



JEDDAH PREP AND GRAMMAR SCHOOL

Anti-Bullying Policy

INTRODUCTION

Jeddah Prep and Grammar School's (JPGS) Anti-Bullying Policy applies to all pupils at JPGS including the Early Years Foundation Stage. It has regard to the Department for Education, UK Guidance "Safe to Learn: embedding anti-bullying work in schools" (DfE, 2014) and Preventing and Tackling Bullying Advice for headteachers, staff and governing bodies, July 2017

At JPGS all pupils have the right to work in an environment which is free from bullying and harassment. Everyone has a responsibility to respect the feelings and concerns of others to behave in a way that does not cause offence. Sometimes individuals may be unaware that their behaviour is causing offence and there may be no malicious intent. The impact of behaviour on a person affected by it is more relevant than the motive behind it.

All complaints will be thoroughly investigated and taken seriously. The aim is to decide the best course of action and to resolve the issues raised.

The policy provides a framework for dealing with complaints confidentially, fairly and consistently. It should enable problems to be resolved quickly without fear of victimisation.

DEFINITION OF BULLYING

There is no legal definition of bullying. However, it's usually defined as behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, for example because of race, religion, gender or sexual orientation

It takes many forms and can include:

- physical assault
- teasing
- making threats

- name calling
- cyberbullying - bullying via mobile phone or online (for example email, social networks and instant messenger)

It is an incident within a relationship where power is abused and is not an exchange between equals. Bullying can cause psychological damage and there are criminal laws which apply to harassment and threatening behaviour.

The School takes all incidents of bullying seriously.

AIMS AND OBJECTIVES OF SCHOOL

- To try to eliminate bullying incidents by providing a clear framework, understood by all adults and pupils, within which bullying incidents will be dealt with.
- To foster understanding of the position of the bully and the victim through Continuing Professional Development, the curriculum and our agreed procedures.
- To create an ethos in which adults and pupils feel safe to discuss incidents of bullying, confident that they will be dealt with effectively.
- To encourage an environment where individuality is celebrated and individuals can flourish, in an ethos where it is clear that bullying is not tolerated.
- To identify possible patterns of bullying.

SIGNS OF BULLYING

A pupil may exhibit more than one of these signs. The child may (amongst other indicators):

- Be unwilling to go to school
- Choose to stay near adults when in school
- Show a sudden or gradual deterioration in school work
- Become withdrawn
- Start to stammer
- Become easily distressed
- Stop eating
- Become disruptive or aggressive

- Regularly 'lose' possessions
- Begin to steal
- Self-harm

These signs are not necessarily indications of bullying.

AWARENESS

All staff must watch for the above signs of bullying and be alert at all times to the need to reduce the risk of bullying. For example, care should be taken to observe behaviour in class/group work, when on duty at lunch time, in the Cafeteria, changing rooms etc.

All Staff have a responsibility to:

- make every effort to ensure that harassment and bullying do not occur in the classroom and in our school community;
- try to resolve any incidents of which they are aware and/or inform tutors of any incidents seen and any suspicions generated by pupils' behaviour;
- respond sensitively and in a manner that is appropriate and sensitive to the age and stage, to any pupil who makes an allegation of bullying.
- refer to a line manager and Head of School so as to take further actions, if required.

The School's Behaviour Policy (Rewards and Sanctions) also gives further information. Awareness is raised through PSHE, assemblies, projects, current events and anti-bullying week events.

PROCEDURES

The suspicion that there may be a case of bullying in the School may be reported by staff, pupils or parents. The following steps should be followed:

1. Pupils should be reassured that any concerns should be reported, and reminded of what will follow.

2. Anti-Bullying week (November) may be marked in Year Groups and whole School setting each year.
3. If there is suspicion of a case of bullying, the relevant Head of Year or Key Stage Coordinator or Head of School should be informed immediately.
4. The member of staff (e.g. Class Teacher, Year Leader, Form Tutor, Key Stage Coordinator or senior member of staff) to deal with the incident should meet with the child who is allegedly being bullied. The pupil will give an account of events. The member of staff will make a written record of events, agreed by the pupil.
5. Other pupils involved to meet individually with same member of staff. The pupil to give an account of events. The member of staff to make a written record of events, agreed by the pupil.
6. The member of staff conducting the above steps to be in close contact with the Key Stage Coordinator and/or Head of School. The Key Stage Coordinator or Pastoral Deputy will review files and records to identify possible patterns of bullying behaviour.
7. The member of staff or the Key Stage Coordinator or Head of School or Pastoral Deputy will contact parents to discuss the situation, if this has not already been done.
8. All procedures will be determined by the severity of any incident. The victim should always be supported and reassured; the perpetrator reprimanded with a warning that there must be no repetition.
9. There should be an attempt to provide restorative justice for all pupils directly concerned.
10. Copies of the reports written will be placed in each pupil's file and the parents of those involved need to be informed by the relevant member of staff.
11. All staff to be informed at a briefing or staff meeting, and asked to monitor the situation. Details will normally be on a need-to-know basis.
12. If deemed necessary, counselling should be sought for the bully and/or victim.
13. There should be a follow-up check to ensure that the situation has not recurred.
14. Following the resolution of incidents of bullying the Key Stage Coordinator and the Head of School should review procedures as a matter of course and to identify possible patterns of bullying behaviour.
15. If the situation cannot be successfully resolved, and the bully is not able to modify his/her behaviour, he/she may be suspended and/or asked to leave the School. The Headmaster would inform the Chair of Governors of all details of the incident.

ADVICE AND GUIDANCE

Please bear in mind that all people, especially children, can experience friendship issues from time to time. However, 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”
(DfE, 2014)

There is evidence that bullies themselves have feelings of inadequacy generated by problems with friendships or home circumstances and a perceived lack of success in certain areas. They are often individuals who measure their personal success by their ability to control others through fear and/or ridicule. Therefore, whilst the school’s prime concern must be the victim, the school also has a responsibility towards the bully.

It is essential to:

- take preventative action to diminish the incidence of bullying;
- act promptly and sensitively in dealing with any incidents arising.

Guidelines for pupils:

- Inform your Tutor, or any other teacher, immediately when you know or suspect someone is being bullied or in distress.
- Do not take part in bullying incidents yourself, even as an onlooker.
- Only accept as your friends those who do not bully others.
- Remember that if you are a victim of bullying you have a responsibility to yourself and others to report the incident.
- Be confident that the member of staff you approach will act promptly and sensitively on your behalf.

Guidelines for parents:

- Watch for signs of distress in children including reluctance to attend school, complaints about minor illnesses, complaints about missing possessions, apparent isolation.
- Maintain regular contact with your child’s Tutor and/or Class Teacher and keep him/her informed of any concerns.
- Encourage your child to talk to his/her Tutor about any concerns.

- If necessary help the Tutor devise strategies that will provide support for your child both in and out of school.

Guidelines for teachers:

- Ensure that all accessible areas of the school are patrolled effectively.
- Watch for early signs of distress in pupils including deterioration of work, spurious minor illnesses, erratic attendance, attention seeking behaviour, over-sensitive reactions.
- When a pupil reports an instance of bullying, listen carefully and respond sensitively.
- Offer the victim immediate support and reassurance.
- Follow the School’s procedures.
- Make the bully aware of the complaint and of the unacceptable nature of his/her behaviour explaining the possible consequences.

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