



1. Policy Statement

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, text 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 Guidance on the prevention of bullying as contained in ***Safe to Learn – Embedding anti-bullying work in schools.***

2. Aims

Bullying is wrong and damages individual children, either physically or psychologically, and could even result in suicide. 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 response to any bullying incidents that may occur. This includes a procedure to follow: who to tell; how to record bullying to enable patterns to be identified.

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

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. Appropriate support is offered to the victim and the bully. Parents are informed of the School's policy through the Parent Handbook. This policy is dovetailed with the school's behaviour policy (with support for the victim and the bully), making it clear what the sanctions are for bullying.

3.1 Pupils

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.



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3.1.1 The abuse of a pupil by another pupil

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. Staff should also refer to the Anti-Bullying policy. Bullying is a subset of abuse that can take different forms including physical, sexual (including sexting), emotional and verbal. Peer on peer 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 HMM / Deputy Head Pastoral / Senior Housemaster in the same way as any other safeguarding concern.

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 from the Prep sign an anti-bullying charter at the beginning of each year.

3.2 Staff

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 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.** 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.

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

Parents are informed of the College's policy through the Parent Handbook and the Anti-Bullying Policy. 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 immediately.

Parents will always 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.



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Where cyber-bullying occurs, the College will provide guidance and support. When this happens outside the jurisdiction of the school, we will communicate and co-operate with parents as necessary.

4. Assessment and Record Keeping

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

5. Staffing and Resources

5.1 The Role of the Class/Form Teachers and the Teaching and Learning Assistants

If, as teachers, we become aware of any bullying taking place between members of a class, we deal with 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 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. They refer bullying incidents immediately to the appropriate person as identified above. Class teachers will log all incidents of bullying for future reference and monitoring.

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.

If incidents of bullying reoccur then the pupil may face further ADEK consequences outlining the nature of the bullying

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

Following notification of a behavioural incident (including those which may include bullying), the Deputy Head (Pastoral) / Senior HMM 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.



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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 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 Head of Schools 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.

The Heads of School set clear expectations of behaviour and kindness to endeavour to make bullying less likely. When pupils feel they are valued and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

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 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

- ADEK Protection From Risks From the World Wide Web Policy 65
- ADEK Private Schools Policy and Guidance Manual 2014-2015
- DFES Safe to Learn – Embedding anti-bullying work in schools.7. Monitoring and Review



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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.

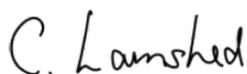
Monitoring and review

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

Head Master on behalf of the College:



Chair on behalf of the Governors:



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	RF	Oct 2023

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.



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Policies reflect current best practice.

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.