

Anti-Bullying Policy

Anti-Bullying Policy-Full School

Policy Statement

This policy follows the guidelines where required and necessary to the context of the UAE outlined in the Preventing and Tackling Bullying, Department For Education UK guidance updated most recently in July, 2017. It also covers guidelines from the Anti- Bullying Guide UAE in collaboration with UNICEF, Ministry of Education and Abu Dhabi Department for Education and Knowledge and with reference to Peer on Peer Abuse references in Keeping Children Safe in Education 2023 and Cranleigh Abu Dhabi Safeguarding Policy.

We believe that Cranleigh Abu Dhabi is a caring, kind and nurturing school, where the incidence of bullying is rare, but that it is our duty and responsibility to be vigilant. The school ethos highlights the importance of kindness, respect and empathy in The Cranleigh Code. It is everyone's responsibility to prevent any form of unkindness and bullying from happening and with this in mind this policy highlights certain guidelines which all pupils, parents and staff should follow.

This policy applies to all children, parents and staff at Cranleigh Abu Dhabi irrespective of their age. We are one community and we must focus on preventive measures and role modelling kind behaviour and actions towards others at every possible opportunity. At Cranleigh Abu Dhabi we strongly believe that every child has the right to learn in a supportive, caring, positive and safe environment through the promotion of outstanding behaviour and high expectations of kindness and inclusivity. Bullying or any form of unkindness of any sort is unacceptable within the School community and depending on the case and severity could be considered a Safeguarding and or a Wellbeing concern. If bullying or unkindness does occur, all children, staff and parents should be able to report incidents and feel confident that it would be dealt with promptly and effectively.

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Cranleigh Abu Dhabi is a **TELLING** school - anyone (including parents) who is aware that bullying or unkindness is occurring is expected to tell a member of staff.

Bullying - our definition:

Cranleigh Abu Dhabi defines bullying as behaviour by an individual or group that is ***repeated and continuous over time*** that intentionally is hurtful or causes repeated distress towards a person or a group of people physically or emotionally. Please note this is different to unkindness and it is important to be able to distinguish between unkindness and bullying. Unkindness, even if it is a one-off incident, is dealt with quickly, effectively and efficiently to avoid escalation or recurring incidents. Early intervention and education for the children is key to ensure acceptable and kind behaviour is reinforced, understood and to help stop negative behaviours escalating such as unkindness or in the worst case, bullying. It is not an acceptable defence to justify bullying behaviour that causes harm and distress as actions intended as a 'joke' or 'banter'.

Bullying can take part in many forms including online (cyber- bullying). Please see our Acceptable Use policy for more information. Standing by without taking action to prevent bullying is also seen as colluding with the bully. The bystander is therefore culpable under 'joint enterprise'. Low level disruption or poor behaviour could lead to bullying if repeated and continuous. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously Cranleigh Abu Dhabi's first priority but emotional bullying can be more damaging than physical; the pastoral teams have to make their own judgements about each specific case as all cases vary in contexts. Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derives from an intellectual imbalance, or by having access to the support of

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a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

Policy aims:

Through the operation of this policy we aim to:

- maintain a positive, safe, inclusive and supportive culture among all pupils and staff throughout the school community;
- highlight the importance that all members of the school community should be treated with courtesy, equality, kindness and respect;
- promote a school community that fosters an environment of equal opportunities for all and celebrates diversity and individuality;
- ensure every pupil can learn effectively, safely and successfully;
- ensure every pupil is taught about the importance of kindness, empathy and the signs to look out for with regard to unkindness and bullying;
- ensure staff are aware of the signs to look out for with regard to unkindness and antisocial behaviour;
- deter unkind behaviour, detect it when it occurs, and deal with it by implementing interventions and/or disciplinary sanctions;
- plan for topics in the PSHME curriculum, Moral Education programme, assemblies and tutor time to ensure all children are aware of the signs and behaviours associated with unkindness and how if repeated can lead to bullying;
- ongoing monitoring of notes on iSAMS, behaviour throughout the school day, pupil surveys, effort grades to ensure children are learning effectively, positively and safely;
- provide effective staff training (where and when required) to ensure all staff members are aware of the signs of unkindness to avoid it reaching to the level of bullying;

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- provide safe spaces and small group interventions for vulnerable children or children that may struggling socially or lack confidence;

Bullying or unkind behaviour is always unacceptable and will not be tolerated at the school because:

- it is harmful whether that be emotionally, physically or both to the person who is bullied, to those who engage in bullying behaviour and those who support them;
- it interferes with a child's right to enjoy his/her learning and leisure time free from intimidation;
- it makes the child feel unsafe in his/ her environment and can impact on social and emotional development;
- it is contrary to all our school values, the Cranleigh Code and the reputation of the school;

Bullying and Unkind Behaviour

Bullying is **repeated and continuous** behaviour **over time** which hurts or causes repeated distress by taking unfair advantage of another person in some way, making him or her feel uncomfortable or threatened.

Examples include:

- physical bullying - hitting, kicking, pushing people around, spitting or taking, continually damaging or hiding possessions;
- verbal bullying - name-calling, taunting, teasing, insulting, or racist/ cultural unacceptable remarks;
- prejudice-based or discriminatory bullying - in relation to race, gender, sexual orientation, SEN or religious beliefs;

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- exclusionary behaviour - intimidating, isolating or continuing excluding a person from a group;
- sexual harassment - talking to or touching someone in a sexually inappropriate way;
- Cyber-bullying: the school has a separate policy on this within the Digital Policy. Cyber-bullying is the use of information and communications technology (ICT), particularly using mobile phones, social media and internet sites, deliberately to upset someone else.
- Child on Child (formally called Peer on Peer Abuse): See the Safeguarding Policy for details of what this includes.

Intention:

Not all bullying or unkindness is deliberate or intended to hurt. Some individuals may see their hurtful conduct as "teasing" or "a game" or "for the good of" the other person. These forms of unkindness are equally unacceptable but may be non-malign and can often be corrected quickly with advice and without severe disciplinary sanctions.

Responsibility:

It is everyone's responsibility in the school community to ensure, whatever the circumstances, that no pupil becomes a victim of bullying or unkindness. This includes children, staff, parents and the administrative teams. All staff have a professional duty of care. A person may be vulnerable to bullying because of his/her age, physical appearance, nationality, colour, gender, religion or disability, or because s/he is new in the school, appears to be uncertain or has no friends. S/he may also become a target because of an irrational decision by a bully.

Anti-Bullying Culture

Ethos:

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Our expectation of all members of the school community is that:

- everyone in the school community will uphold The Cranleigh Code, follow the Anti-Bullying Policy and promotes kindness in every we do and stand for as a community;
- all staff have a professional responsibility for the care of pupils;
- a pupil or a member of staff who witnesses or hears of an incident of unkindness or bullying will report it immediately;
- a complaint of unkindness or bullying will always be taken seriously and investigated fully;
- no one will tolerate unkind actions or remarks or stand by when someone else is being bullied;

Equal opportunities:

At Cranleigh Abu Dhabi we stand firm on everyone is equal and should be treated accordingly. We praise ourselves on inclusivity and we foster a climate of diversity and celebrate this as much as possible within the community. No one should ever be treated differently- we believe everyone is unique and we pride ourselves on this being something very special about the Cranleigh Community.

- discriminatory words and behaviour are treated as unacceptable;
- positive attitudes are fostered towards people who are disabled and towards ethnic, cultural and linguistic groups within and outside the school;
- positive attitudes are fostered towards both sexes through the tutoring system, assemblies, PSHME curriculum and Moral Education programme;

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Staff:

Through training and experience, members of the staff are expected to promote an anti-bullying and kind culture by:

- celebrating achievement and giving continuous praise where and when required;
- anticipating problems and providing support;
- disciplining sensibly and fairly alongside the school's behaviour ladder and safeguarding and behaviour policies (where relevant)
- making opportunities to listen to pupils (this could be through pupil surveys, 1:1 tutorials, tutor time, assemblies etc);
- acting as advocates for pupils.

Staff should also be aware that Pupils of Determination (SEND) are particularly vulnerable to bullying and should refer any concerns to both the pastoral team and the Learning Support Department to ensure each individual has the support they require.

Pupils:

Through our pastoral care and wellbeing systems, pupils are informed and taught that bullying and unkindness will not be tolerated in the School.

They are encouraged to:

- celebrate the effort and achievements of others creating an inclusive and empathetic atmosphere;
- be respectful of others differences and their backgrounds celebrating individuality;
- hold and promote positive attitudes those which are outlined in The Cranleigh Code;
- feel able to share problems with staff, listeners, house prefects etc;
- turn to someone they trust, if they have a problem or worry;

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- not feel guilty about airing complaints, worries or concerns.

Anti-Bullying Systems

Our approach:

Cranleigh Abu Dhabi places the highest priority on the effective communication, implementation and maintenance of its pastoral and wellbeing strategy throughout the community which includes unkindness and in rare cases bullying. The Senior Management and Leadership of the school alongside pastoral leads will monitor and investigate thoroughly the extent to which unkindness or bullying is taking place and the documentation of this is robust so that appropriate action may be taken and that there is parity in any decision made.

Cranleigh staff proactively gather intelligence about issues between pupils which might provoke conflict and develop strategies to prevent unkindness occurring in the first place hopefully preventing it ever leading to a bullying nature. This might involve talking to pupils about issues of difference, perhaps in tutor time, MEP lessons, through dedicated events or projects, or through assemblies. Staff and tutors especially will be able to determine what will work best for their pupils, depending on the particular issues they need to address. Schools which excel at tackling kindness and bullying have created an ethos of high expectations where pupils treat one another and the school staff with respect and kindness because they know that this is the right way to behave. That culture extends beyond the classroom to the corridors, the dining hall, the playground, and beyond the school gates including travel to and from school. Values of respect for staff and other pupils, an understanding of the value of education, and a clear understanding of how our actions affect others permeate the Cranleigh Abu Dhabi environment and are reinforced by staff and older pupils who set a good example to the rest.

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Proactive Education: It is not our intention to wait for bullying to happen before we act; we wish to pre-empt the problem. The following steps are taken:

- The skills required for building relationships and living in communities features as part of our Moral Education, tutor programme and pupil leadership;
- Pupils learn how to recognise and manage their own emotions and respond to the emotional needs of others. They also learn how to build trust and resolve conflict;
- The central emphasis on how relationships ought to be conducted enables course tutors to explore the nature of bullying, unkindness and why it is unacceptable;
- Pupils conduct regular surveys that focuses on who to go to for support
- As part of their leadership and responsibilities with duties etc, senior pupils learn to appreciate they have a vital role in looking after the younger girls and boys. The Senior Management and Leadership teams speak regularly in assembly about kindness to others, as do Heads of Years and Housemasters and mistresses in their individual year group assemblies.

Cranleigh Abu Dhabi adopts a three-stage approach when dealing with unkindness and bullying. Our systems for detecting and dealing with unkindness and bullying are designed to operate horizontally within year groups and in the classroom, tutor groups and in other activities

Stage 1 - Preventative measures:

The first stage is to have preventative measures designed to discourage unkind and bullying behaviour and to promote respectful, kind and empathic behaviour. Examples of some of our preventative measures include:

- Staff and tutor training through insets and CPD - awareness of the risk and indications of unkindness, bullying, and how to deal with cases and incidents;
- Following the Cranleigh Code which develops values and an ethos conducive to anti-bullying and unkindness;

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- Positive behaviour rewards – My Stickers, Department Awards, The Cranleighan, House Points, Star of the Week Award, Reward cards, positive notes etc; Banning of mobile phones (Prep and Pre-Prep Schools) and promoting online safety amongst the Senior School especially;
- Utilizing the pupil leadership roles to promote positive behaviour and role modelling from older years;
- Exploring topics in assemblies and awareness days (Kindness Day, World Mental Health Day, Mindful March, from 2022/23 the addition of Digital Safety Week and from 2023/24 the addition of RESPECT Week to proactively address the themes around bullying prevention)
- Moral Education, PSHME curriculum, and tutor programme;
- Staff duty rota - there is an adequate presence of staff around the school community in all three schools;
- Year 8 duty rota (Prep School) and Senior School Prefects - the role which is expected of them in setting a good example and being helpful to younger pupils and each other;
- Monitoring and reviewing of policies annually, and termly where necessary.

Stage 2: If bullying or unkindness occurs:

The School adopts a 'conscience' based approach to an unkind or bullying incident. This approach encourages the reporting of incidents by reducing the pupil's anxiety about repercussions; it also educates the bullies by increasing their sensitivity and sense of responsibility for their actions. Restorative approaches to conflict resolution and peer influence are central. These are provided by the Heads of Year and / or the members of SMT responsible for overseeing the Pastoral system in the respective school. The School has a number of strategies (given below) to ensure that if unkindness does occur it is acted on quickly and effectively. Please do note that each unkind or bullying incident is unique and individual and has to be treated specifically to that situation or context.

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A pupil who is being bullied or is experiencing unkindness should tell someone without delay and can do so in several ways. They can tell their parents, class teacher, form tutor, Head of Year, a member of SMT, the counsellor, a member of the medical department, a member of staff or a responsible pupil.

Members of staff are vigilant at **all times** but particularly:

- before and in between lessons;
- in the queue for the Dining Hall;
- in the changing rooms;
- during break or lunch times;
- during extra-curricular activities, trips or in tutor time.

The investigation of an unkind or in severe cases bullying incident is dealt with thoroughly. Most of the time taken is speaking to the individuals concerned ensuring all sides are covered including witnesses this is usually taken in a form of an incident report. There will usually be two members of staff present if the incident or situation is more complex. Depending on the incident or case children would be spoken to separately. It is important that all information is held in the strictest confidence to ensure that no child feels "told on" or is "snitching". It is vital that a safe space is created dealing with unkind or issues surrounding bullying.

Stage three: If unkindness or bullying continues:

If unkindness continues **repeatedly** it would then be considered bullying and this would be clearly communicated to the child/ren it involved. In cases of serious and/or persistent bullying then the school will apply increasing sanctions, which could result in temporary or permanent exclusion, following advice and intervention (if thought appropriate). At this level, each case will be judged on an individualised basis also following ADEK's behaviour framework. Bullying and unkindness are regularly discussed in pastoral and wellbeing meetings between:

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- members of the pastoral vertical group (including representatives from the three schools);
- Heads of Year;
- SMT and the pupil body;
- Heads of Year and Form Tutors;
- Tutors and pupils in their tutor group;
- School staff in general.

The result of these meetings is to feedback information about friendship patterns, dynamics of groups, particular incidents, any pupil who seems to be isolated, any growing "power base" and any known conflict between a member of staff and a pupil, or between pupils.

See also Child on Child Abuse in the Safeguarding Policy.

Record keeping and Monitoring:

All staff can log any concerns on CPOMS and Heads of Years and the member/s of SMT responsible for Pastoral Care are made aware of all Wellbeing and C4C concerns so they can take action, inform tutors and form a picture of the welfare and development of individual pupils. Once concerns are logged securely on COMS, they are confidentially checked regularly by the members of SMT who are also trained Designated Safeguarding Leads to ensure follow up actions take place. If considered a Child on Child safeguarding concern, the incident is logged on CPOMS as a Safeguarding or Child Protection Concern and the DSL will lead the case..

Reporting incidents:

The victim:

There are many reasons why a pupil who has suffered unkindness or bullying may be reluctant to report it. They may become demoralised and might say that:

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- it is 'telling tales' or that 'They won't believe me because the person I am complaining about is popular and I am not, and I will become even more unpopular.'
- the things they are saying and doing are too embarrassing to discuss with an adult.
- it is all my fault anyway for being overweight/too studious etc.
- there are too many of them; there is nothing the staff can do.
- it will get back to my parents and they will think less of me.
- I will just try and toughen up and grow a thicker skin.
- I will lie low and not audition for a part in the school play etc

Witnesses:

There are also reasons why a pupil who has witnessed or learned of bullying or unkind behaviour may not want to make a report. They may say that:

- it is "grassing" and I will become unpopular.
- it is not my concern anyway.
- I don't rate the victim and I would find it embarrassing to be associated with him/her.

School Culture and Procedures of Anti-bullying :

The following procedures are guidelines except where expressed in the terms "should" or "must". The best guide is the experience and training of the staff. We encourage every pupil to understand that:

- every complaint of unkindness and bullying will be taken seriously.
- members of staff will deal with a complaint correctly and effectively in accordance with their experience and the training they have received.
- there is a solution to every problem of bullying or unkindness.
- a pupil who complains will receive support and advice and in many cases the problem can be dealt with on a no-names basis.

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- the primary aim will be for the bullying or unkindness to cease and for the bully to become 'rehabilitated', not the punishment of the bully unless that is deemed necessary.

Initial complaint:

A person in authority who learns of alleged bullying or unkind behaviour should:

- firstly, offer advice, support and reassurance to the victim.
- report the allegation to the tutors of the victim and the alleged aggressor.

The tutor, class teacher or staff member must:

- record the complaint on CPOMS
- record the incident using the pupil's words and description rather than their own interpretation. This often means asking the child to write down an account of what happened.
- contact the Head of Year and/or the member of SMT responsible for Pastoral Care to agree on a strategy and on who will take the lead.

Assessment:

The victim's Tutor or Head of Year will normally see the victim and (unless the case is very serious) any witnesses without delay and form an initial view of the allegation:

- the nature of the incident - was it physical, verbal, exclusionary etc?
- is it a "one-off" incident involving an individual or a group?
- is it part of a pattern of behaviour by an individual or a group?
- has physical injury been caused?
- Who should be informed further, possibly SMT, parents, the school's DSL (Designated Safeguarding Lead) etc

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- can the alleged bully be seen on a no-names basis?
- what is the likely outcome if the complaint proves to be correct?

Range of actions:

When a complaint is upheld the range of responses will include one or more of the following depending on the context of the incident and pupils involved. Each incident is dealt **on a case by case basis**. The range of actions in Pre-Prep is slightly different due to the age of the children.

- advice and support for the victim and, where appropriate, establishing a course of action to help the victim.
- advice and support to the bully in trying to change their behaviour. This may include clear instructions and a warning or final warning, and involvement of another senior pastoral figure.
- a supervised meeting between the bully and the victim to discuss their differences and the ways in which they may be able to avoid future conflict (only if this is with the consent of the person being bullied)
- a disciplinary sanction against the bully such as loss of break times, internal suspension, external suspension etc depending of the context of the case.
- action to break up a "power base".
- pupil to be put on a report card.
- notifying the parents of one or both pupils about the case and the action which has been taken
- noting the outcome in iSAMS or CPOMS dependent on the need for confidentiality.

Serious incidents:

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If a Head of Year or the member of SMT responsible for Pastoral Care believes that serious and repeated bullying behaviour has occurred or has recurred after warnings have been given to the "bully", they must inform the relevant Head of School and the School's DSL Officer.

They must then:

- interview the alleged victim, bully and any witnesses separately, in order to establish the facts of the case. They may decide to ask the Head of Year to be present to act as a witness.
- send a summary of the findings to the Head of School / SMT (Pastoral) and relevant Heads of Year or Housemaster/Housemistress (action on CPOMS)

The Heads of School / member of SMT responsible for Pastoral and / or the relevant Head of Year will interview the alleged victim and bully separately:

- to confirm the facts of the case, if considered necessary
- to decide on the action to be taken
- the Heads of School will notify the parents of the victim and bully giving them details of the case and the action being taken
- noting the outcome in CPOMS

Complaints

If the victim or his/her parents are not satisfied with the action taken, they should be advised to make a formal complaint, according to the school's complaints procedure. The Complaints Policy is available from the School Administrator on request.

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Anti-Bullying Policy-Pre-Prep School (additional information)

In addition to the introduction:

In Pre-Prep much of what we see is 'unkindness'. This is due to children reaching developmental milestones at different times. Young children are yet to develop a social 'filter' and are learning what is appropriate and what is not appropriate to say to others. They can be very impulsive with what they say, pointing out physical differences in a very matter-of-fact way, rather than thinking about how that might make the other child feel. In Pre-Prep we help the children develop empathy so that they become aware of social norms and what is acceptable.

In addition to Anti-Bullying Systems:

In addition to Stage 1 - Preventative measures:

- Behaviour rewards, for example, verbal praise, stickers, Star of the Week, house points
- Pre-Prep House Captains to act as playground buddies
- Pre-Prep PSHME curriculum focused on the Cranleigh Code including Personal, Social and Emotional Development lessons in Life Skills lessons, assemblies and Moral Education lessons

Stage 2 - If bullying or unkindness occurs

Pupils are always encouraged to talk to a member of staff immediately if something is bothering them or if an incident has occurred. They may talk to their class teacher, the class teaching assistant, a member of SMT or any adult whom they feel comfortable with. They are taught to share their worries and they may take a friend for support.

If unkindness, physical altercations or bullying occurs: Teachers follow the Behaviour Pyramid (see Pre-Prep Behaviour Policy) and adopt a 'conscience based' approach to an incident. This

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approach educates the pupil by increasing their sensitivity and sense of responsibility for their actions. This is provided by the Heads of Year, and/or the Assistant Head (pastoral) and Deputy Head Pre-Prep and takes the form of 'Reflection Time'. Restorative approaches to conflict resolution are central.

In addition to Record keeping and Monitoring:

Class teachers, Heads of Year and the Assistant Head (Pastoral) Pre-Prep (who is the Designated Safeguarding Lead for Pre-Prep) maintain records of the welfare and development of individual pupils. These are logged securely on CPOMS. Children who cause concern, or who need monitoring, are discussed weekly at year group meetings. Head of Years and the Assistant Head monitor these pupils to ensure every incident is dealt with effectively and efficiently

Serious incidents::

If the Head of Year, Assistant Head (Pastoral) Pre-Prep or Deputy Head of Pre-Prep believes that serious and repeated bullying behaviour has occurred or has recurred after warnings have been given, they must inform the Head of Pre-Prep. The Deputy Head of Pre-Prep will then:

- Interview the alleged victim, bully and any witnesses separately, in order to establish the facts on the case and to decide on the action to be taken. They may decide to ask the Assistant Head (pastoral), Head of Year or class teacher to be present.
- Send a summary of the findings to the Head of Pre-Prep, and relevant class teacher and Head of Year.
- The Head of Pre-Prep will notify the parents of the victim and bully giving them details of the case and the action being taken.
- The incident and outcome will be recorded on CPOMS.

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Version: 2

Reviewed by: Liz Hewitt (Director of Wellbeing)

Final reviewed by: Tim McConell-Wood (Vice Principal)

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Policy Pre-Prep School

Version: 4

Reviewed by: Amy Edmundson (Deputy Head Pre-Prep)

Final reviewed by: Caroline Mather (Head of Pre-Prep)

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