



# LITTLE FLOWER ENGLISH SCHOOL DUBAI

## ANTI-BULLYING POLICY

This policy & procedures are reviewed annually to ensure compliance with current regulations.

Approved/ Reviewed by	
Policy Lead	MS. AHSANA
Role	SENDCO
Date of review	27-03-2025
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Signature	

## LITTLE FLOWER ENGLISH SCHOOL, DUBAI

### ANTI- BULLYING POLICY

#### AIMS-

We are committed to provide a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school and will not be tolerated. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively.

#### WHAT IS BULLYING?

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those who are being bullied to defend themselves.

#### WHY IS IT IMPORTANT TO RESPOND TO BULLYING?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving. We have a responsibility to respond promptly and effectively to issues of bullying.

#### OBJECTIVES OF THIS POLICY

- All governors, staff, pupils and parents should have an understanding of what bullying is.
- All governors and staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All parents and pupils should know what the school policy is on bullying and what they should do if bullying arises.
- As a school we take bullying seriously. Pupils and parents should be assured<sup>they</sup> that will be supported when bullying is reported.
- Bullying will not be tolerated.

## **SIGNS AND SYMPTOMS**

A child may indicate by sign or behaviour that he or she is being bullied.

Adults should be aware of these problem signs and they should investigate if a child:

- is frightened of walking to or from school.
- Changes their usual routine
- Is unwillingly to go to school (school phobic)
- Begins truanting
- Becomes withdrawn anxious, or lacking in confidence
- Starts stammering
- Attempts or threatens suicide or runs away
- Cries themselves to sleep at night or has nightmares
- Falls ill in the morning
- Begins to do poorly in school work
- Comes home with clothes torn or books damaged
- Has possessions go 'missing'
- Asks for money or starts stealing money (to pay bullying)
- Has unexplained cuts or bruises
- Comes home starving (money/snacks has been stolen)
- Becomes aggressive, disruptive or unreasonable
- Is bullying siblings or other children
- Stops eating
- Is frightened to say what's wrong
- Gives improbable excuses for any of the above

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

## **PRINCIPLES FOR THE MANAGEMENT OF INCIDENTS**

- A secure environment should be provided in which incidents can be reported confidently.
- The pupil who has been bullied should be made feel safe
- All pupils should be shown that bullying is taken seriously
- Teachers should respond calmly and consistently to incidents of bullying

- The school should protect and support all parties while the issues are resolved
- The person who has done the bullying, and the those who may be colluded, should be encouraged to behave in more acceptable way
- Interventions should be monitored and followed-up appropriately at the individual, group or whole school level.

**Staff should:**

- Be available – Break the code of secrecy. Make it known that you are ready to listen. Provide immediate support.
- Listen to the child – Ask the bullied child who has involved and how he or she is feeling
- Record – Ensure the incident is recorded and reports are collated
- Respond – Ensure that your response is non –aggressive and provides models of positive behaviour. Identify people with long term needs requiring a development programme.
- Follow up- Review progress and evaluate policies and intervention.

### **WORKING WITH PARENTS**

It is essential to involve parents where bullying has taken place. The most effective emphasis in meeting with parents is on join problem solving. The aim of such a meeting is to minimise the likelihood of further bullying regardless of whether one is talking about the child who has bullied or the one who has been bullied.

### **WORK WITH CHILDREN**

Work with individual or a group of children is carried out for two reasons:

- To reduce the likelihood of instance of bullying occurring
- To respond to the needs of the children who has been bullied and of those children responsible for the bullying

### **PREVENTIVE MEASURES**

#### **ETHOS**

- We establish school rules which demonstrate caring behaviour, and ensure that they are understood by all children
- Specify clearly that those type of behaviour which are considered to be “bullying” and therefore unacceptable
- Specify clearly what sanctions will follow bullying behaviour
- Regularly remind children in assembly or on notice, etc, of the importance or respectful and caring behaviour to be shown to everyone
- Use the personal, health and social curriculum. This curriculum should permeate all aspects of school life and be thoroughly integrated into the more general curriculum wherever possible. Every member of the staff has the responsibility to support and foster this curriculum.
- We monitor closely those children with special educational needs.

#### **PROCEDURES:**

1. Bullying incidents are reported to the class teacher(s) of all the children involved.
2. In case of serious bullying, the incidents will be recorded by the class teacher(s) and referred on to the Child Protection Committee.
3. In the serious cases parents of all the children involved should be informed and will be asked to come in to a meeting to discuss the problem. This may involve the class teacher(s) and child protection committee members.
4. The bullying behaviour or threats of bullying will be investigated and bullying stopped quickly.
5. An attempt will be made to change the bully (bullies) change their behaviour.

#### **WORK WITH CHILDREN AFTER REPORTED BULLYING**

**The child who is bullied**

**Work with children that follows any discovery or report of bullying must scrupulously avoid aggravating the bullied child's physical or emotional distress.**

Teachers need to take particular care that in following up a complaint of bullying they do not expose the bullied child to the risk of even more bullying. They should take all responsible measures to ensure that the bullied child is supported and protected. Interventions which appear to be particularly sensitive to the needs of all the children are those in which more general problems solving strategies are modelled. Where a bullied child is suffering prolonged or intense anxiety or distress, referral to outside agencies should be considered.

**We will:**

- Provide an opportunity for discussion with the child who has been bullied
- Avoid embarrassing and shaming the bullied by focusing on a particular incident when the child is present
- Use "supportive" children to ensure that the bullied child is befriended and protected, e.g. in going to and from school.
- Consider the appropriateness of referring the child from specialist help, having consulted and secured the agreement of parents. Outside agencies which may provide this expertise include the Educational Psychology Service, the Education Welfare Service, child and family guidance, etc.

### **THE CHILD WHO BULLIES**

We work hard with those children who bully others to ensure that they receive the help that will prevent further bullying. Bullies themselves are frequently bullied and may need help to see that bullying is not acceptable behaviour.

It is useful to staff to acknowledge that children sometimes bully because they have not learned appropriate ways of interacting with their peers. Modelling and role play will often be required. Approaches which are solely

**punitive are not advisable, since evidence suggested that they do not prevent further bullying.**

**School will:**

- **Specifically teach interpersonal and social skills to children who have not acquired them. Modelling and role play will often be required.**
- **Ensure that there are serious talks with any child found bullying**
- **Use the approach below which involve all participants, including bystanders.**
- **Explain the problem and help everyone to understand how the bullied child feels**
- **Share the responsibility for the problem**
- **Involve the group in sharing ideas and improving the situation**
- **Include a later review of progress.**