Downe House
Riyadh

Anti-Bullying Policy

Contents

1. Anti-Bullying Policy

The aim of this 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 and will not be tolerated. Only when all issues of bullying are addressed will pupils be able to fully benefit from the opportunities available to them at Downe House Riyadh .

2. The Problem

All schools in the world - and many adult communities - suffer from the problem of bullying. We believe that Downe House Riyadh is a pleasant and well-disciplined school but, although bullying is rare, cases will arise from time to time. We also believe that teachers have a very good rapport with our pupils and their parents so that we usually hear very quickly about any problems that do occur.

3. Responsibilities

All members of the school community have a responsibility to recognise bullying when it occurs and take appropriate action in line with the school policy and the current guidelines from the Department of Education in 'Preventing and Tackling Bullying' (July 2017).

This will happen in the following ways:

- The school will have an anti-bullying policy in place.
- All board members, teaching and non-teaching staff, children and parents will have an understanding of what bullying is.
- All board members, teaching and non-teaching staff will know what the school policy is on bullying and will consistently and swiftly follow it when something is reported.
- All children and parents will know what the school policy is on bullying and what they can do if bullying occurs.
- Children and parents will be assured that they will be supported when bullying is reported.
- Whole school initiatives (staff training, assemblies, anti-bullying week) and proactive teaching strategies (PSHE lessons, circle time, tutor time) will be used throughout the school to reduce the frequency of bullying and deal with specific problems.
- A positive, caring ethos will be created within the school environment where all can work, play and express themselves without fear of being bullied.

4. Prevention

We seek to instil values in all members of the school via the Behaviour Management Policy which should, ideally, preclude all bullying.

This is reinforced by:

- Staff training
- Maintenance of a bullying log recording all incidents of bullying and their resolution
- Bullying-themed assemblies
- A PSHE programme, which has been designed to address bulling prior to events taking place whilst discussing the effects and consequences of bullying.
- Curricular activities which highlight bullying issues such as drama role plays and the study of literature

In essence these strategies seek to inculcate respect for others, their property and their individuality. We hope these values underpin ordinary curricular lessons too.

It is crucial to the school's success in dealing with bullying that all members of the community are made aware that it is unacceptable and should not be tolerated. It is the responsibility of all members of the community to take action if they are aware of it happening. To remain silent is to condone the action of the bully.

5. Monitoring, evaluation, and review

The school will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

This policy has been written with regard to the Department for Education's Preventing and Tackling Bullying – Advice for Headteachers, Staff and Governing Bodies – July 2017

6. Bullying: Advice to Staff

6.1 Our Definition of Bullying

Bullying is behaviour by an individual or a group, sometimes and often repeated over time, that intentionally hurts another individual or group and which the victim finds difficult to stop. Bullying is a very serious incident that can affect individuals or groups both physically and emotionally which may cause psychological damage. Bullying is often motivated by prejudice against particular groups, for example on the grounds of race, religion, gender, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children or by perceived differences. These differences may include pupils with special needs and disabilities.

Bullying was once used to refer only to physical violence by one person towards another. The widely accepted definition has now been extended to include the following:

- **Physical**: being punched, pushed or hurt; made to give up money or belongings; having property, clothes or belongings damaged; being forced to do something they don't want to.

- **Indirect**: having nasty stories/rumours told about them; being left out or excluded by other people; writing graffiti about another person.

- **Verbal**: name-calling, sarcasm.

- **Emotional**: excluding other people, particularly from groups, tormenting, ridicule, humiliation, taunting.

- **Electronic**: (known as cyber-bullying), any of the above sent via mobile 'phones (text messages, calls) and computers (e-mails, websites, chat rooms). Please see the Child Protection Policy for further amplification on this issue.

- **Homophobic**: Homophobic bullying is when people behave or speak in a way which makes someone feel bullied because of their actual or perceived sexuality.

- **Disability**: Children with disabilities—such as physical, developmental, intellectual, emotional, and sensory disabilities—are at an increased risk of being bullied. Any number of factors— physical vulnerability, social skill challenges, or intolerant environments—may increase the risk. Research suggests that some children with disabilities may bully others as well.

- **Special Educational Needs**: Children with special educational needs and/or disabilities (SEND) are at greater risk of bullying. Sometimes they may be more likely to bully others too. In some cases, children can suffer low level bullying that slips below the teachers' radar, and when they eventually retaliate they can be seen as the problem.

Electronic / Cyber-bullying is now recognised as a major problem and as such deserves its own section in our anti-bullying policy. It is addressed in detail later in this policy.

7. Our Policy

The Principal, staff and pupils of Downe House Riyadh agree that we will not tolerate any form of bullying. Everyone who is part of the Downe House Riyadh community has a responsibility for one another.

7.1 Staff Awareness

All staff must be *aware* of the problem. Bullying can take place:

- In the playground: pushing, teasing, jostling, isolating.
- In the changing rooms: teasing, hiding clothes and possessions.
- Before or after class: stealing a pencil case, verbal abuse.
- During games: over aggressive tackling, excluding someone from the game.
- During meals: queue barging, isolation by excluding peers from table.

7.2 Staff Action

In class:

- Teachers need to define a clear, fair set of rules that protect the interests of all class members. Teachers must not be bullies themselves!
- Teachers need to remember that they teach people, not just a subject. Almost as much thought needs to go into how to manage a class and how to deal with poor discipline (or bullying) as into the preparation of teaching material.
- Teachers should think carefully about the seating arrangements in the classroom. It is often better to produce a seating plan than to allow the children to choose for themselves where they sit.
- Care should be exercised when dealing with the parties involved. There may be more to an incident than meets the eye: for example, a victim's reaction could be mistaken for bullying.
- The loud and assertive (or aggressive) pupils should not be allowed to dominate; everyone should be involved in class discussions and nobody rubbished. In a poorly disciplined school, bullying and anti-social behaviour will flourish.
- Punctuality is vital. A lot of bullying occurs before class starts or as pupils go from one lesson to the next.

On the sports pitches:

Staff must not lose sight of the fact that they are primarily teachers, as well as coaches and referees. They should not tolerate anti-social or rude behaviour, regardless of circumstances. Excellence in sport is important to us, but that must be secondary to good conduct.

In the Cafeteria:

Watch out for queue barging and the exclusion of individuals from a table, as well as bad manners. The members of staff on duty in the cafeteria should keep an eye on this.

8.   Guidance for Staff

8.1 Signs, Symptoms and Consequences of bullying

A child may indicate, by different signs or behaviour, that he or she is being bullied. We all need to be aware of these possible signs and investigate further if a child is:

- frightened of coming to school on the school bus
- refuses to get out of the car in the morning
- begins to feign illness on regular days to avoid e.g. games
- 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
- feels ill in the morning or regularly reports to the school nurse
- begins to underperform in schoolwork
- comes home with clothes torn or books damaged
- regularly reports possessions going 'missing'
- asks for money or starts stealing money (to give to the bully)
- has unexplained cut or bruises
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what is 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 taken seriously and investigated as soon as possible.

9. Dealing with the Bully

A lot of this can be done by the teacher commenting on the spot, e.g. "that was nasty", "that was unnecessary".

A conversation, note or email should be sent to a Form Tutor if a pupil is habitually unpleasant in class or games. He/she can file it, mentally or otherwise, to use if a picture emerges.

Do not accept lies or false excuses: "I didn't do it, she's got the wrong end of the stick", "it was a game", "we were having a joke", "it was an accident", "he offered to lend it to me" (these matters, however, are hard to prove when the victim has no witnesses to back him /her up)

All incidents of bullying should be reported to the class teachers of the pupils involved.

Allegations and incidents of bullying will be logged on ISAMS as a Behavioural Caution and also in the bullying log by the Head of Phase shared with the appropriate Head of School.

Our priority is to prevent bullying, rather than just punish for it. It should be recognised, however, that bullying is a major offence and may be punished by suspension or, ultimately, expulsion.

10. Supporting the Victim

Support can be given by:
- Telling the victim he/she is not alone in this and that by telling someone about it he/she has already done the difficult part
- Building up self-esteem.
- Trying to analyse if there is something they do that causes them to be bullied.
- Teaching him/her to be more assertive (not aggressive).
- Encouraging him/her to report any further instances of bullying or teasing.
- Reassuring him/her that it is the bully who "has a problem", not the victim.

11. Procedures for reporting and responding to bullying incidents

11.1   Allegations and incidents of bullying will be written on the centralised iSAMS system in the pupil's file. The iSAMS file includes the pupil's name, year group, date and sanction imposed. This system automatically sends an email notification of the offence to the pupil's tutor and the Head of Year, Head of Phase and Head of School. Any serious or repeated incidents of bullying will be reported to the Head of School.

11.2   Allegations must be taken seriously and contact with parents should be established at the earliest opportunity.

11.3   Staff will make sure the victim(s) is and feels safe. They should respect a child's wish for anonymity and deal with the situation tactfully and without making things seem worse for the victim.

11.4   Appropriate advice will be given to help the victim(s).

11.5   Staff will listen and speak to all children involved about the incident separately.

11.6   The problem will be identified and possible solutions suggested.

11.7   Staff will attempt to adopt a problem-solving approach which will move children on from them having to justify their behaviour.

11.8   Appropriate action will be taken quickly to end the bullying behaviour or threats of bullying. Sanctions, the scale of which will be in line with the school's disciplinary structure, will be applied.

11.9   Staff will reinforce to the bully that their behaviour is unacceptable.

11.10   The bully (bullies) may be asked to genuinely apologies. Other consequences may take place and appropriate sanctions applied – see Disciplinary sequence.

11.11   If possible, the pupils will be reconciled.

11.12   An attempt will be made, and support given, to help the bully (bullies) understand and change his/her/their behaviour.

11.13   In serious cases of bullying parents will be informed and will be invited to come into school for a meeting to discuss the problem.

11.14   After the incident has been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

11.15   Bullying incidents will be discussed regularly at staff meetings.

12. Bullying: Advice to Pupils

12.1   Our Definition of Bullying

Bullying is when a person or group of people do unpleasant or unkind things to someone on purpose, often more than once, which the victim finds difficult to stop. Bullying includes the following:

- **Physical**: being punched, pushed or hurt; made to give up money or belongings; having property, clothes or belongings damaged; being forced to do something they don't want to.
- **Indirect:** having nasty stories/rumours told about them; being left out or excluded by other people; writing graffiti about another person.
- **Verbal**: name-calling, sarcasm.

- **Emotional**: excluding other people, particularly from groups, tormenting, ridicule, humiliation, taunting.
- **Electronic**: (known as cyberbullying), any of the above sent via mobile 'phones (text messages, calls) and computers (e-mails, websites, chat rooms).

13. Our Policy

The Principal, staff and pupils of Downe House Riyadh agree that they will not tolerate any form of bullying. Everyone who is part of the King's College, Doha community has a responsibility for one another.

14. Your Action

- Bullying is more likely to exist if you remain silent
- If you are being bullied, tell any adult or older pupil in the community
- When someone else is being bullied or is in distress, *take action.* Watching and doing nothing may suggest support for the bully. Express your disapproval of bullying; do not tolerate a bully in your circle of friends. Inform an adult or older pupil if you feel unable to stop the bully yourself.
- Always treat others as you would like to be treated yourself. Remember that calling someone names, or incessant teasing, *is* bullying. Do not become a bully yourself.

15. Action by the School

Our concern is to prevent bullying from happening in the first place rather than just to punish bullies. However, bullying is a major offence and will be dealt with firmly. In a case where bullying has occurred our action will be:

- To support the victim in any appropriate way
- To educate the bully. This is for the bully's sake as well as for others.
- To deter the bully. Any serious bullying offence will be recorded in writing and extreme or persistent bullying will be referred to the Principal who, if necessary, may suspend or even expel the offender.

16. Combating Cyber-Bullying

This section should be read in conjunction with the school's e-safety policy

16.1   Electronic / Cyber-bullying is now recognised as a major problem and as such deserves its own section in our Anti- bullying policy. It is addressed in detail here.

16.2   At Downe House Riyadh we will include an annual focus in our PSHE programme, as well as in our staff INSET, directed specifically at understanding, and combating cyber-bullying.

16.3   Cyber-bullying can be defined as 'the use of Information and Communications Technology (ICT), particularly mobile phones, email and via social networking sites on the internet, deliberately to upset someone else'. It can be an extension of face-to-face bullying, with technology providing the bully with another route to harass their target. However, it differs in several significant ways from other kinds of bullying: the invasion of home and personal space; the difficulty in controlling electronically circulated messages, the size of the audience, perceived anonymity, and even the profile of the person doing the bullying and their target.

16.4 Cyber-bullying takes different forms: threats and intimidation, harassment or 'cyber-stalking' (e.g. repeatedly sending unwanted texts, instant messages or by people trying to befriend someone on a social networking site), vilification / defamation; exclusion or peer rejection, impersonation, unauthorised publication of private information or images and manipulation.

16.7 Some cyber-bullying is clearly deliberate and aggressive, but it is important to recognise that some incidents of cyber-bullying are known to be unintentional and the result of simply not thinking about the consequences. What may be sent as a joke may not be received as one, and indeed the distance that technology allows in communication means the sender may not see the impact of the message on the receiver. There is also less opportunity for either party to resolve any misunderstanding or to feel empathy. It is important that pupils are made aware of the effects of their actions.

16.8 In cyber-bullying, bystanders can easily become perpetrators, e.g. by passing on or showing to others images designed to humiliate, or by taking part in online polls or discussion groups. They may not recognise themselves as participating in bullying, but their involvement compounds the misery for the person targeted. It is recommended that anti-bullying policies refer to those 'bystanders' — better termed 'accessories' in this context — who actively support cyber-bullying and set out sanctions for this behaviour. It is important that pupils are aware that their actions have severe and distressing consequences, and that participating in such activity will not be tolerated.

16.9 There are particular features of cyber-bullying that differ from other forms of bullying which need to be recognised and taken into account when determining how to respond effectively.

The key differences are:

- **Impact** - the scale and scope of cyber-bullying can be greater than other forms of bullying
- **Targets and perpetrators** - the people involved may have a different profile to traditional bullies and their targets
- **Location** - the 24/7 and any-place nature of cyber-bullying
- **Anonymity** - the person being bullied will not always know who is attacking them
- **Motivation** - some pupils may not be aware that what they are doing is bullying
- **Evidence** - unlike other forms of bullying, the target of the bullying will have evidence of its occurrence.

17. Prevention

17.1 We seek to instil values in all members of the School, which should, ideally, preclude all bullying. These are reinforced by a PSHE programme which requires teachers at all levels of the school to spend time talking to their groups about cyber-bullying and its effects and consequences. In essence, these seek to inculcate respect for others, their property and their individuality. We hope these values underpin ordinary curricular lessons too.

17.2 It is crucial to the school's success in dealing with cyber-bullying that all members of the community are made aware that it is unacceptable and should not be tolerated. It is the responsibility of all members of the community to take action if they are aware of it happening. To remain silent is to condone the action of the bully.

18. Process

18.1   Information is crucial to dealing with the problem. Those who feel that they are being bullied, or who are witnesses to what they believe is bullying/cyber-bullying, should always tell a member of staff.

18.2   Advice, support and counselling will be offered to all parties involved, and, if necessary, their parents. While recognising that both victim and bully need help, we do not adopt a 'no blame' position.

18.3   If a pupil receives an abusive e-mail or text, they should report the matter to a member of staff as soon as possible. A copy of the email with full headers, plus dates and times should be saved. Staff will investigate all complaints of abuse and take action accordingly.

18.4   Depending on the nature of the allegation, the case will be taken up either by the class teacher/tutor, a Head of Year / Head of Phase, Head of School or a combination of these people. As a rough guide, the more serious the allegation, the more likely it is to involve senior staff.

18.5   Interviews will be conducted fairly, giving all sides the opportunity to state their case, so as to establish the truth in what seldom turn out to be straightforward issues. In all cases, pupils will be warned not to do or say anything that may prejudice their position vis-à-vis the pupil who has been bullied. (No revenge/stirring up support among friends, no taking the law into their own hands.)

18.6   Except for the most straightforward cases, in which truth has been established and the matter has been resolved swiftly, an interview will be conducted; a pupil would be invited to bring a friend or member of staff to support them in any such interview. This will enable a record to be kept of the interview, and what is said, to be corroborated. Notes, both rough copies and, where necessary, a brief summary and copies of any letters sent to parents will be put on files with cross referencing where appropriate.

18.7   Letters written to parents will detail the nature of the offence and any sanctions imposed, and will set out what improvements the School expects to be made in behaviour as well as the consequences of failure to improve. Recommendations may be made about counselling and support for everyone involved.

18.8   At the conclusion of the investigation, if appropriate, one of the members of staff involved will contact parents of all pupils directly involved and inform them of action taken. Wherever possible, the identity of "informers" and pupils other than the son or daughter of the parent will not be disclosed.

18.9   In practice, the sanctions applied range from a verbal warning or a ban on use of the school's computer network, to temporary or permanent exclusion, depending on the gravity of the offence and the pupil's previous record with reference to bullying. (See the school's e safety policy for further amplification)

19   Sanctions

19.1   In practice, the sanctions applied range from a verbal warning or a ban on use of the school's computer network to a temporary or permanent exclusion, depending on the gravity of the offence and the pupil's previous record with reference to bullying / cyber-bullying. In the most severe cases, it can result in criminal prosecution.

19.2   The aim of sanctions is to:
- Help the person harmed to feel safe again and be assured that the bullying will stop
- Hold the perpetrator to account getting them to recognise the harm caused and deter them from repeating the behaviour
- Demonstrate to the school community that cyber-bullying is unacceptable and that the school has effective ways of dealing with it, so deterring others from behaving similarly

19.3   When cyber-bullying is investigated, reference will be made to the Acceptable Use Policy (AUP); sanctions for breaches are set out in the AUP and the 'Procedure for dealing with Bullying/Cyber-bullying incidents'. Technology-specific sanctions for pupils engaged in cyber-bullying behaviour could include limiting internet access for a period of time.

19.4   Cyber-bullying will have an impact on the education and wellbeing of the person being bullied, and the physical location of the bully at the time of their action is irrelevant in this. Misconduct of any kind outside of school will be amenable to school discipline if the welfare of another pupil or the culture or reputation of the school are placed at risk.

20.   Anti-Cyber-Bullying Code: Advice to Pupils

Being sent an abusive or threatening text message, or seeing nasty comments about yourself on a website, can be really upsetting. This code gives you seven important tips to protect yourself and your friends from getting caught up in cyber-bullying, and advice on to how to report it when it does happen:

Always respect others

Remember that when you send a message to someone, you cannot see the impact that your words or images may have on the other person. That is why it is important to always show respect to people and be careful what you say online or what images you send. What you think is a joke may really hurt someone else. Always ask permission before you take a photo of someone.

If you receive a rude or nasty message or picture about someone else, do not forward it. You could be assisting a bully and even be accused of cyber-bullying yourself. You could also be breaking the law.

Think before you send

It is important to think before you send any images or text about yourself or someone else by email or mobile phone, or before you post information on a website. Remember that what you send can be made public very quickly and could stay online forever. Do you really want your teacher, parents or future employer to see that photo? This is especially the case with social networking sites, where you should apply the tightest possible security settings.

Treat your password like your toothbrush

Don't let anyone know your passwords. It is a good idea to change them on a regular basis. Choosing hard-to-guess passwords with symbols or numbers will help stop people hacking into your account and pretending to be you. Remember to only give your mobile number or personal website address to trusted friends.

Block the Bully

Most responsible websites and services allow you to block or report someone who is behaving badly. Make use of these features, they are there for a reason!

Don't retaliate or reply

Replying to bullying messages, particularly in anger, is just what the bully wants.

Save the evidence

Learn how to keep records of offending messages, pictures or online conversations. These will help you demonstrate to others what is happening and can be used by your school, internet service provider, mobile phone company, or even the police to investigate the cyber-bullying.

Make sure you tell

You have a right *not* to be harassed and bullied online. There are people that can help:

- Tell an adult you trust who can help you to report it to the right place.
- Tell the provider of the service you have been bullied on (e.g. your mobile-phone operator or social- network provider). Check their websites to see where to report.
- Tell your school. Your teachers, or any member of staff will support you and can discipline the person bullying you.

Finally, don't just stand there.

If you see cyber-bullying going on, support the victim and report the bullying.

How would you feel if no one stood up for you?

20. Help Organisations

www.bullying.co.uk

www.anti-bullyingalliance.org.uk/advice/children-young-people/

Policy History

Date of adoption of this policy	September 2022
Date of last review of this policy	December 2024
Date for next review of this policy	August 2025
Policy owner (SLT)	Principal
Policy owner (Board)	Chair

Appendix 1

Suicidal Behaviour in Children and Young People

The following section is adapted from kidscape.org.uk

Why do they do it?

It may be that the child or young person is:

- depressed because of social problems with friends

- worried about school pressures and examinations

- concerned about family problems

- being bullied

- a victim of child abuse

- overwhelmed by the world situation

- experiencing a chemical imbalance

- influenced by another suicide story

- trying to make life easier for someone

- trying to escape from an impossible situation

- trying to get help for some problem

- trying to manipulate someone to gain love

- trying to punish someone for hurting them

- acting on sudden, inexplicable impulse

- putting pressure on themselves

- taking a prescribed drug that has given them a bad reaction

- using this as a misguided way to get recognition online

- influenced by an internet suicide chatroom or by 'friends' online

- influenced by the death of a friend or family

Possible indicators:

The following are common characteristics of many people who commit suicide:

- experienced the loss of a loved one through divorce or death

- overly sensitive to emotional pain or upheavals

- unable to find friendship or security

- unable to deal with problems and feel hopeless

- convinced that suicide is the only solution

- given indications or said that they wished to die

What to look for:

Although some children may not give any indication that they are considering suicide, staff should be aware of the following signs – usually in combination:

- change in eating or sleeping patterns

- loss of interest in activities usually enjoyed

- irritability, sadness, hopelessness

- loss of energy; feeling tired and listless

- unable to concentrate or sudden poor school performance

- restless, pacing type of behaviour

- excessive self-blame for everything

- expressions of self-hate

- continued thoughts of suicide or death

- giving away precious possessions

- spending hours online in depressing or suicide sites

- posting 'memorials' to young friends who have died, especially by suicide

Most of these signs could be due to other causes, but if a child or young person is exhibiting three or four of these consistently over a period of a week to ten days, there is cause for concern. Often young people who try to kill themselves don't really want to die and do not understand the finality of death.

Advice to staff:

If a child talks about suicide, take it very seriously. There is a myth that 'talking about suicide means the person won't do it.' People who talk about suicide sometimes do kill themselves. Immediately seek help from the Deputy Head Pastoral and Principal, who will contact the parents.

- encourage them to talk by saying: "I'd like to hear about it"

- give the child a chance to be alone with you, but don't "hover"

- be direct: "I'm worried about you"

- set limits – they help children feel secure

- help find the child find solutions / offer alternatives

- don't force a child into an impossible situation - it may result in them feeling that suicide is the only escape, for example, severe bullying might make going to school a nightmare

- trust your own judgements

- remove means of suicide if possible

- tell others and seek professional help - don't try to cope alone

- encourage children to eat and sleep properly

- encourage physical or recreational activity to release tension

- role play with them to cope with situations

- encourage crying, deep breathing exercises, laughter, listening to music, drawing, relaxation techniques, teach positive assertion skills

- be especially diligent if a friend of your child commits suicide

- monitor your child's online activities and learn how to find out if they have accessed suicide websites

- teach problem solving skills, explaining how to find alternatives and to foresee consequences - explain that simply because you can't see a solution to a problem, it doesn't mean that there isn't one.

- build up a child's self-confidence - find something the child is good at and praise him/her