

Anti-Bullying Policy

Aims

Star International School, Al Twar aims to ensure that all students learn in a mutually supportive, caring and safe environment without fear of being bullied. Bullying is an anti-social behaviour and is recognised as deliberate, hurtful behaviour which is repeated over a period of time.

We believe there are three main forms of bullying:

Verbal: e.g., name calling, teasing, insulting, writing notes, making threats or abuse of any kind, including online or by electronic media.

Physical: e.g., hitting, kicking, spitting, removing belongings, damaging property.

Emotional: e.g., ostracising, tormenting, spreading rumours, gesturing.

Responsibilities

The Board of Governors

The Board of Governors is responsible for monitoring this behaviour policy's effectiveness and holding the Principal to account for its implementation.

The Principal and Heads of School

The Principal and Heads of School are responsible for promoting good behaviour and discipline and maintaining acceptable standards of behaviour in school in accordance with the Anti-Bullying Policy.

Staff

The Staff are responsible for creating a positive, safe and responsive learning environment, as well as maintaining discipline within the classroom. They are aware of the detrimental effects of bullying and encourage a climate where students feel that they will be listened to and action will be taken when they report a bullying incident. They will follow the policy set out by the Principal, both for strategies for prevention of bullying and for dealing with incidents when they occur, and uphold the appropriate moral values. The teachers have an important role to play in teaching relevant and appropriate social skills through the curriculum as well as monitoring and evaluating agreed strategies and interventions to prevent bullying through a regular review process.

Students

Our students are responsible for respecting themselves, other students and staff and the school environment. They are responsible for following the school's behavioural expectations, including complying with the anti-bullying policy. They have the right to learn in a safe environment where they feel valued and respected. They need to understand about bullies and victims and how to behave in bullying situations whether they are directly involved or are bystanders. Students need to know what they can do to help, who can help and how to work to prevent bullying.

Parents

Parents are responsible for supporting the school's behavioural expectations, including the anti-bullying policy and can help by recognising signs and reporting concerns to school.

Strategies for the prevention of bullying

Star International School, Al Twar is committed to maintaining a successful and co-operative learning environment. We have the following strategies in place to keep bullying to a minimum:

- Staff to be continually present and observant of students' behaviours in and around the school
- The curriculum (e.g., PSHE / MSCS / Literacy / drama) to reinforce anti bullying
- Staff leading by example and behaving politely and with respect towards each other and the students.
- Staff set clear lesson plans and are well prepared reducing the opportunities for bullying
- Anti-bullying week to happen annually to raise awareness and promote a positive environment to the whole school
- Students are involved in setting clear rules and standards for behaviour (e.g., classroom rules)
- Encouraging students to watch out for each other and report unacceptable behaviour
- Staff use collaborative problem-solving techniques, including for conflict resolution
- There is an atmosphere of trust and respect, particularly by staff towards students
- The school counsellor is available to support both students and parents
- Clear feedback is given to students if a bullying issue arises to both parties involved
- Implementation of the anti-bullying policy
- Parental involvement is actively encouraged in learning and behaviour
- Appropriate levels of supervision are provided in outside areas such as the playground, where bullying is more likely to occur.
- Specific techniques are used to avoid congestion of students at key times, e.g., staggering lunch time periods and zoning play areas.
- Opportunities to encourage sociable leisure time are developed, such as clubs and activities
- Team building is encouraged e.g., Residential trips, House Points System, Circle time, Star of the Week assembly

Reporting instances of bullying

At Star International School, Al Twar, we encourage anyone who is being bullied to remember the three R's "Report, Record, Respond". The students report the incident, the teaching staff record the incident on a bullying record form. Then they talk to the relevant teachers and staff and respond to the students and parents involved.

If a child is being bullied at school, he/she should 'report' to a member of staff who is then to deal with the situation using the above steps, or their own parents. The parents should then report the matter to the school. Sometimes a child may wish to share with an 'outsider' (e.g., a relative or friend). Again, if this happens, it is important that the school is informed immediately.

Response

We have two critical factors to managing bullying:

1. To be confident enough to report bullying, the children must trust that the staff at Star will deal with the incident effectively and keep them safe afterwards.
2. The children must see that something is being done. Dealing with children and parents behind closed doors often gives the impression that nothing was done, so the victim or their parents needs to be debriefed.

If a child is suspected of bullying the following steps should be taken:

The adult who witnesses the act or is told of the act should report this to the Head of School.

The Head of School will investigate the matter, his/her parents (all involved) will be informed, and may be asked to attend the school to discuss the report. The student will be receive a consequence for their actions depending on the type of bullying committed. A school based 'Incident Report' will be filled in following the incident and kept on file for future monitoring purposes.

If the severity is such that the Head of School deems it necessary, or for repeated instances of bullying, the 'bully' will receive an exclusion from school ranging from 1 to 3 days.

Reparation and Reconciliation will follow. The offending student will be given positive behaviour strategies to encourage them not to re-offend in the future, e.g., the offender(s) will be asked, in turn, to suggest a way in which they could help the bullied student feel happier in school. A review date and time will be set for the future, and any targets set/strategies used will be reviewed.

Students will be encouraged to develop a network of trusted adults, to whom the child can go to if they need help or support. The student should choose adults inside/outside school who are accessible. The school counsellor is also there to support and listen to all the students involved in the incident.

It is important not to blame the victim by suggesting that they 'asked for it', or provoked the incident. It is never the victim's fault. No one asks to be hurt or intimidated.

Students who are bullied or teased often lack confidence and assertiveness and thus may be less able than others to deflect teasing or intimidation.

By using the role play scenarios/circle time the teacher can help the students develop a series of 'emergency' or 'safety' strategies which they can use if bullied.

Developing a network of trusted adults will increase the student's sense of support and protection.

Once the student gains some power and control, from the strategies and network, their self-esteem and confidence will increase and they are less likely to be chosen as a victim of bullying.

It is important to separate the student from their behaviour. Labelling the student as a 'bully' reinforces that they cannot control their behaviour. This may also give them a negative image of themselves. ('I am a bully, so of course I bully people').

Instead focus on the student’s behaviour, reinforcing that it is the behaviour, not the person, which is unacceptable.

Then use circle time to discuss with the student strategies for dealing constructively with the negative feelings, which prompt the bullying behaviour.

By identifying strategies and things to do which do not include bullying, the student will have an increased sense of power, a feeling of control and choice over their actions and an improved self-esteem. This will in turn mean that the student is less likely to resort to bullying as a means of gaining or exerting power.

Explore with the student situations in which they are most likely to bully and help them to identify what feelings they experience before and after bullying.

The student who has been bullied will be supported, and encouraged to talk through any issues they have. Parents will also be given appropriate strategies that can help them and the student.

In exceptional circumstances, where bullying becomes routine in a class, there are extra lessons and activities that the class teacher can use following discussion with their KS leader, SLT and the PSHE coordinator.

In cases of persistent bullying, the sanctions outlined in the behaviour policy will be applied up to and including exclusion and the use of parenting orders.

Appendices

Appendix 1 – Cyberbullying

Associated Policies

Behaviour Policy

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| Policy approved by: | Whole School Leadership Team |
| Date: | September 2024 |
| Next review due: | September 2025 |