nationalities. We are committed to ensuring the well-being of all our children and providing a caring, enriching, friendly and safe environment so they can learn in a relaxed and secure atmosphere. We also encourage our students to be constantly mindful and sensitive to other peoples' feelings and opinions. Therefore, the purpose of this anti-bullying policy is to nurture a school ethos where bullying is considered unacceptable and to promote a whole school approach to prevent bullying. Students will understand the importance and have the confidence to approach staff to 'speak out' about bullying and all staff should take this seriously. In addition, this supports the **Behaviour for Learning Policy** of the school.

## **AIMS:**

Bullying is wrong and damages the morale of individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.

We aim, as a school, to produce a safe and secure environment where all can learn without anxiety, through promoting a mindful approach and attitude amongst our students.

This policy aims to produce a clear and consistent school response to any bullying incidents that may occur.

We also aim to:

- Have a clear outline of procedures in place within the school environment to discourage bullying occurring and to make clear each person's responsibilities to help eliminate any bullying that is reported;
- Make the expectations of the CHS anti-bullying policy clear to all staff, students and wider stakeholders.

## **SIGNS AND SYMPTOMS:**

A child may indicate by signs or change in behaviour that he or she may be being bullied. Some possible signs include, but are not limited to, the following:

- being frightened of walking to or from school;
- doesn't want to go on the school bus;
- begs to be driven to school;
- changes their usual routine;
- is unwilling to go to a specific lesson/subject school (school phobic);
- begins to truant;
- 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 the bully);

- has snack or other monies continually "lost";
- has unexplained cuts or bruises;
- comes home hungry (money / lunch has been stolen);
- 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;
- attempts or threatens suicide or runs away.

This is not an exhaustive list and children may display other behaviours that appear out of character. Parents should feel free to contact staff should they have any concerns. Staff must remain vigilant about bullying behaviours and approach this in the same way as any other category of Child Abuse; that is, do not wait to be told before you raise concerns or deal directly with the matter. All matters related to potential bullying should be reported and recorded as and where advised by the Phase Leader, DSL or member of SLT i/c of Pastoral care.

Children may not be aware that they are being bullied; because they may be too young or have a level of Special Educational Needs which means that they may be unable to realise what others may be doing to them. Staff must also be aware of those children who may be vulnerable pupils.

### **CONSEQUENCES:**

All known/reported incidences of bullying will be investigated by the class teacher, form tutor, phase leader, deputy phase leader, school counsellor, Inclusion lead or by a senior member of staff.

Parents of the perpetrator may also be questioned about the incident or about any concerns that they may be having. The child displaying unacceptable behaviour may be asked to genuinely apologise (as appropriate to the child's age and level of understanding). Other consequences may take place. E.g. a parent being informed about their child's behaviour and a request that the parents support the school with any sanctions that it feels appropriate (See **Behaviour for Learning Policy**).

In serious cases (this is defined as children displaying an on-going lack of response to sanctions, that is, no change in behaviour of the perpetrator and an unwillingness to alter their behaviour choices), actions such as support from behaviour outreach, counselling, reduced timetables, or even fixed or permanent exclusion will be considered according to ADEK guidelines.

During and after the incident(s) have been investigated and dealt with, each case will be recorded in the **Bullying Log (See Recording Bullying section and Appendix I)** and/or on our school MIS (SIMS/Phoenix) to monitor and to ensure repeated bullying does not take place.

### **PREVENTION:**

At CHS we use a variety of methods to support children in preventing and understanding the consequences of bullying through tutor time activities, international calendar events being recognized and observed across the school, class assemblies, Moral Education lessons, the school values praise, enjoyment, respect and honesty in all we do, which is the antithesis of an environment that would advocate and promote a culture of hostility and bullying. Our ethos of 'mindfulness' and assembly themes, e.g. Anti-bullying week, also provide a direct focus on the importance of raising awareness of bullying not being tolerated in school and beyond. Throughout the year pupils will be consulted through in-school pupil questionnaires (e.g. PASS) about their whole school experience, including a section on how safe they feel in school.

The ethos and working philosophy of CHS means that all staff actively encourage children to have respect for each other and for other people's property. Good and kind/polite behaviour is regularly acknowledged and rewarded. Staff will regularly discuss bullying. This will inform children that we are serious about dealing with bullying and lead to open conversations and increased confidence in children to wanting to discuss bullying and report any incidents and concerns about other children's behaviour.

## **WHAT STAFF CAN DO:**

Staff will:

- reinforce expectations of behaviour as a regular theme in line with our Vision, Mission and our learning expectations;
- follow the **equality policy** and support every child in our school;
- be careful not to highlight differences of children or an individual child, even if this is done in jest. This gives other children advocacy to use this difference to begin calling names or teasing;
- be vigilant regarding groups of friends together. Friendship groups may bring about the imbalance of power and must be led towards welcoming others to join them and not excluding others from their group;
- reinforce a general message that children do not have to be friends with everyone else, but they must be friendly and respectful of everyone else's feelings and be kind to each other.

## **WHAT CHILDREN CAN DO:**

Children can and will be involved in the prevention of bullying as and when appropriate, through:

- Contributing a set of school or class rules
- Writing a personal pledge or promise against bullying
- Writing stories or poems or drawing posters about bullying
- Reading stories about bullying or having them read to a class or assembly
- Making up role-plays about what to do through scenarios of bullying
- Having discussions about bullying and why it matters that children who use unacceptable behaviour towards others are dealt with quickly
- Creating an item for the school website

If a child feels that they are being bullied, then there are several procedures that they are encouraged to follow (not hierarchical):

- Tell a friend;
- Tell a teacher or adult whom you feel you can trust;
- Tell a parent or adult at home whom you feel you can trust;
- Discuss with the school councilor or as part of your Moral Education or Pastoral time.

## **RECORDING OF BULLYING INCIDENTS:**

When an incident of bullying is shown to have taken place, staff must be prepared to record and report it each and every time. If a member of staff other than the class teacher witnesses or is informed of an act of bullying, they should refer it to the class teacher, form tutor, phase leader, school counsellor or a senior member of staff who then records and investigates it. In the case of racist bullying, this must be reported to the Principal or Vice-Principal. General incidents of bullying should be recorded **in the Behaviour Log**, this would include incidents where staff have had to become involved and speak with children, and/or where parents have raised concerns regarding bullying. Confirmed cases of bullying must be recorded following the **Record of Concern** procedure, as with any case of Child Protection.

The Principal should advise which level of **ROC** should be used. All incidents of bullying will be discussed, in partnership, with all relevant staff and parents of the children involved, in order that everyone can be vigilant and that further incidents by the same child(ren) may be prevented from happening in the future. Incidents of bullying will be discussed with the Local Advisory Board and/or GEMS Education as and where required.

## **PARENTAL INVOLVEMENT: ADVICE FOR PARENTS:**

As the parent of a child whom you suspect is being bullied, you could do the following:

- Report bullying incidents to the Class Teacher, Phase Leader, Head of Inclusion, Assistant Principal, the Vice Principal or Principal;
- In cases of serious bullying, staff must record the incidents and the Principal should be notified immediately. In the Principals absence, a member of SLT must be notified;
- In serious cases, parents should be informed and will be asked to come in to a meeting to discuss the problem;
- If necessary and appropriate, police or other relevant authorities can be consulted.

**Do Not:**

- Attempt to sort the problem out yourself by speaking to the child whom you think may be behaving inappropriately towards your child or by speaking to their parents;
- Encourage your child to be 'a bully' back.

Both of these will only make the problem much harder to solve.

### **EQUAL OPPORTUNITIES:**

CHS recognises the value of, and seeks to achieve, a diverse school community which includes people from differing backgrounds, with different skills and abilities. The school will take positive steps, through its LAB, managers and other employees, to create a school culture in which people can feel confident of being treated with fairness, dignity and tolerance, irrespective of their individual differences. This commitment extends to the whole school community and others connected with it. The school is committed to the elimination of unlawful discrimination and to the promotion of good relations between all.

### **ROLES AND RESPONSIBILITIES:**

#### **The Role of the Children:**

- To talk to any adult, they trust if they are being bullied or have witnessed bullying of any nature;
- To stand up assertively and safely to a bully;
- To communicate with the class teacher through an anonymous in the school any issues they are concerned about.

#### **The Role of Parents:**

- To contact their child's Class/Form Teacher if they concerned that their child may be getting bullied, or suspect that their child may be the perpetrator of bullying
- To support Anti-Bullying Policy and actively encourage their child to be a positive member of the GEMS Founders community. (See the section above for further guidance for parents)

#### **The Role of Teachers and Support Staff:**

- To take all forms of bullying seriously and seek to prevent it at all times
- To participate in Anti-Bullying events
- To keep records of any incidents that happen in their class
- To support Staff to report incidents to Class Teachers
- To deal with any issue of bullying immediately, either through whole class discussions or individually
- Contact Head of Year, Head of Key Stage, Head of Inclusion or SLT if the issue continues
- Use a range of methods to prevent bullying and to create an environment of trust and respect for all
- Be aware of, and familiar with the Anti-Bullying policy

### **COVID-19 AND REMOTE/DISTANCE LEARNING**

Cyber-bullying is defined as the use of electronic and information devices, such as email, instant messages, text messages, mobile phones and websites to send or post messages or images that may harm an individual or a group.

At CHS, we have a zero tolerance towards cyber bullying and all cases or concerns must be reported to school. Online safety videos are shared with students and parents are informed on how to support their child through communications and the school Social Media Accounts. Students are also informed about their expected conduct on Microsoft Teams and if any behaviour is seen as being inappropriate or displaying signs of bullying the teacher should inform the parents and report this on SIMS/Phoenix which is monitored by Phase Leaders/SLT i/c of Pastoral Care.

Students are informed to add a teacher if a 'private' group/channel is created on Microsoft Teams.

### **MONITORING AND REVIEW**

This policy has been discussed and agreed by the GEMS CHS teaching staff and leadership teams for implementation.