



## 1. Policy Statement

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Not every act of unkindness can be classified as bullying. We recognise that sometimes children are spontaneously unkind to each other without thinking, and more often than not this is a one-off incident. Bullying is persistent action taken by one or more children with the deliberate intention of hurting another child, either physically or emotionally. This includes being unkind to any individual in a racial, religious, cultural, sexual/sexist, homophobic, Special Educational Needs, disability or cyber context (social websites, mobile phones, messages, photographs and email). The school recognises that this behaviour has no place in the school community. The school takes due notice of the DfES non-statutory advice 'Behaviour and Discipline in Schools: Advice for headteachers and school staff' (January 2016) and 'Preventing and Tackling Bullying: Advice for headteachers, staff and governing bodies' (July 2017), as well as the ADEK initiatives on Anti-bullying.

## 2. Aims

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Bullying is wrong and damages individual children, either physically or psychologically. Sometimes this can have a very significant and lasting impact, and so we do all we can to prevent it by developing a school ethos in which bullying is regarded as unacceptable. We aim, as a school, to produce a safe and secure environment where all can learn without anxiety. This policy aims to produce a consistent school approach to any bullying incidents that may occur. Given the significant impact that bullying can have on a child's wellbeing, any form of bullying towards a member of our community will be addressed - this includes incidents that happen on or off the campus, whether pupils are in the care of the College or not.

We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school by raising awareness of staff through training, taking action to reduce the risk of bullying at times and in places where it is most likely; and by using educational elements such as personal, social and health education (PSHME), assemblies, circle time, projects, drama, stories, literature, historical events, current affairs and so on.

## 3. Practice and Procedure

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Our aims are achieved by providing clear guidelines to pupils, staff and parents. Whenever possible relevant cross-curricular opportunities are taken to highlight, enhance and reinforce anti bullying issues. Parents are informed of the school's policy through the Parent Handbook. An overview of some of the key expectations are set out below. As a School we take a proactive approach to bullying by creating an ethos of good behaviour, where pupils treat each other and staff with respect. We aim to develop strategies to prevent bullying before it occurs. Parents are made aware of the appropriate procedures if they believe their child is being bullied and pupils are educated on the school's approach to bullying, the



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role they can play in prevention, and how they can report bullying safely. This policy is dovetailed with the school's Behaviour Policy and disciplinary sanctions are implemented where appropriate, to reflect the seriousness of the incident, and make it clear that bullying is unacceptable. There are also times when a more restorative, non-punitive approach will be taken if, in the school's professional opinion, this will have a more positive and sustainable outcome. Where bullying has occurred, the school will act to support all those involved, depending on the individual circumstances and the degree of need.

### 3.1 Pupils

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Pupils are made aware of the issues surrounding bullying and know the importance of reporting any bullying incident to a member of staff, parent or a friend. There are clear guidelines given to pupils and parents in the Parent Handbooks for each respective school in the College.

#### 3.1.1 The abuse of a pupil by another pupil

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All staff should be aware of the potential for a pupil's relationship with another pupil to be or become abusive, and staff should be alert to this possibility and the requirement for concerns of this nature to be referred under the procedures detailed in this policy. Bullying is a subset of abuse that can take different forms including physical, sexual (including sexting), cyber, emotional and verbal. Child on child abuse should never be excused as 'teasing / banter / children growing up'. It is acknowledged that a pupil may be abused by more than one child. Suspected cases should be referred to the Class Teacher / HMM / Assistant Head or Deputy Head Pastoral in the same way as any other safeguarding concern.

There is no legal definition of bullying within the UAE; the Department for Education (DfE) defines bullying as behaviour by an individual or group, repeated over time, that is intended to hurt or harm another individual or group, either physically or emotionally. Bullying is often aimed at certain groups, for example because of their race, religion, gender or something individual to that child. The rapid proliferation of new technologies has given rise to cyberbullying through social media, gaming, and messaging apps. It involves new and increasingly complex forms and types of bullying such as impersonation and exclusion from social networking. It also includes sending or posting harmful or cruel texts or images using the internet or other digital communications devices. If the use of technology humiliates, embarrasses, causes offence or harm, it is unacceptable and likely to constitute bullying. Cyber-bullying can happen 24/7, with a potentially bigger audience, and more accessories as people forward on content at a click. It is for these reasons that all instances of cyber-bullying will be addressed, whether the content was created at school or elsewhere.

#### Differentiation/Inclusion

All pupils are involved in the implementation of this policy and commit to aiming to follow the School's Code of Conduct, which supports an anti-bullying ethos. Pupils sign an anti-bullying promise at the beginning of each year.

### 3.2 Staff Awareness

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Staff awareness of bullying takes place through training, meetings and discussions. The Staff Handbook gives very clear expectations of vigilant staff supervision (e.g. break and lunch times.) Teachers are asked



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to use educational opportunities such as PSHME, other subject lessons and assemblies to support good behaviour and to educate pupils about bullying. The Prep and Senior Schools recognises *Pink Shirt Day*, an international anti-bullying movement. Anti bullying week is promoted through pastoral teams and the school counsellors across the college.

Class and Form / House Tutors are required to ensure that all pupils in the College know who they would turn to if they have a concern or worry or believe that they are being bullied, this person depending upon their age might be a classroom teacher / HoY / tutor / DHMM / HMM / Counsellor or any member of the Senior Pastoral team. It is the responsibility of all staff to be mindful of potential patterns of bullying and victim behaviour. Class Teachers, Form Tutors and House Masters, since they have pastoral oversight of the pupils, are asked to be particularly vigilant. There are several staff who are DSL trained to help and support any pupil who feels they are being bullied; such staff are signposted for pupils in each classroom.

The respective Heads, Pastoral Deputies, House Masters/Mistresses and Form / Class Teachers of each School use age-appropriate systems for dealing with bullying (as detailed in the College Behaviour Policy). The school records all incidents of bullying to enable patterns to be identified.

### 3.3 The Role of Parents

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Parents are informed of the College's policy through the Parent Handbook and the College Website. Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's Class / Form teacher, or appropriate member of staff, immediately.

Parents will be contacted, after initial investigations have been carried out, if their child is suspected to have been involved in an instance of bullying. Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.

### 4. Assessment and Record Keeping

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Once referred to the Pastoral Leadership Teams / House Masters & Mistresses or the Child Protection Officer, further records of individual cases will be kept on file in confidential pupil folders on CPOMS (or another appropriate system). Record keeping allows opportunities to retrieve and analyse incident reports chronologically and by pupil/s, which can be of value in identifying patterns of victim and/or bullying behaviour.

### 5. Reporting

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#### 5.1 Reporting Procedures and Disciplinary Action

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If, as teachers, we become aware of any bullying taking place between members of our community, we address the issue immediately. This may involve counselling and support for the victim of the bullying. Abuse by one or more pupils against another pupil will result in immediate referral to the Head of Year / HMM, or if necessary, the Assistant / Deputy Head Pastoral or the Head of School. Teachers in our College take all forms of bullying seriously and intervene to prevent incidents from taking place, referring it to the appropriate person immediately. Teachers will log all incidents of bullying for future reference and monitoring, and bullying incidents will be subject to sanctions in line with school / ADEK policy. If incidents of bullying reoccur then the pupil may face further disciplinary consequences following the school's / ADEK policy.

Teachers attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

### 5.2 The Role of the teachers, Head of Year, Form Tutor, House Master/Mistress

Following notification of a behavioural incident (including those which may include bullying), the Deputy Head (Pastoral) will usually ask the Class Teacher or Head of Year, the Form Tutor or House Master/Mistress to help with the investigations and the updating of the Incident Report Form. Class Teachers, Heads of Year, Form Tutors and House Masters/Mistresses may be involved in further pastoral work with the victim and bully after action points have been agreed by the Heads of School. The College supports both the victim and the bully, as appropriate. Class Teachers and Form Tutors are often best placed to identify potential patterns of bullying through time. They are expected to be vigilant and notify Heads of Year, House Masters/Mistresses and Heads of School should they suspect a pattern of behaviour linked to either bullying or being a victim.

Class Teachers, Heads of Year, Form Tutors and House Masters/Mistresses draw pupils' attention to the College's stance on bullying at suitable moments. If an incident occurs, pastoral leaders may decide to use an assembly or House meeting as a forum in which to discuss with other pupils why this behaviour was wrong. The Class Teachers / Heads of Year / House Masters & Mistresses and Form Tutors will also use the PSHME programme as a vehicle for ensuring that the school ethos of anti-bullying is laid out and reinforced.

### 5.3 The role of the Heads of School

The Heads of School will be notified of every case of serious bullying. A serious act of bullying such as abuse by one or more pupils against another pupil will result in immediate referral to the Head of School or in extreme cases the Head Master.

### 5.4 The Role of the Head Master

It is the responsibility of the Head Master to implement the school Anti-Bullying Policy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with



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incidents of bullying. The Head Master reports to the governing body about the effectiveness of the Anti-Bullying policy, on request. The Head Master informs the Governors of any serious bullying incidents.

The Head Master sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

The Head Master ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying.

### 6. Associated documents

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- ADEK Student Behaviour Policy Version 1.1 2024
- ADEK School Student Protection Policy 2024
- ADEK School Inclusion Policy 2024
- ADEK School Educational Risk Policy 2024
- ADEK School Student Administrative Affairs Policy 2024
- ADEK School Student Mental Health Policy 2024
- DFES Safe to Learn – Embedding anti-bullying work in schools.
- Behaviour and Discipline in Schools: Advice for headteachers and school staff (January 2016)
- Preventing and Tackling Bullying: Advice for headteachers, staff and governing bodies (July 2017)

### 7. Monitoring and Review

This policy is monitored on a termly basis by the Pastoral Deputy Heads, the Heads of School and the Child Protection Officer. It is under constant review.



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Monitoring and review

Policy to be reviewed and checked annually by the Head Master.

Head Master on behalf of the College:

*B. Dent*

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Chair on behalf of the Governors:

*C. Hamshed*

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### Change History Record

Version No.	Description of Change	Owner	Date of Issue
1.0	Combined Policy for Whole College	Louise Parry	10/2015
2.0	Update Section 3	JB Savage	06/2016
3.0	Updates	Simon Baker	06/2018
4.0	Change to Head Mistress	Head Mistress	09/2022
5.0	Format Alignment	Vice Principal	10/2023
6.0	Change to personnel	Vice Principal	06/2025

### Brighton College Abu Dhabi Policies and Guidelines

#### Policy Statement

Brighton College Abu Dhabi policies have been developed by the College Leadership Team (CLT) with input and guidance from the Brighton College network, including Brighton College UK.

Policies reflect current best practice.



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At the time of writing, policies aligned with the following:

- ADEK Guidance and Guidelines for Private Schools
- MOE United Arab Emirates School Inspection Framework
- DSIB School Inspection Supplement
- The College's Development Plan written for ADEK approval
- Standards for British Schools Overseas (DfE)
- COBIS Accreditation and Compliance
- Bloom Education and Bloom Holding policies where applicable.

Should any regulations change or develop further, the policies will be reviewed to ensure continued alignment.

### **Policy Structure**

Policies will show the date of writing and reviews on them. Version control will also be in place. Should there be an error or inaccurate fact in any policy, a CLT member should be notified.

### **Policy Development**

Policies will continue to be developed as strategic priorities are set.