

Anti-Bullying Policy

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1. Anti-Bullying Policy

The aim of this anti-bullying policy is to ensure that pupils 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 to them at King's College Riyadh.

2. The Problem

All schools in the world - and many adult communities - suffer from the problem of bullying. We believe that King's College Riyadh is a pleasant and well-disciplined school but, although bullying is rare, cases will arise from time to time. We also believe that teachers have a very good rapport with our pupils and their parents so that we usually hear very quickly about any problems that do occur.

3. Responsibilities

All members of the school community have a responsibility to recognise bullying when it occurs and take appropriate action in line with the school policy and the current guidelines from the Department of Education in 'Preventing and Tackling Bullying' (July 2017).

This will happen in the following ways:

- The school will have an anti-bullying policy in place.
- All board members, teaching and non-teaching staff, children and parents will have an understanding of what bullying is.
- All board members, teaching and non-teaching staff will know what the school policy is on bullying and will consistently and swiftly follow it when something is reported.
- All children and parents will know what the school policy is on bullying and what they can do if bullying occurs.
- Children and parents will be assured that they will be supported when bullying is reported.
- Whole school initiatives (staff training, assemblies, anti-bullying week) and proactive teaching strategies (PSHE lessons, circle time, form time) will be used throughout the school to reduce the frequency of bullying and deal with specific problems.
- A positive, caring ethos will be created within the school environment where all children can work, play and express themselves without fear of being bullied.

4. Prevention

We seek to instill values in all members of the school via the Behaviour Management Policy which should, ideally, preclude all bullying.

This is reinforced by:

- Staff training
- Maintenance of a bullying log on CPOMS, recording all incidents of bullying and their resolution.
- Anti-Bullying-themed assemblies
- Our PSHE programme (Jigsaw), which has been designed to address bullying prior to events taking place whilst discussing the effects and consequences of bullying.

In essence, these strategies seek to inculcate respect for others, their property, and their individuality. We hope these values underpin ordinary curricular lessons too.

It is crucial to the school's success in dealing with bullying that all members of the community are made aware that it is unacceptable and should not be tolerated. It is the responsibility of all members of the community to take action if they are aware of it happening. To remain silent is to condone the action of the bully.

5. Monitoring, evaluation, and review

The school will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

This policy has been written with regard to the Department for Education's Preventing and Tackling Bullying – Advice for Headteachers, Staff and Governing Bodies – July 2017

6. Bullying: Advice to Staff

6.1 Our Definition of Bullying

Bullying is behaviour by an individual or a group, sometimes and often repeated over time, that intentionally hurts another individual or group and which the victim finds difficult to stop. Bullying is a very serious incident that can affect individuals or groups both physically and emotionally, which may cause psychological damage. Bullying is often motivated by prejudice against groups, for example on the grounds of race, religion, gender, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children or by perceived differences. These differences may include pupils with special needs and disabilities.

Bullying was once used to refer only to physical violence by one person towards another. The widely accepted definition has now been extended to include the following:

- **Physical:** being punched, pushed or hurt; made to give up money or belongings; having property, clothes or belongings damaged; being forced to do something they don't want to.
- **Indirect:** having nasty stories/rumours told about them; being left out or excluded by other people; writing graffiti about another person.
- **Verbal:** name-calling, sarcasm.
- **Emotional:** excluding other people, particularly from groups, tormenting, ridicule, humiliation, and taunting.
- **Electronic:** (known as cyber-bullying), any of the above sent via mobile 'phones (text messages, calls) and computers (e-mails, websites, chat rooms). Please see the Child Protection Policy for further amplification on this issue.
- **Disability:** Children with disabilities—such as physical, developmental, intellectual, emotional, and sensory disabilities—are at an increased risk of being bullied. Any number of factors— physical vulnerability, social skill challenges, or intolerant environments—may increase the risk. Research suggests that some children with disabilities may bully others as well.
- **Special Educational Needs:** Children with special educational needs and/or disabilities (SEND) are at greater risk of bullying. Sometimes they may be more likely to bully others too. In some cases, children can suffer low level bullying that slips below the teachers' radar, and when they eventually retaliate, they can be seen as the problem.

Electronic / Cyber-bullying is now recognised as a major problem and as such deserves its own section in our anti-bullying policy. It is addressed in detail later in this policy.

7. Our Policy

The Principal, staff and pupils of King's College Riyadh agree that we will not tolerate any form of bullying.

7.1 Staff Awareness

All staff must be *aware* of the problem. Bullying can take place anywhere.

7.2 Staff Action

In class:

- Teachers need to define a clear, fair set of rules that protect the interests of all class members.
- Teachers should think carefully about the seating arrangements in the classroom.
- All student views and perspectives will be taken into account.

8. Guidance for Staff

8.1 Signs, Symptoms and Consequences of bullying

A child may indicate, by different signs or behaviour, that he or she is being bullied. We all need to be aware of these possible signs and investigate further if a child is:

- frightened of coming to school
- refuses to get out of the car in the morning
- begins to feign illness on a regular basis to avoid activities, e.g. games
- becomes withdrawn, anxious or lacking in confidence
- starts stammering
- cries themselves to sleep at night or has nightmares
- feels ill in the morning or regularly reports to the school nurse
- begins to underperform in schoolwork
- comes home with clothes torn or books damaged
- regularly reports possessions going 'missing'
- asks for money or starts stealing money (to give to the bully)
- has unexplained cuts or bruises
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what is wrong
- gives improbable excuses for any of the above

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be taken seriously and investigated as soon as possible.

9. Dealing with the Bully

A lot of this can be done by the teacher commenting on the spot and correcting the behaviour.

Any incidents should be recorded on CPOMS and the Form Tutor and Head of Year informed.
All incidents of bullying should be reported to the class teachers of the pupils involved.

Allegations and incidents of bullying will be logged on iSAMS and CPOMS as a Behavioural Caution, and in the bullying log by the Head of Phase, who will share the information with the appropriate Head of School. Our priority is to prevent bullying, rather than just punishing it. It should be recognised, however, that bullying is a major offence and may be punished by suspension or, ultimately, expulsion.

10. Supporting the Victim

Support can be given by:

- Telling the victim he/she is not alone in this and that by telling someone about it he/she has already done the difficult part
- Building up self-esteem.
Encouraging him/her to report any further instances of bullying or teasing.

11. Procedures for reporting and responding to bullying incidents

- 11.1 Allegations and incidents of bullying will be written on the centralised iSAMS and CPOMS system in the pupil's file.
- 11.2 Allegations must be taken seriously and contact with parents should be established at the earliest opportunity.
- 11.3 Staff will make sure the victim(s) feels safe and supported. They should respect a child's wish for anonymity and deal with the situation tactfully and without making things seem worse for the victim.
- 11.4 Appropriate advice will be given to help the victim(s).
- 11.5 Staff will listen and speak to all children involved about the incident separately.
- 11.6 The problem will be identified and possible solutions suggested.
- 11.7 Staff will attempt to adopt a problem-solving approach which will move children on from them having to justify their behaviour.
- 11.8 Appropriate action will be taken quickly to end the bullying behaviour or threats of bullying. Sanctions, the scale of which will be in line with the school's disciplinary structure, will be applied.
- 11.9 Staff will reinforce to the bully that their behaviour is unacceptable.
- 11.10 The bully (bullies) may be asked to offer a genuine apology. Other consequences may take place and appropriate sanctions applied.
- 11.11 If possible, the pupils will be reconciled.
- 11.12 An attempt will be made, and support given, to help the bully (bullies) understand and change his/her/their behaviour.
- 11.13 In serious cases of bullying, parents will be informed and will be invited to come into school for a meeting to discuss the problem.
- 11.14 After the incident has been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

11.15 Bullying incidents will be discussed regularly at staff meetings.

12. Bullying: Advice to Pupils

Our Policy

The Principal, staff and pupils of King's College Riyadh agree that they will not tolerate any form of bullying. Everyone who is part of the King's College Riyadh community has a responsibility for one another.

13. Your Action

- If you are being bullied, tell any adult or older pupil in the community
- When someone else is being bullied or is in distress, *take action*. Watching and doing nothing may suggest support for the bully. Express your disapproval of bullying; do not tolerate a bully in your circle of friends. Inform an adult or older pupil if you feel unable to stop the bully yourself.
- Always treat others as you would like to be treated yourself. Remember that calling someone names, or incessant teasing, *is* bullying.

14. Action by the School

Our concern is to prevent bullying from happening in the first place. In a case where bullying has occurred our action will be:

- To support the victim in any appropriate way
- To educate the bully. This is for the bully's sake as well as for others.
- To deter the bully. Any serious bullying offence will be recorded in writing and extreme or persistent bullying will be referred to the Principal who, if necessary, may suspend or even expel the offender.

15. Combating Cyber-Bullying

This section should be read in conjunction with the school's e-safety policy

15.1 Electronic / Cyber-bullying is now recognised as a major problem and as such deserves its own section in our Anti- Bullying policy. It is addressed in detail here.

15.2 At King's College Riyadh, we will include an annual focus in our PSHE and assembly programme directed specifically at understanding and combating cyber-bullying.

15.3 Cyber-bullying can be defined as 'the use of Information and Communications Technology (ICT), particularly mobile phones, email and via social networking sites on the internet, deliberately upsetting someone else'. It can be an extension of face-to-face bullying, with technology providing the bully with another route to harass their target. However, it differs in several significant ways from other kinds of bullying: the invasion of home and personal space; the difficulty in controlling electronically circulated messages, the size of the audience, perceived anonymity, and even the profile of the person doing the bullying and their target.

15.4 Cyber-bullying takes different forms: threats and intimidation, vilification / defamation; exclusion or peer rejection, impersonation, unauthorised publication of private information or images and manipulation.

15.5 Some cyber-bullying is clearly deliberate and aggressive, but it is important to recognise that some incidents of cyber-bullying are known to be unintentional and the result of simply not thinking about the consequences. What may be sent as a joke may not be received as one, and indeed the distance that technology allows in communication means the sender may not see the impact of the message on the receiver. There is also less opportunity for either party to resolve any misunderstanding or to feel empathy. It is important that pupils are made aware of the effects of their actions.

15.6 In cyber-bullying, bystanders can easily become perpetrators, e.g. by passing on or showing images designed to humiliate, or by taking part in online polls or discussion groups. They may not recognise themselves as participating in bullying, but their involvement compounds the misery for the person targeted. It is recommended that anti-bullying policies refer to those 'bystanders' — better termed 'accessories' in this context — who actively support cyber-bullying and set out sanctions for this behaviour. It is important that pupils are aware that their actions have severe and distressing consequences, and that participating in such an activity will not be tolerated.

15.7 There are features of cyber-bullying that differ from other forms of bullying which need to be recognised and considered when determining how to respond effectively.

The key differences are:

- **Impact** - the scale and scope of cyber-bullying can be greater than other forms of bullying
- **Targets and perpetrators** - the people involved may have a different profile to traditional bullies and their targets
- **Location** - the 24/7 and any-place nature of cyber-bullying
- **Anonymity** - the person being bullied will not always know who is attacking them
- **Motivation** - some pupils may not be aware that what they are doing is bullying
- **Evidence** - unlike other forms of bullying, the target of bullying will have evidence of its occurrence.

16. Prevention

16.1 We seek to instill values in all members of the school, which should, ideally, preclude all bullying. These are reinforced by a PSHE programme which requires teachers at all levels of the school to spend time talking to their groups about cyber-bullying and its effects and consequences. In essence, these seek to inculcate respect for others, their property, and their individuality. We hope these values underpin ordinary curricular lessons too.

16.2 It is crucial to the school's success in dealing with cyber-bullying that all members of the community are made aware that it is unacceptable and should not be tolerated. It is the responsibility of all members of the community to take action if they are aware of it happening. To remain silent is to condone the action of the bully.

17. Process

17.1 Information is crucial to dealing with the problem. Those who feel that they are being bullied, or who are witnesses to what they believe is bullying/cyber-bullying, should always tell a member of staff.

17.2 Advice and support will be offered to all parties involved, and, if necessary, their parents.

- 17.3 If a pupil receives an abusive e-mail or text, they should report the matter to a member of staff as soon as possible. A copy of the email with full headers, plus dates and times should be saved. Staff will investigate all complaints of abuse and take action accordingly.
- 17.4 Depending on the nature of the allegation, the case will be taken up either by the class teacher/tutor, a Head of Year / member of SLT or a combination of these people.
- 17.5 Interviews will be conducted fairly, giving all sides the opportunity to state their case, to establish the truth in what often out to be straightforward issues.
- 17.6 Except for the most straightforward cases, in which truth has been established, and the matter has been resolved swiftly, an interview will be conducted; a pupil would be invited to bring a friend or member of staff to support them in any such interview. This will enable a record to be kept of the interview, and what is said, to be corroborated. Notes, both rough copies and, where necessary, a summary and copies of any letters sent to parents will be put on files with cross referencing where appropriate.

18. Sanctions

- 18.1 Letters written to parents will detail the nature of the offence and any sanctions imposed and will set out what improvements the school expects to be made in behaviour as well as the consequences of failure to improve. Recommendations may be made about counselling and support for everyone involved.
- 18.2 At the conclusion of the investigation, if appropriate, one of the members of staff involved will contact parents of all pupils directly involved and inform them of action taken. Wherever possible, the identity of “informers” and pupils other than the son or daughter of the parent will not be disclosed.
- 18.3 In practice, the sanctions applied range from a verbal warning or a ban on use of the school’s computer network, to temporary or permanent exclusion, depending on the gravity of the offence and the pupil’s previous record with reference to bullying. (See the school’s e safety policy for further amplification)

19 Sanctions

- 19.1 In practice, the sanctions applied range from a verbal warning or a ban to a temporary or permanent exclusion, depending on the gravity of the offence and the pupil’s previous record with reference to bullying / cyber-bullying. In the most severe cases, it can result in criminal prosecution.
- 19.2 The aim of sanctions is to:
- Help the person harmed to feel safe again and be assured that the bullying will stop
 - Hold the perpetrator to account getting them to recognise the harm caused and deter them from repeating the behaviour
 - Demonstrate to the school community that cyber-bullying is unacceptable and that the school has effective ways of dealing with it, so deterring others from behaving similarly
- 19.3 Cyber-bullying will have an impact on the education and wellbeing of the person being bullied, and the physical location of the bully at the time of their action is irrelevant in this. Misconduct of any kind outside of school will be amenable to school discipline if the welfare of another pupil or the culture or reputation of the school is placed at risk.

20. Anti-Cyber-Bullying Code: Advice to Pupils

Being sent an abusive or threatening text message, or seeing nasty comments about yourself on a website, can be really upsetting. This code gives you seven important tips to protect yourself and your friends from getting caught up in cyber-bullying, and advice on how to report it when it does happen:

Always respect others

Remember that when you send a message to someone, you cannot see the impact that your words or images may have on the other person. That is why it is important to always show respect to people and be careful about what you say online or what images you send. What you think is a joke may really hurt someone else. Always ask permission before you take a photo of someone.

If you receive a rude or nasty message or picture of someone else, do not forward it. You could be assisting a bully and even be accused of cyber-bullying yourself. You could also be breaking the law.

Think before you send

It is important to think before you send any images or text about yourself or someone else by email or mobile phone, or before you post information on a website. Remember that what you send can be made public very quickly and could stay online forever.

Treat your password with high security

Don't let anyone know your passwords. It is a good idea to change them on a regular basis. Choosing hard-to-guess passwords with symbols or numbers will help stop people hacking into your account and pretending to be you. Remember to only give your mobile number or personal website address to trusted friends.

Block the Bully

Most responsible websites and services allow you to block or report someone who is behaving badly. Make use of these features; they are there for a reason!

Don't retaliate or reply

Replying to bullying messages, particularly in anger, is just what the bully wants.

Save the evidence

Learn how to keep records of offending messages, pictures, or online conversations. These will help you demonstrate to others what is happening and can be used by your school, internet service provider, mobile phone company, or even the police to investigate cyber-bullying.

Make sure you tell

You have a right **not** to be harassed and bullied online. There are people that can help:

- Tell an adult you trust who can help you to report it to the right place.
- Tell the provider of the service you have been bullied on (e.g. your mobile-phone operator or social- network provider). Check their websites to see where to report.
- Tell your school. Your teachers, or any member of staff will support you and can discipline the person bullying you.

If you see cyber-bullying going on, support the victim and report the bullying.

20. Help Organisations

www.bullying.co.uk

www.anti-bullyingalliance.org.uk/advice/children-young-people/