



Anti-bullying Policy

Date of review	March 2022
Date of next review	March 2023
Reviewed by	Principal/Well-being Team

RATIONALE

Safeguarding the wellbeing of our students is the first priority at Pakistan Education Academy (PEA). Every person here has the right to feel comfortable, secure and accepted as an individual without being subjected to behaviour which makes them unhappy and distressed.

This Anti-Bullying Policy forms an essential part of our **Child Protection** and **Safeguarding Policy approach** and demonstrates our commitment to ensure that our students feel safe in our school. PEA takes the issue of bullying very seriously.

We aim to provide each student with a safe learning environment in which they can be successful learners and reach their potential academically, socially, physically and emotionally. We are committed to providing a caring, friendly and safe environment for all of our students so they can learn in a relaxed, safe and secure atmosphere. Bullying of any kind is **unacceptable** at our school. If bullying does occur, all students should be able to tell and know that incidents will be dealt with promptly and effectively.

We are a TELLING school. This means that anyone who knows that bullying is happening is expected to tell the staff. This policy reflects our commitment to reduce bullying and enhance learners' opportunities in our school.

A bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a pupil is suffering, or is likely to suffer, significant harm'. These incidents must be reported to the Designated Safeguarding Lead and this policy is closely linked with our Behaviour Policy, our Safeguarding and Child Protection Policy, our School Code of Conduct and the School's Vision, Aims and Values and in line with the KHDA guidance on child protection and safeguarding.

AIMS

The aims of this policy are to:

- clarify the school's position and procedures on dealing with bullying;
- recognise, reduce and, wherever possible, eradicate instances in which students or staff are bullied;
- establish appropriate means for dealing with bullying;
- promote strategies for dealing with incidents of bullying to all members of our school community;
- raise awareness and allow students to consider and discuss key issues through the curriculum; In the implementation of this policy, we will ensure:
 - All governors, teaching and support staff, students and parents should have an understanding of what bullying is;
 - All governors, teaching and support staff know what the school policy is on bullying, and follow it when bullying is reported;
 - Students and parents should be assured that they will be supported when bullying is reported;
 - As a school we take bullying seriously. Students and parents should be assured that they will be supported when bullying is reported;

- Bullying will not be tolerated.

DEFINITIONS OF BULLYING

Bullying is defined as any repeated words or actions, which are aimed at causing someone to feel frightened, miserable and helpless in school.

Bullying is:

- Deliberately hurtful;
- Repeated over time;
- Difficult for victims to defend themselves against.

Bullying can be:

- Emotional: being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures) deliberately and frequently;
- Physical: pushing, kicking, hitting, punching or any use of violence;
- Racist – racial taunts, graffiti, gestures
- Threats and extortion;
- Sexual: unwanted physical contact or sexually abusive comments;
- Verbal: name-calling, sarcasm, spreading malicious rumours, teasing;
- Cyber- bullying: all areas of internet, such as email & internet chat room misuse, mobile threats by text messaging & calls;
- Misuse of associated technology e.g. filming on camera phones;
- Damage to belongings;
- Focusing on a disability or special educational need;
- Targeting individuals because of home circumstances.

SIGNS AND SYMPTOMS

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of leaving school or walking to or from school;
- doesn't want to go on the school bus;
- changes their usual routine;
- is unwilling to go to school (school phobic);

- is not attending school or loses interest in school
- becomes withdrawn, secretive, anxious, or lacking in confidence;
- has unusual mood swings, tearfulness for no reason,
- starts stammering;
- attempts to runs away;
- cries themselves to sleep at night or has nightmares;
- feels ill in the morning, with headaches and stomach aches,
- 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 bully);
- has lunch 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 and jumpy when a cyber-message is received.

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated

PROCEDURES

At PEA students are encouraged to report incidents to the following members of staff:

- Form Tutors;
- Section heads;
- Pastoral support team;
- A teacher or member of support staff in whom a learner feels confident to invest their trust.

If a bullying incident is reported the school is committed to acting promptly, consistently and sensitively.

Any member of the teaching or support staff may be called upon to deal with a bullying incident, because:

- he/she has witnessed it;
- a victim has confided;

- an eye witness has confided;
- a contact has been made by a parent;
- a referral has been made by another colleague from either the teaching or support staff.

The following procedure should be used when dealing with an allegation of bullying:

- The member of staff receiving the complaint should log the incident;
- The member of staff should report the incident to the form tutor and the relevant Section Head.
- If you believe the incident to have Child Protection implications, you must inform the Designated Safeguarding Team (DST) see Child Protection and Safeguarding Policy;
- On receiving the referral, a detailed investigation of the alleged bullying will be made by the form tutor or the Section Heads. This will involve interviewing separately the victim, the bully and the witnesses;
- A written record should be made of each interview, which must be signed and dated.
- The detail of the incident and proposed subsequent action should then be passed to the relevant Section Head who will then agree or modify the recommendation, implement appropriate action and log it.

There are two possible ways forward here once the victim has been seen, their story has been outlined, and discussions have taken place with the victim about what they should do next:

The incident, though unpleasant and hurtful, was a 'one-off' incident and was, therefore, not strictly speaking a bullying incident (using the definition included in this policy – remember, true bullying incidents have the characteristics of deliberate intention and repetition).

The offender was in the wrong, has hurt the victim and has not upheld the values of the school. S/he will be spoken to and the incident logged. The perpetrator(s) should fully understand the consequences of their actions on the victim(s), and apologise without reservation. Both parties should be clear that a repeat of these behaviours will not be acceptable.

- a. The member of staff dealing with this will log how the incident has been dealt with and inform the relevant Section Head, who will sign and date the incident log.
- b. If the allegation of bullying is upheld, the Sections Heads or Principle should seek to use a restorative approach with the perpetrator(s) and victim(s) together and both parties should be made aware that a repeat of these behaviours will not be acceptable.
- c. The incident was a genuine incidence of bullying. It forms part of a pattern of deliberate and repeated hurtful behaviour towards the victim. In these circumstances, it will be referred to the Section Heads.

Responding to Bullying

If the victim's allegation is upheld and bullying has taken place, there are a range of strategies and sanctions available to the school and, depending on the nature and extent of the bullying, the following will be employed in the event of an incident being reported:

These include:

- discussion of what has happened, why and how the student became involved;
- support and counselling offered to the victim and bully;
- parental involvement – to reinforce the change of behaviour and agree clear expectations and boundaries,
- peer support if appropriate;
- education on the issues relating to the bullying;
- official warnings to stop;
- restorative justice or withdrawal of privileges;
- detention and/or time in isolation with a member of the leadership team;
- Individual Behaviour Plan may be developed and monitored;
- outside agency involvement;
- referral to the Principal;
- Fixed term or Permanent Exclusion in extreme cases (actual and serious physical and or psychological threat and actions).

PREVENTION AND INTERVENTION

Issues around bullying are addressed both explicitly and discreetly through assemblies, form time, the curriculum and pastoral systems. Students have opportunities to address issues of bullying through subject areas including English, Islamic Studies, and MSCS lessons.

In Anti Bullying week, the school has a whole school campaign to raise awareness of bullying and to involve all pupils in eradicating such behaviour through assemblies, tutor lessons and cross curricular links in lessons.

In addition, lessons in all grades include the following related topics:

- The need to show respect for all individuals and work together harmoniously in the school community;
- Peer influences and consideration for others; compromise and flexibility in judgements and opinions;
- Relationships and coping with problems with friends;
- Dealing with conflict;
- Equal Opportunities, accepting others for what they are and valuing each person as an individual.

Lessons also reinforce the Rewards and Consequences system (see Behaviour Policy). In addition, students are provided with advice on e-safety and who to speak to if they have any concerns about themselves or others.

MONITORING AND EVALUATION

The Section Heads and the pastoral team will ensure that dealing with bullying is a major part of our whole school strategy to safeguard the wellbeing of our students by:

- Monitoring, evaluating and reviewing our anti-bullying policy on a regular basis
- Supporting staff to identify and tackle bullying appropriately
- Ensuring that students are aware that all bullying concerns will be dealt with sensitively and effectively and seek feedback from students via the Student Council and annual student and parent questionnaires

The **Safeguarding Governor** ensures that we maintain our commitment to dealing with bullying as a serious issue and checks we are implementing the policy fully.

CRITERIA FOR MEASURING PERFORMANCE WILL INCLUDE:

- Reduction in number of reported incidents over a set period of time;
- Measurable improvement in behaviour of individuals or particular groups known to be involved in bullying;
- Positive response from learner and parent questionnaires.

This policy will be kept under review and updated as necessary.