

# Anti-Bullying Policy 2022/23

## Kent College Dubai



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**Approved by Principal:** Anthony Cashin **Date:** 1 December 2018

**Approved by KCD Board Representative :** David Lamper **Date:** 1 December 2018

**Last reviewed on:** August 2022 (Andrew Spencer)

**Next review due by:** August 2023

**KCD Authorised Stamp**




Sharif Khasbi

I acknowledge that I have read, understood and accepted ownership of this policy document and at the next formal review, the below signatories will replace those named above.



Jared Nolan, Principal, Kent College Dubai



Tim Hollis, Board of Governors  
member with responsibility for  
Anti-Bullying



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## Anti-bullying Policy

### Introduction

Kent College Dubai is committed to address any allegations of bullying. The school aims, through its pastoral system and the many facets of school life, to foster healthy personal relations and create a positive, caring and supportive community.

It is essential that all staff are aware of how bullying manifests itself and of the positive steps that need to be taken in responding to bullying.

### Background

Bullying is an extremely serious issue and if not addressed can lead to psychological damage. Therefore, it is essential that all staff should be aware of how bullying manifests itself, and the positive steps that need to be taken in responding to bullying.

Bullying doesn't just affect the bullies and the victims. Other children who see it happening, and so witness the distress of the victim, will suffer mental anguish. Bullying sours the atmosphere of a class and the climate of the school. Above all, pupils who are not aggressive by nature may be drawn into the taunting and tormenting of victims by group pressure or psychological factors.

### Definition

*"...the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face-to face or through cyberspace, and comes in many different forms."* **Kidscape, 2017**

Also refer to the "[Preventing and tackling bullying Advice for headteachers, staff and governing bodies](#)" document located on the school's Information Site.

Bullying can be (types of):

- **Physical:** hitting, kicking, tripping or the destruction of a person's property. Physical bullying not only affects the bully and the victim, but also may have an impact on innocent bystanders.
- **Emotional:** unfriendly, excluding, ridicule or humiliation, taking/hiding someone's possessions.



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- **Verbal:** insults, teasing, name calling, sexual harassment or racist language, including threats, put-downs, sarcasm, spreading rumours, taunting; negative comments, gestures or **actions** linked to a physical trait or specific social or learning need.
- **Covert bullying:** attempted behind the victim's back, often to damage the victim's reputation and can include creating rumours, mimicking, humiliation. This is the most frequently used form of bullying.
- **Racist:** making negative remarks about culture, race or religion, physical differences e.g. skin colour, lack of tolerance and understanding of difference.
- **Sexual:** unwanted physical contact, sexually abusive or sexist language, negative comments on the issue of sexuality or name calling.
- **Cyberbullying:** can happen anywhere and at any time, it can occur through text messages or over the internet, making it difficult to control. Cyberbullying may include impersonating a victim, spreading gossip, or excluding the victim online, sending offensive messages; tampering with online information; inappropriate online chat content.
- **Alienation:** encouragement of peers to alienate the victim, treating the victim like an outcast, the victim will have difficulty forming relationships and may be prone to isolation later in life. This so-called "pack mentality" is most frequently seen in senior schools but can be evident at any age.

### Explicit Teaching and addressing Issues of Bullying

At Kent College we create a strong culture and ethos that champions diversity and respect for difference, placing pupil wellbeing at the heart of our mission and values. Up to date data (CPOMS and PULSE) enables us to understand what and when bullying is happening enabling early intervention strategies to be put in place.

We teach and promote that bullying is unacceptable through daily discussions, curriculum (tutorial times/MEC) and organised days "Anti-Bullying Week" to raise its profile further.

Within the Junior School, we use the acronym **STOP** to help pupils understand that bullying is different to falling out with a friend. **STOP: Several Times On Purpose.**

Pupils are encouraged to start telling other people if they are being bullied or if they think bullying is taking place. Pupils from Year 4-13 have access to PULSE, an online application that allows them to report how they are feeling, tutors, head of year and pastoral leads use this data to support early intervention. All pupils across the school are reminded what to do if they are being bullied or if they feel someone is being bullied.



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Adults working in school have a responsibility to recognise bullying and to take appropriate action:

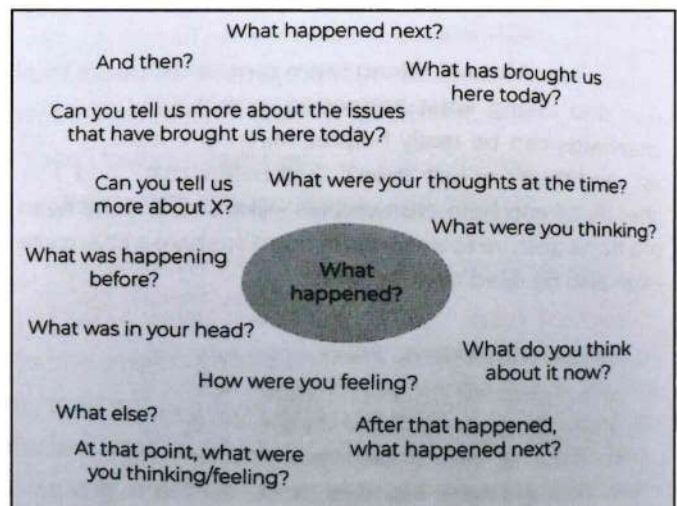
- listen to pupils; not only their words but their non-verbal communication and presentation
- tackle any witnessed bullying swiftly
- record concerns (CPOMS)

All reported allegations of bullying are taken seriously and dealt with calmly, consistently and promptly. All those involved must have the opportunity to be heard.

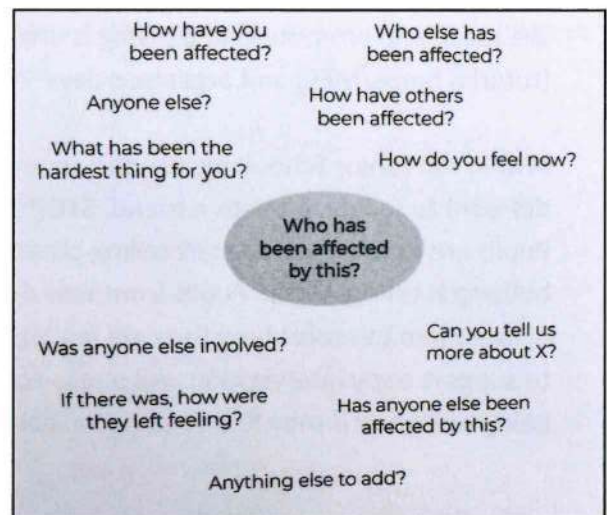
**Procedures and steps when Responding to Allegations of Bullying**

As a restorative school, following these steps will help support staff when having a restorative conversation around bullying and coming to a solution:

- **What happened** - looking at the event from everyone's perspective. It is important to explore everyone's version of the truth to get to the facts. The facts are what happened; our truth is true to us, so staff must listen carefully, be impartial and record the recollections of all those involved separately in order to get the clearest possible understanding of the wider context and circumstances. Always try to start with "What" and not "Why".



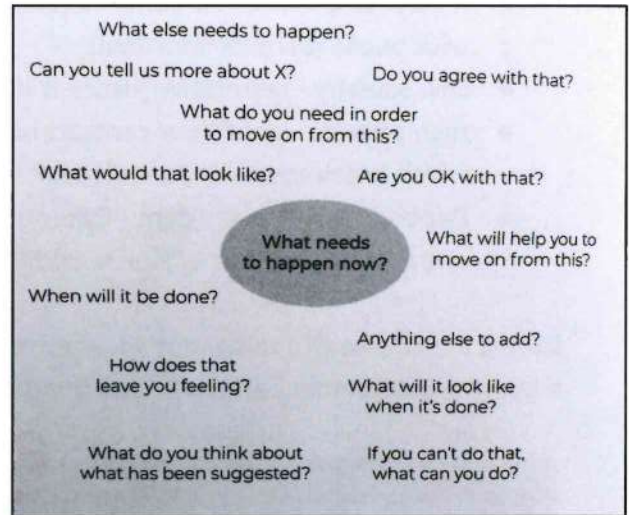
- **Who has been affected by the event** - we need to consider how others have been affected by what has happened. This is an opportunity for pupils to discover the idea of unintended consequences - that things we do may have an impact in ways we never anticipated or intended! "Dropping a small pebble in a pond - causes ripples"





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- **What needs to happen now** - finally explore what needs to happen next in order to move forward. It is vital that everyone involved agrees on the steps that need to be taken in order to repair any harm caused. When identifying what needs to happen the goal should be SMARTER:
  - Specific
  - Measurable
  - Achievable
  - Relevant/realistic
  - Time-based
  - Evaluated
  - Reviewed



A simple apology is not the goal - changed behaviour is the goal!

Allegations of bullying should be added to CPOMS as soon as possible, alerting the necessary members of staff - class teacher and Head of Year. The Deputy Head of the Junior School or the Deputy Head of Senior school Pastoral must be kept informed and may be directly involved in more serious cases or where the staff member does not feel confident in dealing with it.

Where necessary parents should always be informed and invited into school to discuss what has occurred and to agree on next steps if necessary.

If the issue still exists after intervention and disciplinary actions, this will result in more serious outcomes for the pupil, in discussion with the Deputy Head of Junior School. A behaviour contract will be written and signed by all parties. Where the contract's conditions are not adhered to, then the child will be suspended for a period of days at the discretion of the school.

**Next Steps and Outcomes: Senior School**

Bullying is a Level 3 behaviour on the Senior School Behaviour Policy and it is therefore handled by the DH and HoY. Our set way of handling bullying incidents are:

- Written statements taken from all co-actors.



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- If a bullying incident is complex (both pupils involved) - a mitigation meeting is organised with pupils (parents informed).
- Low severity - restorative justice is used (eg, research piece or reflection on racism).
- High severity - behaviour contract issued, signed by parents and pupils. Future incidents which break the contract will result in a 2nd contract and a 3rd final contract.
- Depending on the incident - Cyber bullying around pictures and social media results in a one day internal suspension in addition to a behaviour contract.

During the course of a mitigation meeting, pupils are made aware of the roles of different within a bullying environment and how they impact the victim. These include:

**Bullying as a group behaviour** [ Anti-Bullying Alliance ] UNITED AGAINST BULLYING

**The ringleader** – Starting and leading the bullying but not always the person 'doing' the bullying.

**The target** - The person who is being bullied.

**Assistant(s)** - Actively involved in 'doing' the bullying.

**Reinforcer(s)** - Supports the bullying, might laugh or encourage other people to carry on what is going on.

**Defender(s)** - Stands up for someone being bullied. Knows that bullying is wrong and feels confident enough to do something about it. This might involve talking to an adult in school.

**Outsider(s)** - Ignores any bullying and doesn't want to get involved.

The diagram shows a group of five people represented by icons in colored circles, all enclosed within a dashed oval. The roles are: 'Target' (purple circle), 'Ringleader' (blue circle), 'Reinforcer' (purple circle), 'Defender' (red circle), and 'Assistant' (blue circle). An 'Outsider' (yellow circle) is shown outside the oval.

### Training and support for staff

Staff need to feel supported in making decisions about how to deal with bullying issues. They also need to know that the Senior Leadership team will back them up and support them when they report an incident. To aid this, regular staff training is essential to enable teachers to feel confident about handling different types of diversity and different types of bullying.

- All staff are required to read and understand the school's Anti-bullying policy (this document). This is part of the school's induction programme.
- All staff are trained in using CPOMS and are reminded to add any concerns or incidents to CPOMS as soon as they can.



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- Staff follow the schools Safeguarding and Wellbeing Pathway programme that includes a module that focuses on Bullying
- The school uses outside providers e.g. Barry Cummings to deliver inset on online safety and cyber-bullying

**Inclusion Statement**

Kent College Dubai aims to enable all pupils the opportunity to achieve their best academically, emotionally and socially by:

- Providing high quality learning to enable all pupils to acquire the skills, knowledge and concepts relevant to their future;
- Promoting an ethos of care, mutual respect and support, where effort is valued and success celebrated;
- Enabling pupils to become active, responsible and caring members of the school and wider community.

The school works towards these aims by:

- Promoting high quality learning to ensure the progress of all pupils through quality first teaching;
- Providing high quality curriculum entitlement and a high quality learning environment;
- Promoting the Kent College Learner Profile attributes to enable pupils to value themselves and each other.

Issue No	Date
0	9.8.16 - PAL
1	14.10.17 APA
2	28/5/18 - CSA
3	14/10/19 - APA
4	22/09/20- APA+ASP
5	<b>16/08/21 - APA</b>
6	<b>18/08/22 - ASP</b>

