



Newton International Academy SMASH

Primary Anti-Bullying Policy

January 2023 updated

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

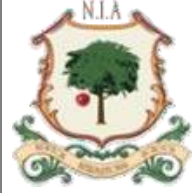


Newton International Academy - Smash

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

<http://newtonschools.sch.qa>



Anti-Bullying Policy

RATIONALE: Bullying is an unacceptable form of behaviour at NIA. We are completely opposed to bullying and will not tolerate it. It is entirely contrary to our core values and principles. We believe that all members of the school community have a right to work in a secure and caring environment. They also have a responsibility to contribute, in whatever way they can, to the protection and maintenance of such an environment.

Aim

The Anti-Bullying Policy outlines how Newton International Academy will prevent and deal with all forms of bullying. NIA is committed to developing an anti-bullying culture where bullying is not tolerated in any form. With this policy we aim to:

- To ensure all teaching, support staff, parents and students have an understanding of what bullying is and are able to recognise the signs of bullying
- To ensure all teaching, support staff and parents know what the school policy is on bullying, and follow it when bullying is reported
- To put in place a process that will enable us to deal with bullying effectively
- To develop our Values, Attitudes and Attributes in all students

MISSION: To provide a safe, enjoyable and challenging learning environment where everyone is encouraged to reach their full potential and is equipped to have a positive influence on the world around them.

CORE VALUES: Integrity, tolerance, justice, kindness, humility, honesty, teamwork, generosity, persistence, diligence, respect, courtesy

PRINCIPLES THAT WE SUPPORT:

- Students have a right to learn free from intimidation and fear.
- The needs of the victim are paramount.
- School will not tolerate bullying behaviour.
- Bullied pupils will be listened to.
- Reported incidents will be taken seriously and thoroughly investigated.

DEFINITION OF BULLYING:

Bullying is “behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally”. (DfE “*Preventing and Tackling Bullying*”, July 2017)

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, the odd name-calling or childish prank. Learning how to deal with these situations and develop social skills to repair relationships is a part of growing up.

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.

FORMS OF BULLYING

- Physical violence such as hitting, pushing or spitting at another pupil.
- Interfering with another pupil’s property, by stealing, hiding or damaging it.
- Using offensive names when addressing another pupil.
- Teasing or spreading rumours about another pupil or his/her family.
- Belittling another pupil’s abilities and achievements.
- Writing offensive notes or graffiti about another pupil.
- Excluding another pupil from a group activity.
- Ridiculing another pupil’s appearance, way of speaking or personal mannerisms.
- Misusing technology (internet or mobiles) to hurt or humiliate another person.

At NIA we also define bullying as:

1. **Being cruel** – ganging up on someone, calling names, giving dirty looks, using e-mail, or texting to send hurtful messages,
2. **Threatening someone or making someone feel uncomfortable**
3. **Making life for someone miserable-** through things such as intimidation, control and lack of respect.

DEVELOPING A WHOLE SCHOOL CULTURE THAT PROMOTES ANTI-BULLYING: Because bullying is often a secret activity it important to raise the awareness of it throughout the school community. This can be accomplished through the following:

- Awareness raising programmes (Curriculum & parent information evenings).
- Survey/questionnaires distributed to students, parents and whole school staff. This may be done annually.
- Obtaining the views of elected student representatives e.g. class council, school's council or prefects
- An Anti- Bullying Week could be established with an increased level of awareness of Bullying issues through the school community. Students may be asked to design posters, put on plays, write poems etc.
- The Anti-Bullying policy will be finalised with all the members of the school community and a copy 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.

THE RESPONSIBILITIES OF ALL.

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 Management as soon as possible.
- Follow up 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 Responsibilities of 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 Responsibilities of Parents

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

- Watching 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 to any forms of bullying.
- Being sympathetic and supportive towards their children and reassuring them that appropriate action will be taken.
- Keeping a written record of any reported instances of bullying.
- 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.

The Responsibilities of All

Everyone should:

- Work together to combat and, hopefully in time, to eradicate bullying.

PREVENTATIVE MEASURES:

The school will adopt any/all of the following tools to prevent and educate students about bullying:

- Writing, posting/otherwise making very visible a set of descriptive school rules (see Behaviour Management Policy).
- Making this policy available to all students, staff and parents. Asking students to sign and adhere to a behavior/anti – bullying contract. (See BehaviourManagement Policy)
- Engaging students in role-playing, creative writing exercises and/or open discussions about bullying.
- Emphasizing the importance of reporting incidents of bullying, both observed and experienced, and including confidentiality as an option in making such reports.

PROCEDURES FOR DEALING WITH INCIDENTS OF BULLYING BEHAVIOUR

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

1. 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.
2. The Principal or Deputy will be informed and the concern recorded.
3. The person bullying will then be listened to, to establish fully what has happened.
4. A clear account of the incident will be recorded (See incident Report sheet, Appendix A) and given to the Principal or Deputy.
5. 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.
6. 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.
7. Parents of both parties will be informed.

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

- Records need to be kept
- Action which may be taken:
 - Investigation
 - Contacting parents/carers of all pupils concerned in the bullying incident.
 - Feedback to those concerned.
 - Sanctions, suspension for repeated offenses, possibly expulsion
 - Contacting relevant professionals

STEPS/STRATEGIES TO SUPPORT THE NEEDS OF THE BULLIED AND THE BULLYING STUDENTS

Person being bullied:

- interview to listen
- adult / peer support
- reporting - identification of writer and bully by name

- counselling
- contacting parents □ assertiveness training • suggested strategies:
 - *'You could try asking them calmly and politely to stop it and then increase this to telling them firmly and loudly to stop it.'*
 - *Respond using an assertive body language, i.e. standing up straight and keeping eye contact*
 - *'Consider putting on a 'protective shell' by acting unimpressed. If you feel up to it, make a funny comment.'*
 - *'Talk to a friend and ask for support and ideas about what you could do to solve the problem.'*
 - Peer Support / Buddies
 - Social Skills training

Person bullying:

- interview to listen
- adult / peer support
- counselling - shared
- concern, mediation
- behaviour management
- notes / behaviour slips
- parent contact
- discipline – detention,
- suspension
- behaviour contracts
- Responsible Thinking Sheet
- written apologies -
- restitution
- Referral to professional body
- education – link units to themes on bullying
- increased supervision
- give responsibility
- Peer Support
- Social Skills training
- Anger management
- training
- Awards for responsibility
- Staff inservice and training regarding bullying issues

Learning / Teaching about bullying:-

- learning activities to promote the policy can be included within the Key Learning Areas in the same way as we include protective behaviours; • Expectations become part of our school rules and classroom behaviour management plans.

The following concepts / understandings will be developed:

- Equality, rights and responsibilities, relationships
- Communication
- peer group
- Personal identity
- Values
- Decision making
- Personal safety.

Students will gain knowledge about:

- Different types of bullying behaviour
- What it feels like to be bullied
- Attitudes to bullying
- What can be done about it
- The role teachers can / should play in stopping bullying
- The role parents can / should play in stopping bullying
- The role other students can / should play in stopping bullying
- Strategies to combat bullies
- What makes some people bullies.

Incident Report

Other students involved: _____
Date _____
Child's Name: _____
Teacher: _____

Others present: _____

Time: _____
Year: _____

Summary of incident

Action pending

Final Action taken

Signature of teacher

Principal

Date

Date

Reflection Time

Date:

Name _____ **Class** _____

What I did (against our class rules)

Why I did it (my explanation)

What I could do now to help make things better.

If I need you to help me make things better, this is how.

Teacher _____ Pupil _____

Signed

Signed