



Anti-Bullying Policy

Reviewed in May 2023

JSSPS Vision Statement on Wellbeing

At JSS Private School (JSSPS) we promote, develop, equip and prepare healthy learners for life. We are committed to making it our mission to promote resilience, positive wellbeing and mental health for all our pupils and staff. We understand wellbeing to be a state of being comfortable, healthy and happy. We aim to drive this message forward, and to ensure that mental health and well-being is “**everyone’s business**” across the whole school community. We strive to create an environment that has a whole school approach, in providing excellent mental health support, understanding and intervention. We put Wellbeing at the heart of our school to ensure successful learning, and commit to our policies reflecting this practice.

JSSPS Vision Statement on Inclusion

At JSSPS, we adopted a legislative frame work for inclusive education based on UAE Federal Law No.(29), 2006 & Law No.(2) 2014. The implementation and impact of the standards included within Dubai Inclusive Education Policy Framework (2017) are monitored and regulated by the Knowledge and Human Development Authority (KHDA).

We understand that a diversity and inclusion plan will be effective only when founded on a ***true belief in and understanding of the value of diversity and inclusion***. Therefore, we aspire to create a school culture that reflects appreciation for diversity and inclusion at all levels. We know that our mission of driving personal and economic growth through learning and our vision of becoming the best community will only be achieved by hiring and retaining the best people possible while creating a school community that is reflective of the diverse audiences we serve.

JSSPS recognizes that the vibrancy of our community is enhanced by **diversity**, which we define as the range of human differences. We believe a culture of **inclusion** puts diversity into action by creating an environment of involvement, respect and engagement – where a multiplicity of beliefs, interests, experiences, and viewpoints are harnessed to accomplish our goals.

We work to achieve diversity and inclusion by:

- Delivering services in a culturally sensitive manner.
- Fostering an environment in which students and staff embrace and promote inclusion and understanding of the value of diversity as demonstrated through interactions with one another.
- Integrating diversity into strategies, decisions, and teaching-learning processes.
- Aligning diversity and inclusion efforts with strategic imperatives.
- Increasing effectiveness and accountability of efforts by developing measureable goals.

CONTENT

1. Introduction	4
2. Aims and Objectives	4
3. Defining Bullying	5
4. Cyberbullying	6
5. Warning Signs	7
6. Roles and Responsibilities	7
7. Preventing Bullying	9
8. Dealing with Incidents	10
9. Reporting and Recording:	11
10. Anti-Bullying Education in the Curriculum	11
11. Disciplinary Structures to Deal with Bullying	11
12. Monitoring the Effectiveness of our Approach	12
13. Summary	13

1. INTRODUCTION

1.1 Statement of Intent

The aim of the 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. We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views. The school strives to be a community in which everybody feels valued and safe and within which individual differences are accepted, tolerated and regarded positively. Every student has the right to enjoy school. Bullying issues form a key part of the college's Wellbeing Programmes, along with assemblies, which are underpinned by the UAE Moral Education Programme.

1.2 The Need of an Anti-Bullying Policy:

Persistent bullying can severely inhibit a child's ability to learn effectively. The negative effects of bullying can have an impact on a person for their entire life.

We wish to promote a secure and happy environment free from threat, harassment and any type of bullying behaviour. Therefore this policy promotes practices within the school to reinforce our vision, and to remove or discourage practices that negate them.

2. AIMS AND OBJECTIVES:

- ❖ To ensure that children learn in a supportive, caring and safe environment, without fear of being bullied.
- ❖ To promote positive attitudes in students
- ❖ To demonstrate to all that the safety and happiness of pupils and staff is paramount
- ❖ To develop their Rights and Responsibilities to create a safe and secure for environment
- ❖ To have in place established systems that will deal with incidents of bullying
- ❖ To develop confident children who will notify staff of any incident of bullying
- ❖ To inform everyone connected with the school of the school's anti-bullying policy
- ❖ To ensure that all staff are aware of their duty of care and the need to be alert to signs of bullying

We believe in fostering an ethos and environment that encourages individuals characteristics based on the Four Pillars from Moral Education Program:

- ❖ **Character and Morality-** honesty, tolerant, resilience, harmonious, persevering individuals

- ❖ **Individual and Community** –responsible, empathetic, self-worth, critical thinkers
- ❖ **Civic Studies**- respectful, cultural, collaborative,
- ❖ **Cultural Studies**- Wise, diverse, consciousness, abiding citizens

3. Defining Bullying:

“Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally”. It takes many forms but includes:

- ❖ Physical violence; punching, hitting and pushing
- ❖ Mocking, ridiculing or tormenting somebody
- ❖ Offensive, racist name calling or using any obviously hurtful names
- ❖ Sexist remarks
- ❖ Gossiping and spreading rumours
- ❖ Exclusion, deliberately ignoring someone and encouraging others to do the same
- ❖ Insulting someone
- ❖ Threatening or intimidating behaviour
- ❖ Taking and damaging property
- ❖ Offensive telephone calls, emails and text messages to others

At JSS PS we recognize there is no “Hierarchy” of bullying, all forms of bullying should be taken seriously and dealt with appropriately we understand that bullying can take place between pupils, between pupils and staff, or between staff. It can involve individuals or groups; facet-to-face, indirectly or through use of a range of digital platforms.

3.1 Categories of Bullying:

- ❖ **Physical**- hitting, kicking, taking or hiding belongings, pulling, grabbing, touching etc.
- ❖ **Verbal**- name calling, teasing, insulting, writing or sending unkind notes or messages
- ❖ **Emotional**- being intentionally unfriendly or unkind, excluding, tormenting looks, rude gestures and spreading rumours
- ❖ **Cyber** – emails and internet chat room/app misuse, threats over text, email, calls, social websites etc.

3.2 Specific Types of Bullying:

- ❖ Bullying related to race or colour, religion or belief or culture.
- ❖ Bullying related to special educational needs or disabilities (people of determination)
- ❖ Bullying related to appearance or health conditions
- ❖ Sexist or sexual bullying
- ❖ Bullying using electronic/digital forms of contact.

4. CYBER BULLYING

It is bullying that takes place over digital devices like cell phones, computers, and tablets. Cyberbullying can occur through SMS, Text, and apps, or online in social media, forums, or gaming where people can view, participate in, or share content. Cyberbullying includes sending, posting, or sharing negative, harmful, false, or mean content about someone else. It can include sharing personal or private information about someone else causing embarrassment or humiliation. It can also include harassment or cyberstalking, defamation or vilification, impersonation, unauthorized publication of private images, manipulation or peer rejection.

4.1 Special Concerns:

Cyberbullying has unique concerns in that it can be:

- ❖ **Persistent** – Digital devices offer an ability to immediately and continuously communicate 24 hours a day, so it can be difficult for children experiencing cyberbullying to find relief.
- ❖ **Permanent** – Most information communicated electronically is permanent and public, if not reported and removed. A negative online reputation, including for those who bully, can impact university admissions, employment, and other areas of life.
- ❖ **Hard to Notice** – Because teachers and parents may not overhear or see cyberbullying taking place, it is harder to recognise.

4.2 Sources of Cyberbullying:

There are many different methods by which cyberbullying takes place. The following list is not exhaustive; while the development of information and communications technology is so rapid new styles of cyberbullying are emerging constantly. Moreover, young people are particularly adept at adapting to new technology. The most common places where cyberbullying occurs are:

- ❖ Social Media, such as Facebook, Instagram, Snapchat, and Twitter
- ❖ SMS (Short Message Service) also known as Text Message sent through devices
- ❖ Instant Message (via devices, email provider services, apps, and social media messaging features)
- ❖ Email

4.3 Breaking the Cybercrime Law:

Federal Law No.5. Student need to be aware that any incidences of cyberbullying which contravene the Federal Law of the U.A.E. may be subject immediately to Permanent Exclusion.

5. WARNING SIGNS:

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

- ❖ Is unwilling to go to school;
- ❖ Becomes withdrawn, anxious or lacking in confidence;
- ❖ Starts stammering;
- ❖ Attempts or threatens self-harm;
- ❖ Cries herself/himself to sleep at night or has nightmares/ bedwetting;
- ❖ Regularly feels ill in the morning;
- ❖ Change of pattern in school work or achievement;
- ❖ Comes home with clothes torn or books/equipment damaged;
- ❖ Has possessions go missing;
- ❖ Has unexplained cuts and bruises;
- ❖ Stops eating;
- ❖ Is frightened to say what is wrong; or
- ❖ Changes his/her usual routine

All staff should be aware of these possibilities and report promptly any suspicions of bullying to the appropriate person. It is important to note that if a student presents with and/or many or some of the symptoms listed above it does not necessarily mean that they are being bullied.

6. ROLES AND RESPONSIBILITIES

6.1 Principal:

The Principal will draw up procedures to prevent bullying amongst pupils. The Principal will:

- ❖ Ensure that all staff have an opportunity to discuss strategies; and review them regularly;
- ❖ Determine the strategies and procedures;
- ❖ Discuss development of the strategies with the Senior Leadership Team;
- ❖ Ensure appropriate training is available;
- ❖ Ensure that the procedures are brought to the attention of all staff, volunteers, parents and pupils;
- ❖ Report to the governing body
- ❖ Ensure that any reports of bullying at JSS PS are investigated

6.2 Senior Leadership Team (SLT) and Pastoral Care Head:

- ❖ Be responsible for the day-to-day management of the policy and systems;
- ❖ Ensure that there are positive strategies and procedures in place to help both the bullied and bullies;
- ❖ Keep the Principal informed of incidents;
- ❖ Arrange relevant staff and student training, determine how best to involve parents in the solution of individual problems;
- ❖ Ensure proper record-keeping

6.3 Class Teachers:

- ❖ Be responsible for liaising with the Counsellor/Pastoral Care Head over all incidents involving pupils in their classes;
- ❖ Be involved in any agreed strategy to achieve a solution
- ❖ Teach the anti-bullying programme in MEP lessons
- ❖ Provide opportunity for students to discuss the importance of including others and taking a stand against unfair treatment of others

6.4 All Staff and Volunteers:

- Know and follow all relevant policies and procedures
- Record the details of the incident– (Physical or Verbal Bullying)
- Be observant and talk to pupils;
- Deal with incidents according to the policy;
- Never let any incidence of bullying go unreported, whether on-site or during an off-site activity;
- Be vigilant and take action to reduce the risk of bullying at all times especially in places where it is most likely;
- Inform the Senior Leadership Team if they feel that extra staff might be needed in a particular area;
- Inform counsellors/Head of Pastoral Care of any incidents occurring that need immediate action

7. PREVENTING BULLYING

7.1 Who can you turn to if you are bullied?

- ❖ Your parents
- ❖ Your close friends
- ❖ Your class teacher
- ❖ Your phase counsellor
- ❖ Head of Pastoral Care
- ❖ Your Supervisor
- ❖ Any member of the Senior Leadership Team
- ❖ Any teacher with whom you feel you have a relationship of trust
- ❖ The School Nurse and office staff
- ❖ Student Support Services

7.2 What can you yourself do if you are bullied?

- ❖ Tell the bully to stop. Make it clear that the behaviour is unwelcome and hurtful.
- ❖ Seek help. Talk to someone you trust.
- ❖ Report it. JSS Private School does not tolerate bullying. Trust the school to deal with any incident in the appropriate manner.

7.3 What should you do if you know someone else is being bullied?

- ❖ Care enough to take action, whether you are personally involved or not.
- ❖ Intervene at an early stage so that the problem is dealt with before it gets out of hand.
- ❖ Have the courage to report it.

7.4 What can you do to prevent bullying?

- ❖ Respect yourself and others.
- ❖ Try to create a relaxed atmosphere in school for everybody.
- ❖ Do not follow friends when you disagree with what they are doing.
- ❖ Learn to be tolerant and broad minded and to rejoice in individual differences.
- ❖ Be aware of the school's anti bullying policy and give it your full support.
- ❖ Sometimes bullies exclude people. If you are popular and have a positive peer group, include the victim in your activities.

7.5 What assurances can the school provide on bullying?

- ❖ We take a zero tolerance stance.
- ❖ We expect a high standard of behaviour at all times.
- ❖ We aim to provide a safe and caring environment for everybody.
- ❖ We have a policy for detecting, preventing and dealing with bullying.
- ❖ We cover bullying issues in our wellbeing programme.

- ❖ We have a pastoral care system that provides genuine support to students which includes but is not limited to restorative justice sessions and peer support.

7.6 How Can Parents Help?

- ❖ Show a real interest in your child's social life and in school events.
- ❖ Encourage your child to have friends round, to join clubs and to be tolerant and broad minded towards others.
- ❖ Build up your child's self-esteem by emphasizing positive features and accepting individual characteristics.
- ❖ Discuss the school's anti-bullying policy with your child and suggest positive strategies if his/her rights are abused.
- ❖ Do not tell your child that bullying is part of growing up or imply that it is in any way acceptable.
- ❖ Encourage your child to take action on bullying, but do not tell him/her to retaliate either physically or with name calling.
- ❖ Show an example by being firm but positive and not aggressive in your approach to discipline.
- ❖ Confront the possibility that your child may be a bully. If the school contacts you suggesting that your child may have been involved in bullying, try not to go on the defensive or to find excuses for the bullying behaviour. Work constructively with the school to find a solution to the problem.
- ❖ **If your child is being bullied, please report it; the school can then take action.**

8. DEALING WITH INCIDENTS

8.1 Procedures:

- ❖ If bullying is suspected or reported, the incident will be investigated and dealt with promptly by the teacher who has witnessed or been approached
- ❖ If a more serious and/or dangerous element to the bullying is suspected Principal/SLT/Head Pastoral Care must be informed immediately.
- ❖ The teacher will record the details of the incident and inform the relevant Class Teacher (but in their absence an SLT/ or Counsellor must be informed).
- ❖ The Pastoral Care Head/Counsellor will then lead and direct the handling and recording of the incident(s). All parties will be interviewed and a record made using red statement sheets.
- ❖ Staff teaching the bullied pupil will be informed. They will monitor the student and report any further concerns to the The Pastoral Care Head/Counsellor.
- ❖ The appropriate strategy and plan of action to combat the bullying will be decided upon using the behaviour policy. The The Pastoral Care Head will also decide upon the level of Parental involvement.
- ❖ The follow up and after-care will be coordinated by the Parent Liaison and The Pastoral Care Head/Counsellor. This might include a 'watching brief', where staff are asked to report anything of concern from the student(s) highlight, a call to parents to check the wellbeing of their child.
- ❖ Parents will be kept informed by the relevant staff appointed by the Pastoral Care head/SLT/ or Principal.

- ❖ Any sanctions will be determined by the Pastoral Care Head/SLT or the Principal.

8.2 Guidelines:

In any incident of bullying, staff must be aware of the following guidelines:

- ❖ It is important that students who experience bullying are heard. It is important to note that people react differently to bullying and it is often very difficult to tell if someone is upset and/or hurt. If a student feels upset, they are encouraged to speak to their teacher or a responsible adult at an appropriate time.
- ❖ It must be emphasised to the students that they should NEVER take the law into their own hands and should remember that physical aggression is not acceptable.
- ❖ They should be reassured that the adult will try to sort out the problem as calmly as possible.
- ❖ The most serious incidents are referred to the SLT or the Principal.
- ❖ Parents may be requested to meet staff members to discuss the incident.
- ❖ The incident is recorded appropriately.
- ❖ Pupils will be encouraged to be vigilant and to report incidents of bullying to the relevant member of Staff.

9. Reporting and Recording:

- ❖ All incidents must be reported and recorded in full on proper and relevant platform.
- ❖ The incident should be dealt with instantly, by the member of staff who has witnessed the behaviour

10. ANTI-BULLYING EDUCATION IN THE CURRICULUM

- ❖ The school will raise the awareness of the anti-social nature of bullying through our Moral Education Program - MEP, as well as in school assemblies, through the School Council and play Leaders, use of other creative means and in the curriculum as appropriate.
- ❖ The Head of MEP, is responsible for initiating and developing a series of Anti-bullying sessions as part of the MEP course.
- ❖ Changing the attitudes and behaviour of bullies will play a major part in the strategies used by the school.
- ❖ Anti-bullying week, Health and Wellbeing Day as well as many other whole school events that will be organised to educate students and staff on the importance of promoting inclusion and tolerance. There is also a positive emphasis on preventing and dealing with incidents of bullying at JSS PS.
- ❖ E-safety courses are built into the Digital Skills programme along with the Wellbeing and Awareness Days. The topic is explored further by inviting outside experts to school to address students and teachers as well as parent forums.

11. DISCIPLINARY STRUCTURES TO DEAL WITH BULLYING

11.1 Level 1:

If a student is beginning to behave in a manner which could develop into or be interpreted as bullying, wherever possible a warning will be given (Level 1). In this way it is hoped that many potentially serious situations will never materialise. However, the warning stage is at the discretion of the school, and a student involved in a serious instance of bullying will bypass this stage and be

placed onto the relevant scale of JSS Private School Sanctions Procedures which are detailed in the Discipline and Behaviour Policy.

11.2 Level 2:

Where, after due investigations, the school is satisfied that bullying has occurred, it will be explained to the bully why his/her behaviour is unacceptable, and positive strategies will be pursued to raise his self-esteem as well as to protect the victim. The bully's parents will be informed by letter. Removal from stage 1 may be possible only when the following criteria have been met:

- ❖ There is no evidence that the student has continued to use bullying behaviours in any form
- ❖ There is evidence of the positive support of the anti-bullying policy in the new behaviours that the student is exhibiting

However, this is entirely at the discretion of the school, and any student previously on Level 2 who is involved in a further instance of bullying will be placed directly on to Level 3.

11.3 Level 3 (SLT):

If the bullying continues, arrangements will be made to minimise contact between bully and victim. The bully's parents will be called into school to discuss the situation. The bully will sign a statement promising that the bullying will not be repeated. It will not be possible to be removed from Stage 2 or any subsequent stage.

It is envisaged that in most circumstances these two stages will be sufficient.

11.4 Level 4 (Internal/External Exclusion):

Where there is no improvement in the bullying, the bully will be excluded (temporarily suspended) from the school for at least a week. This may be internal or external depending on the severity of the case along with prior history of such behaviour.

11.5 Level 5 (Permanent Exclusion):

As a last resort, and when it is clear that the bully consistently endangers the welfare of fellow members of the school community, he or she will be permanently excluded from JSS Private School.

12. Monitoring the Effectiveness of our Approach:

The Principal and the Senior Leadership Team together with the Pastoral Care Team will consider case studies to determine what can be learned from the incidents and how they were handled, with a view to improving the school's strategies. These case study reports will also enable patterns to be identified. The Principal will report findings to the Governing Body.

13.SUMMARY

This policy should be read in conjunction with the following policies:

- ❖ Discipline and Behaviour Policy
- ❖ Transition Policy
- ❖ Health and Safety Policy
- ❖ Whole School Curriculum Policy
- ❖ ICT and Cyber Safety Policy

In JSS Private School we value each child as a unique individual. We will always continue to strive to meet the needs of all our children and seek to ensure that we meet all statutory requirements related to matters of bullying.

Reviewed and Approved by

Govind Rao Naik

Mrs. Chitra Sharma

Chief Executive Officer

Principal

Date:

REVIEW OF POLICY

The Anti Bullying Policy will be reviewed by SLT on an annual basis.

Policy Details

Version date	May 2023
Last review	May 2022
Next review	May 2024
Responsible SLT	Vice principal