

NEWTON INTERNATIONAL ACADEMY

SMASH



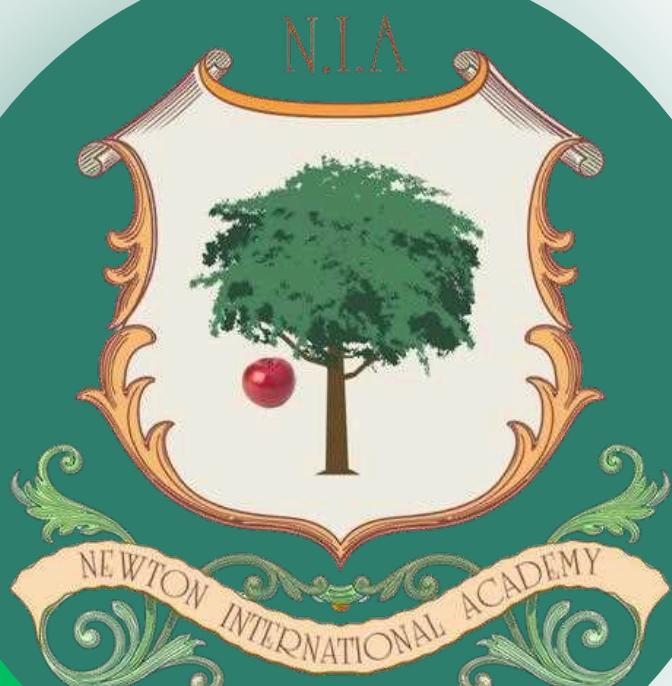
ANTI BULLYING POLICY

POLICY REVIEWED

July 2025

POLICY TO BE REVIEWED

July 2026





Newton International Academy SMASH

Anti-Bullying Policy

July 2025 updated

Review July 2026

An international community of learners striving for
excellence and celebrating success.



The Newton Group

www.newtonschools.sch.qa

An international community of pupils striving for excellence and celebrating success



Aims and Objectives

The school aims to teach the value of integrity, morality and concern for others and to develop pupils' self-confidence and independence so that they are well-equipped to play an active role in society. All members of the school community, pupils and staff, should be free from the fear of bullying. Everyone should feel able to speak out and report any concerns about bullying in the knowledge that they will be listened to and that the matter will be investigated.

Bullying will not be tolerated at Newton International Academy, Smash, from:

Parents towards other parents, staff members, or pupils.

Staff members towards other staff members, parents or pupils.

Pupils towards other pupils or members of our school community.

This policy aims to produce a consistent school response to any bullying incident that may occur and to comply with the school's duties under the Equality Act 2010. We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities regarding the prevention of bullying in our school. This policy relates to any bullying incident, whether on or off school premises or inside or outside school hours.

The school embeds anti-bullying principles across the curriculum, including through implementation of the PSHE policy and Character Education lessons, school assemblies, and student voice activities.

Legal and Statutory Framework

This policy complies with the DfE guidance *Preventing and Tackling Bullying (2017)* and the school's obligations under the *Equality Act 2010* and *Keeping Children Safe in Education (2024)*. It supports the school's duties to safeguard and promote the welfare of pupils, including under the *Public Sector Equality Duty* to eliminate discrimination and foster good relationships.

The Definition of Bullying

There are various definitions of bullying, but most have these things in common:

- Is a one-off serious incident or incidents repeated over time
- Is intentionally hurtful to another group - physically or emotionally
- Is often motivated by prejudice against groups for example on grounds of race, religion or belief, special educational needs and disability
- May occur directly or through cyber-technology

- Often involves an imbalance of power, which makes it hard for those being bullied to defend themselves.

Bullying is behaviour which harasses, humiliates, intimidates or oppresses other people. It may take the form of abuse of a person or property, verbal criticism, teasing or taunting, psychological pressure, or harassment.

Bullying may be:

- racist, or regarding someone's religion, belief or culture
- related to a person's disability, special educational needs, learning difficulty, health or appearance
- related to a person's home circumstances
- related to a person's intellectual or other abilities
- cyber (through social media and gaming, mobile phones, text messages, photographs and email).

Bullying is not the **odd occasion** of falling out with friends, name-calling, arguments or when the occasional trick or joke is played on someone. It is bullying if it is done several times on purpose. Children sometimes fall out or say things because they are upset. When intermittent problems of this kind arise, it is not classed as bullying. It is an important part of children's development to learn how to deal with falling in and out of friendships. Learning how to deal with these situations and develop social skills to repair relationships is a part of growing up. Bullying is behaviour that is intended to hurt someone either physically or emotionally. It is often repeated over time, but a single incident may also constitute bullying if it is particularly severe or threatening.

It is important for all adults to understand that real bullying does not have to be a normal part of childhood. All forms of bullying are harmful to the victim, the bully, and to the witnesses. The effects can last well into adulthood.

Examples of Physical Bullying:

- fighting; damaging or hiding someone else's belongings or clothes; setting up someone else to get the blame for a breach of school rules.

Examples of Psychological Bullying:

- Excluding someone from a group, activity or place; aggressive name-calling; unpleasant e-mails, social media posts, online messages, telephone calls or unpleasant material placed on websites; racism, negative remarks about appearance, abilities, nationality, religion, disability.

Examples of Harassment:

- Inappropriate comments or actions that make someone feel uncomfortable.

Cyber-bullying

The school's provision and availability of IT hardware is closely monitored, with strict protocols and signed acceptable use agreements to help safeguard pupils. Staff are vigilant around the school site. Cyberbullying is the use of information and communications technology (ICT), particularly mobile phones and the internet, deliberately to upset someone else. Cyberbullying is particularly pernicious as it can occur 24 hours a day, 7 days a week, and can affect the victim in his/her home or wherever a mobile device is accessed. The school works closely with parents and pupils to help them understand the implications of inappropriate and / or unacceptable use of ICT and to teach the positive use of technology (see also the Online Safety Policy).

The school follows the DfE's guidance on teaching online safety in schools and has appropriate filtering and monitoring systems in place to protect pupils online. The Online Safety and Acceptable Use Policies set out further expectations.

Response to Bullying

Bullying causes fear and distress for the victim and may distract him or her from schoolwork. It often affects other children who witness bullying. It may damage the atmosphere of a class, and even the school's climate. The school wishes to enhance pupils' self-esteem without making them arrogant. It aims to provide pupils with a secure and caring environment in which bullying is neither ignored, condoned, nor tolerated. The school cannot do this alone; all members (including staff, parents and pupils) are responsible for demonstrating that any form of bullying is unacceptable and for setting an example reflecting that view. Anyone in the school community who witnesses bullying behaviour has a responsibility to report this.

All members of the school should help to create an atmosphere in which bullying will be spoken about openly, taken seriously and responded to with appropriate action. A pupil who is being bullied should tell his/her parents, and preferably:

- *Primary School & EYFS Department*: the pupil's Class Teacher, the Team Leader or a member of the Senior Management Team
- *Secondary School*: the pupil's Form Tutor, Head of Year or a member of the Senior Management Team

All incidents of bullying will be recorded centrally and monitored by the Designated Safeguarding Lead (DSL) and Pastoral Team to identify patterns and repeat behaviours. Parents will be informed of the outcome within 5 working days of reporting, wherever possible.

At NIA Smash, we expect all members to:

- treat each other with respect and sensitivity
- think carefully before speaking/acting in ways which may cause argument, distress or embarrassment

- respect differences and variety (of origin, appearance, gender, personality and interests) remembering that everyone has both rights and duties
- realise that sometimes what may seem fun to some (especially a group) may seem much more threatening to others (especially an individual)
- work together to create a school in which people live harmoniously
- help protect and support those who are unhappy or vulnerable
- make a stand against those who ignore or resist these aims.

Staff awareness is raised through pastoral notes and discussion in team meetings, and strategies put in place for action to be taken to reduce the risk of bullying at times and in places where it is most likely to occur. Appropriate training in all aspects of care will be arranged for staff to ensure they have the necessary professional skills to identify the risks and indications of child abuse and bullying and to deal with cases or potential cases which are detected. Staff receive annual training on recognising and responding to bullying, including its safeguarding implications, as part of the school's ongoing CPD and safeguarding programme.

Parents have an important role to play in supporting the school's anti-bullying measures. They should report any concerns to the school as outlined below, listen calmly to their children, and provide reassurance that the situation can get better when action is taken. They should not encourage retaliation as this can have negative and unpredictable results. The child should be encouraged to seek help from a member of staff. It is useful to

find out what the child wants to happen next, to help identify the choices open to them, the potential next steps to take and the skills they may have to solve the problem. Encouraging your child to get involved in activities that help to build self-confidence and esteem, and form friendships is also helpful.

The Responsibilities of Staff

Our staff will:

- Foster in our pupil's self-esteem, self-respect and respect for others.
- Demonstrate by example the high standards of personal and social behaviour we expect of our pupils.
- Provide active supervision throughout the school day, particularly during breaks.
- Discuss bullying with all classes, so that every pupil learns about the damage it causes to both the child who is bullied and to the bully and the importance of telling a teacher about bullying when it happens.
- Be alert to signs of distress and other possible indications of bullying.
- Listen to children who have been bullied, take what they say seriously – no matter how trivial they may seem, and act to support and protect them.
- Report suspected cases of bullying to the Senior Management Team as soon as possible.

- Follow up on any complaint by a parent about bullying, and report back promptly and fully on the action which has been taken.
- Deal with observed instances of bullying promptly and effectively, in accordance with agreed procedures.

The Responsibility of the Students

We expect our students to:

- Refrain from becoming involved in any kind of bullying, even at the risk of incurring temporary unpopularity.
- Intervene to protect the pupil who is being bullied, unless it is unsafe to do so.
- Report to a member of staff any witnessed or suspected instances of bullying, to dispel any climate of secrecy and help to prevent further instances.

Anyone who becomes the target of bullies should:

- Not suffer in silence, but have the courage to speak out, to put an end to their own suffering and that of other potential targets.

The Responsibility of the Parents

We ask our parents to support their children and the school by:

- Watching out for signs of distress or unusual behaviour in their children, which might be evidence of bullying.
- Advising their children to report any bullying to class teacher in the first instance and explain the implications of allowing the bullying to continue unchecked, for themselves and for other pupils.
- Putting all reports of bullying in writing.
- Advising their children not to retaliate violently against any forms of bullying.
- Being sympathetic and supportive towards their children and reassuring them that appropriate action will be taken.
- Informing the school of any suspected bullying, even if their children are not involved.
- Co-operating with the school, if their children are accused of bullying, try to ascertain the truth.
- Point out the implications of bullying, both for the children who are bullied and for the bullies themselves.

Reporting Bullying

Parents who are concerned that their child or another pupil is or may be being bullied should contact the child's class /form teacher, Team Leader/ Head of Year or a member of the Senior Management Team without delay.

Whole School Culture

It is the school's aim to develop a culture that promotes anti-bullying. Because bullying is often a secret activity, it is important to raise awareness of it throughout the school community. This can be accomplished through the following:

- Awareness raising programs (Parent Information evenings, School Counsellor newsletters).
- Survey/questionnaires distributed to students, parents, and whole school staff.
- Obtaining the views of elected student representatives, e.g. class council, school council or prefects.
- An Anti- Bullying Week could be established with an increased level of awareness of Bullying issues
- through the school community.
- The Anti-Bullying policy will be finalised with all the members of the school community and a copy will be made available.
- Citizen lessons, circle times, assemblies, etc will be used to promote NIA as a place where bullying is unacceptable.
- Seeking the views of parents at information evenings.
- Monitoring evaluation and review.
- Visible school rules in all classrooms.
- Making this policy available to all students, staff, and parents. Asking students to sign and adhere to a behavior/anti- bullying contract.
- Engaging students in role-playing, social stories, creative writing exercises and/or open discussions about bullying.

Restorative Approaches

The following steps will be taken when dealing with bullying incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached. The victim will be reassured that their concerns are being taken seriously. At this point it will be established whether it is bullying (persistent or deliberate attempt to hurt or humiliate) or a one-off incident of unacceptable behaviour.
- The HOP or DHOP Pastoral will be informed, and the concern recorded.
- The person who bullied will then be listened to, to establish fully what has happened.
- A clear account of the incident will be recorded (See incident Report sheet, Appendix A) and given to the HOP or DHOP Pastoral
- If appropriate, all parties involved should be brought together and the victim given the opportunity to describe their feelings, so the perpetrator is fully aware of the impact of their actions. If the victim does not wish to meet the perpetrator, then the adult will take responsibility for explaining the effect of their behaviour on the other child.
- The perpetrator should complete a Responsible Thinking Sheet (See Appendix B) and write a letter of apology and have an opportunity to apologise to the victim.
- Parents of both parties will be informed.

Strategies to support victims of bullying and the pupils involved in the bullying.

Person being bullied:

- Provide access to support, including school counsellors, pastoral team, peer support or parental engagement.
- Provide a safe reporting environment, confidential and non-judgmental, where the victims' wishes are considered.
- Implement restorative practices to support the pupil, building confidence and coping strategies.
- Keeping of written notes to refer to at a later stage.

Person bullying:

- 1:1 discussion with written notes taken.
- Adult / Peer support
- DHOP or School Counsellor support
- Mediation
- Behaviour Management
- Parent contact
- Behaviour contracts/ Individual Behaviour Plan
- Written apologies
- Education – link units to themes on bullying
- Increased supervision
- Social Skills training
- Anger management Training

In all cases steps need to be taken to support and respond to the needs of both bullied and bullying pupils.

The policy will be kept under continuous review in the light of Ministry Guidelines and the needs of the school.

