



## Policy: Anti-Bullying

### Academic Year 2021-22

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<b>Written By:</b>	SLT
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<b>Approved by Management Representative:</b>	
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**Vision:** To be a welcoming and diverse international school that nurtures students to acquire, articulate and establish the necessary skills and knowledge to become a citizen in a global environment.

**Mission:** To create an inclusive environment of responsibility, respect and tolerance, based on Qatari values, for all members of the school community. To deliver an in-depth consistent learning program, which provides opportunities to display their learnings.

**Objectives:** Spectra Global School helps individuals to become life-long learners with **STEPS**.

We provide

**S-STIMULATING** environment for learning.

**T-TRANSPARENT** vision helps us to communicate easily.

**E-EMPATHY** towards others helps us to learn life skills lessons and values of the country that we are growing.

**P-PROGRESS** to achieve and attain better.

**S-SUSTAIN** with what we do and maximize it.

## RATIONALE:

In line with our school Objectives, this policy has been written to ensure that we provide a **Stimulating** environment for our students and adults with **Transparency**. To **Sustain**, we need to be **Progressive** and attain what we are capable of and ensure that we remain human and **Empathetic** with one another.

As Global citizens, we need to ensure that there are no discriminating actions, words communicated. Discrimination based on region, ethnicity, race, culture, gender is not encouraged and if found there are consequences. This applies to all adult and students of our community.

For the purposes of this policy **the School** refers to Spectra Global School. **Bullying** refers to repeated behaviour which verbally or physically intimidates or harms an individual or group of individuals where the harm can be physical or psychologically. **Cyber bullying** is the repeated intimidation of an individual or group of individuals via a mobile phone or the internet using any communication app, media, platform or device.

## PURPOSE(S):

- To maintain and drive a positive and supportive culture among all students, staff and the wider school community.
- To deter bullying behaviour, detect it when it occurs and deal with it by counselling and/or disciplinary sanctions and if necessary by suspension.

## POLICY:

This policy applies to all members of the school community irrespective of their age, ethnicity, religion, nationality or gender and whether or not a student is in the care of the School when bullying behaviour occurs.

Bullying behaviour is always unacceptable and will not be tolerated at the School because:

- It is harmful to the person who is bullied, and to those who engage in bullying behaviour, and those who support them.
- It interferes with a student's right to enjoy their learning and leisure time free from intimidation.
- It is contrary to all our aims and values, our internal culture and the reputation of the School.

## BULLYING BEHAVIOUR:

- Physical bullying - hitting, kicking pushing people around, spitting; or taking, damaging or hiding possessions.
- Verbal bullying - name-calling, taunting, teasing, insulting, homophobic or racist remarks or demanding money.
- Exclusionary behaviour - intimidating, isolating or excluding a person from a group.
- Sexual harassment - talking to or touching someone in a sexually inappropriate way.
- General unkindness - spreading rumours or writing unkind notes, phone texts or e-mail

- Using information and communications technology (**ICT**), particularly mobile phones and the internet to bully,

### **WHAT IS CYBER BULLYING:**

Cyber Bullying means using online technology to hurt someone on purpose, when kids use online technology to hurt other kids. In other words, they use the Internet to harass and embarrass people. It's done on purpose and is usually ongoing.

Examples of Behaviour that can be Cyberbullying are:

- Sending mean emails, texts or instant messages.
- Sending neutral messages to someone to the point of harassment.
- Posting hurtful things about someone on social media.
- Spreading rumors or gossip about someone online.
- Making fun of someone in an online chat that includes multiple people.
- Attacking or killing an avatar or character in an online game, constantly and on purpose.
- Pretending to be another person by creating a fake online profile.

### **How to prevent Cyber Bullying:**

- Talk with the students about what cyberbullying is.
- Discuss with the students what to do if he/she experiences cyberbullying.
- Teach students to have respect and empathy for others online.
- Monitor what devices, apps and technology the students are using.

### **INTENTION:**

Not all bullying is deliberate or intended to hurt. Some individuals may see their hurtful conduct as "teasing" or "a game" or "for the good of" the other person. These homerooms of bullying are equally unacceptable but may be non-malign and can often be corrected quickly with advice and without disciplinary sanctions. A bully who does not respond appropriately to advice or sanctions would ultimately have to leave the School.

### **RESPONSIBILITY:**

It is everyone's responsibility to ensure, whatever the circumstances, that no student becomes a victim of bullying. A person may be vulnerable to bullying because of his/her age, physical appearance, nationality, skin or hair colour, gender, sexual orientation, religion or disability, because they are new to the School, they appear to be uncertain or have no friends. They may also become a target because of an irrational decision by a bully.

### **ANTI-BULLYING CULTURE:**

Our expectation of all members of the School community is that:

- Everyone will uphold the Anti-Bullying Policy as published on the school website.
- A student or a member of staff who witnesses or hears of an incident of bullying will report it.

- A complaint of bullying will always be taken seriously.
- No one will tolerate unkind actions or remarks or stand by when someone else is being bullied.

## **EQUAL OPPORTUNITIES:**

Our expectation is that in school:

- Discriminatory words and behaviour are treated as unacceptable.
- Positive attitudes are fostered towards people who are disabled and towards ethnic, cultural and linguistic groups within and outside the School.
- Positive attitudes are fostered towards both sexes through the curriculum and tutorials.

## **STAFF:**

Through their training and experience, members of the staff are expected to promote an anti- bullying culture by:

- Celebrating achievement.
- Modelling the fair, equitable and inclusive treatment of all members of the school community Regardless of their differences.
- Anticipating problems and providing support.
- Disciplining sensibly and fairly.
- Making opportunities to listen to students.
- Acting as advocates of students.

## **STUDENTS:**

Through our pastoral care systems, students are informed and taught that bullying will not be tolerated in the School. They are encouraged:

- To celebrate the effort and achievements of others.
- To hold and promote positive attitudes.
- To treat all members of the school community the way they would like to be treated.
- To feel able to share problems with staff.
- To turn to someone they trust, if they have a problem.
- Not to feel guilty about airing complaints.
- To treat meals as pleasant social occasions

## **ANTI-BULLYING SYSTEMS:**

**Approach:** Our systems for detecting and dealing with bullying are designed to operate:

- Vertically, through all grades and outside the classroom.
- Horizontally, within grades and in the classroom, and homerooms and other activities.
- Our anti-bullying systems are implemented and driven in the way described below.

**Complaints:** A student who is being bullied should complain without delay and can do so in several ways.

They can:

- Tell their parents, their Teacher, a Student Counsellor, a Nurse, a Teacher, a Teaching Assistant or a responsible older student.
- Tell a member of SLT.
- Contact the designated Child Protection Officers of the School – members of the SLT or the Principal.
- Parents can contact the homeroom teacher, a member of the SLT.

**Vigilance:** Members of staff are vigilant at **all times** but particularly:

- Before and in between lessons, during breaks, at playtimes, in the changing rooms and on school transport.

**Meetings:** Bullying is regularly discussed in meetings between:

- Members of the Senior Leadership Team.
- School Council.
- The Inclusion Team.
- Board of Governors.

The result of these meetings is to feedback information about friendship patterns, particular incidents, any student who seems to be isolated, any growing "power base" and any known conflict between a member of staff and a student, or between students to the Student Counsellor.

**Record keeping:** The Principal and Student Counsellor maintain a bullying and racist incident log as well as behaviour records of individual students.

**Education:** Pastoral Cluster Assemblies throughout the school focus on anti-bullying at certain times. These assemblies are age appropriate.

**Staff training:** Appropriate training in all aspects of care is arranged to ensure that Teachers and Student Counsellors have the necessary professional skills, especially:

1. An awareness of the risk and indications of child abuse and bullying, the Child Protection procedures and how to deal with cases.
2. **Staff supervision:** Ensuring that:
  - there is an adequate presence of staff
  - Staff are actively involved with students in all areas of the grade when they are on duty.
  - Attempts are made to avoid boredom and lack of purpose among students.
  - There is space available for students' quiet withdrawal.
  - Good behaviour and discipline is maintained at all times.
3. **Students' responsibilities:** We emphasise with KS2 students the role which is expected of them in setting a good example and being helpful to younger students and each other.

- The responsibilities of student leaders are appropriately limited.
- Members of staff expect student leaders to offer supervisory support.

**Monitoring:** Every complaint or report of bullying is recorded in the school's bullying log having been reported to the school's Student Counsellor.

### **Teacher / School Management /Parent Meeting form 2021-2022**

**Student Information:**

Student Name: ..... Class: ..... Roll Number: . . . . .

**Meeting required by:** School Management  Teacher  Parent

**Meeting method:** Online Meeting  Phone call  face to face meeting

Meeting With: ..... Meeting Date: .../.../202... Meeting time: .....

**Primary Reason for Contact:**

- Academic
- Behaviour/Social (Classroom expectations, aggression, outbursts, Bullying)
- Social Skills (Peer interactions)
- Communication (Speech/articulation or language/receptive or expressive)
- Physical (fine or gross skills)
- Non uniform note
- Medical
- Health and Safety
- Attendance and punctuality
- Library book
- Other \_\_\_\_\_

**Teacher Notes / Comments:**

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**Parent Notes/Comments / Clarification:**

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Teacher / Staff

School Management

Parent

Name:.....

Signature:.....

Date: ...../...../.....202... ...../...../.....202... ...../...../.....202...

## **REPORTING INCIDENTS:**

**Victim:** There are many reasons why a student who has suffered bullying may be reluctant to report it. They may become demoralised and believe there is nothing staff can do to help and that reporting it will make the situation worse.

**Witnesses:** There are also reasons why a student who has witnessed or learned of bullying behaviour may not want to make a report.

**Culture:** Any reluctance to report an incident by victim or witness would be contrary to our culture at the School. When we drive and implement this policy we encourage every student to report any incident of bullying no matter how small by ensuring all students know that:

- Every complaint of bullying will be taken seriously.
- Members of staff will deal with a complaint correctly and effectively in accordance with their experience and the training they have received.
- There is a solution to nearly every problem of bullying.
- A student who complains will receive support and advice and in many cases the problem can be dealt with on a no-names basis.
- The primary aim will be for the bullying to cease, not the punishment of the bully unless necessary.

## **PROCEDURES:**

**Guidelines:** The following procedures are a guideline except where expressed in the terms "should' or "must". The best guide is the experience and training of the staff.

**Initial complaint:** An adult who learns of alleged bullying behaviour should;

- Firstly, offer advice, support and reassurance to the alleged victim,
- Report the allegation to the Class Teacher of the victim and the alleged bully as soon as possible,
- Record the complaint on an incident form and report the incident to the Student Counsellor and agree on a strategy, and on who will take the lead.

**Investigation and Assessment:** The SLT or the Student Counsellor will normally see the victim and any witnesses without delay and compile a report with proposed actions detailing answers to the questions below;

- What is the nature of the incident(s)? physical, verbal, exclusionary, sexual, racist etc.
- Is it a "one-off" incident involving an individual or a group?
- Is it part of a pattern of behaviour by an individual or a group?
- Has physical injury been caused?
- Who should be informed - Principal? Parents? Outside authorities?

- Can the alleged incident be dealt with on a no-names basis?
- What is the likely outcome if the complaint proves to be correct?

The possible responses to an incident are listed in the sanctions and range of actions sections of the policy.

The school has a systematic staged procedure and records all incidents of unkindness, and bullying to enable patterns to be identified. This aligns with the behaviour policy for dealing with all incidents of bullying.

**Range of Action:** When a complaint is upheld the range of responses will include one or more of the following:

- Advice and support for the victim and, where appropriate.
- Establishing a course of action to help the victim.
- Advice and support for the bully in trying to change their behaviour. This may include the Student Counsellor and weekly counselling sessions.
- A supervised meeting between the bully and the victim to discuss their differences and the ways in which they may be able to avoid future conflict.
- A disciplinary sanction against the bully dependent on the level of the behaviour or the number of times it has been repeated such as;
- A verbal warning, loss of Golden Time
- A two-week level 2 or 3 behaviour Report
- In a very serious case or a case of persistent bullying, a student may be referred to the A Behaviour Panel, given a home school behaviour contract and ultimately be required
- To leave the School permanently or not be offered reregistration.
- Action to break up a "power base"
- Moving either the bully or victim to another Homeroom after consultation with the student,
- Their parents and the relevant staff or involving outside authorities if appropriate
- Notifying the parents of one or both students about the case and the action which has been taken
- Such other action as may appear to the Principal to be appropriate
- Noting the outcome in the School's Management Database

#### **Monitoring:**

The position should be monitored for as long as necessary thereafter. Action may include:

- Sharing information with some or all colleagues and with some or all students in the Homeroom and Teaching Sets and Grade so that they may be alerted to the need to monitor certain students closely.
- Ongoing counselling and support for victim and bully.
- Circle Time.
- Raising of issues of tolerance and good citizenship in Islamic Studies lessons.
- Awareness assemblies for whole school Formal Complaint
- If the victim or their parents are not satisfied with the action taken, they should be advised to make a formal complaint, according to the Complaints Policy published on the website.

## **SANCTIONS:**

### **VERBAL REMINDER THAT BULLYING IS NOT TOLERATED**

You have been unkind to someone to the extent that it could be called bullying. This is the first time you have been discovered doing this.

What happens next?

Your Homeroom Teacher will explain to you what will happen if this behaviour continues and the impact of this behaviour on the person you have been unkind to. You may lose Golden Time.

What should you do?

STOP! Talk to your Homeroom Teacher about how to avoid repeating this behaviour. If you do it again you will go onto the next level and this is far more serious

### **LEVEL 2 VERBAL WARNING**

You have been unkind to someone to the extent that it could be called bullying. This is the second time you have been discovered doing this or the level of bullying was quite serious. If it is the second time you are being unkind to the same person as before. Your Homeroom teacher may already have spoken to you about this behaviour before.

What happens next?

Your Homeroom Teacher will explain to you what will happen if this behaviour continues. You will lose Golden Time. Your parents will be informed. You may be referred to the Student Counsellor for reflection time. You may be asked to write a letter of apology to the person you were unkind to.

What should you do?

STOP! Talk to your Homeroom teacher about how to avoid repeating this behaviour. If you do it again you will go onto the next level and this is far more serious.

## **LEVEL 2 REPORT**

You have repeated the behaviour for which you were given a verbal warning OR you have behaved in a seriously unkind way which the Student Counsellor feels needs you to be fast-tracked to the formal stage.

What happens next?

Your parents will be invited to school to discuss your behaviour with the Student Counsellor. You will be put on a level 2 behaviour report and your parents will sign a written acknowledgement that you have breached a level 2 rule.

What should you do?

STOP! Talk to the Student Counsellor about how to avoid repeating this behaviour. If you do not, you will go onto two more level 2 reports before escalating to a level 3 report and this will be a consideration when offering reregistration and the future continuation of your education at the school.

## **LEVEL 3 REPORT**

You have repeated the behaviour for which you were given a Level 2 report 3 times or your bullying behaviour has been prolonged and caused serious harm to the victim and you have been fast-tracked to level 3. THIS IS A VERY SERIOUS SITUATION and the Principal is obliged to record this incident on NSIS so your next school will be aware of your behaviour.

What happens next?

Your parents will be invited to school to discuss your behaviour with the Student Counsellor. You will be put on a level 3 behaviour report and your parents will sign a written acknowledgement that you have breached a level 3 behaviour rule. You may be suspended from school internally or externally for up to 5 days.

What should you do?

STOP! You will be referred to the Student Counsellor for weekly sessions where you will discuss how to avoid repeating this behaviour. If you do not stop you will go onto two more level 3 reports before escalating to the Behaviour Panel and a Home School Behaviour contract. Your behaviour will be a consideration when offering re-registration for the future continuation of your education at the school.

## **BEHAVIOUR PANEL**

The behaviour you have consistently displayed is not what is expected of a student at Spectra Global School. You have been involved in a sustained bullying campaign against an individual or group of students and have not responded to sanctions or you have been involved in a single bullying incident which has resulted in an attack which has caused serious psychological or physical harm to the victim or victims and the Principal will act accordingly.

### **What happens next?**

Your Behaviour file will be compiled, and it will be submitted to SLT, who will decide if your file should be submitted to MEHE with a request for a school transfer. You will attend the Behaviour Panel meeting with your parents and will agree to a Home School Behaviour contract. Breach of the terms of the contract will result in your behaviour file being submitted to MEHE with a request for a school transfer. At the end of the academic year you will not be offered reregistration at Spectra Global School.

The system above applies in particular to the wholeschool. The EYFS, in conjunction with the Student Counsellor and FS teachers, uses an age-appropriate system following the same structure. It is inclusive and applies to all members of our school community.

### **Anti-Bullying Policy - Summary**

- Every pupil in the School has the right to enjoy their learning and leisure time free from intimidation.
- Our School Community will not tolerate unkind actions or remarks, even when these were not intended to hurt.
- To stand by, when someone else is being bullied, is to support bullying.
- Students should support each other by reporting all instances of bullying to a member of staff or a responsible senior student.
- Bullying will always be taken seriously.
- A student who does not respond appropriately to advice or sanctions for bullying will ultimately have to leave the School.
- Remember that bullying thrives on secrecy - it is best dealt with by being brought into the open; it may save other people from becoming victims of the same bully. It is always better to tell someone.
- A student who is being bullied or who witnesses a bullying incident should complain and can do so in several ways:
- By informing their parents, their Homeroom Teacher, School Nurse, Student Counsellor, a teacher, or a responsible older student
- By placing a note in the "Friendship Box" outside the Clinic
- By contacting the designated Child Protection Officers of the School

## **Incident Slip 2020-2021**

Date: .../...../20.....

**Student Information:**

Student Name: ..... Class: ..... Roll No: .....

Witnesses : ..... Venue: ..... Time: .....

**Incident:**

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**Teacher Comments:**

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**Action Taken:**

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Teacher : ..... Signature: ..... Date: .... /.... /20....

Student services: ..... Signature: ..... Date: .... /.... /20....

Student Counsellor : ..... Signature: ..... Date: .... /.... /20....

## Behaviour Flowchart

Stages	In-charge	Action
0		<ul style="list-style-type: none"> <li>Students on task</li> </ul>
1	Class Teacher Action	<ul style="list-style-type: none"> <li><u>First time</u>, have a verbal discussion about the incident with the child.</li> <li><u>Second time</u>, teacher message on <del>ClassDojo</del> parents about behaviour.</li> <li><u>Third time</u>, teacher telephones parents about behaviour.</li> <li><u>Fourth time</u>, teacher meets with parents and issues behaviour letter 1.</li> </ul> <p><b>Class teacher must record all of the above on the behaviour tracking sheet and must inform Year Leader before meeting with parents to approve behaviour letter 1 (Monitor the child for 1 week).</b></p>
2	Behaviour Report – Year Leader & Student counsellor	<ul style="list-style-type: none"> <li><b>First Time</b>, have a verbal discussion about the incident with the child.</li> <li><b>Second time</b>, Head of Year meets with parents, issues behaviour letter 2, records on behaviour tracking sheet.</li> <li>Child is put on behaviour report for one week.</li> <li>Head of Year to check the behaviour report daily.</li> <li>Behaviour in specialist lessons will also be recorded on the behaviour report card.</li> <li>After a week the child should collect more than 25 Good or Satisfactory ticks and is a pass. Less than this is a fail. Move to step 3. <u>(Student counsellor will be monitoring the behaviour report card)</u></li> </ul>
3	Internal Isolation 1 Day – Key Stage Leaders & Student counsellor	<ul style="list-style-type: none"> <li>Parents to meet with Key stage leaders with the Social Worker.</li> <li>Key Stage Leaders records on behaviour tracking sheet under TEAMS.</li> <li>Internal isolation for 1 day</li> <li>Behaviour Letter 3 is issued <u>Student counsellor &amp; Key Stage Leader will be deciding on the isolation)</u></li> </ul>
4	Internal Isolation 3 Days – Principal	<ul style="list-style-type: none"> <li>Parents to meet with Principal.</li> <li>Student counsellor to record on behaviour tracking sheet under TEAMS.</li> <li>Internal isolation for 3 days</li> <li>Behaviour Letter 4 is issued</li> </ul>
5	External Exclusion X Days - Principal	<ul style="list-style-type: none"> <li>Parents to meet with Principal</li> <li>Principal to record on behaviour tracking sheet under TEAMS.</li> <li>External exclusion for X days</li> <li>Behaviour Letter 5 is issued – exclusion warning</li> </ul>
6	External Exclusion X Days - Principal	<ul style="list-style-type: none"> <li>Parents to meet with the Principal</li> <li>Permanent exclusion option / blocking of student.</li> <li>Part time timetable put in place until child's departure.</li> </ul>