



المدرسة الأمريكية
للإبداع العلمي
AMERICAN SCHOOL
OF CREATIVE SCIENCE

Anti-Bullying Policy

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ANTIBULLYING POLICY

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ANTIBULLYING POLICY

Overview

At the American School of Creative Science, we believe that all children have the right to an educational environment where they feel safe and which is free from harassment and bullying.

At ASCS, we believe bullying is wrong and damages the wellbeing of individual children. We, therefore, do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable. If bullying does occur (please refer to the definition of bullying below) students, staff, and parents should feel confident that they can report the behavior and that swift action will be taken. 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.

This policy is implemented in partnership with the school's behavior policy and serves the entire school.

Aims

The American School of Creative Science aims to encourage positive behavior so that anti-social behavior such as bullying is prevented. We do all we can to prevent it, by developing an ethos in which bullying is regarded as unacceptable. Our aim is to produce a safe and secure environment where all students 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 and 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. Everyone's responsibilities are made clear, with regards to the controlling and containing of bullying in our school community.

The aims of this policy are as follows:

- To inform students and parents/guardians of our expectations in order to ensure a productive partnership, where each and everyone has a role to play in eradicating bullying;
- To maintain a community in which everyone feels valued and safe and where individual differences are appreciated, understood and accepted;
- To promote a secure and happy, caring environment where kindness and helpfulness are expected and respected;
- To teach students to respect themselves and others, promoting crucial self-esteem;
- To reduce the emotional and mental distress of any bullying enabling all students the right to enjoy their time at school.

Definition

Bullying is “the **repetitive**, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal, or psychological. It can happen face-to-face or online” (Anti-Bullying Alliance). While bullying is usually repeated over time, the school recognizes that a single serious incident — particularly one that is discriminatory, sexual, targets a protected characteristic, or causes significant harm — can also require the full protective and investigative response set out in this policy.

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Not every act of unkindness can be classified as bullying. We recognize that sometimes students are spontaneously unkind to each other without thinking, and more often than not this is a one-off incident. Bullying is action taken by one student or more than one student with the deliberate intention of hurting another, either physically or emotionally usually, though not always, over a period of time. We recognize that this behavior has no place in our school community. We retain the right to determine what is considered bullying.

Bullying is unacceptable. Our school will respond promptly and effectively to reported incidents of bullying. In our school community:

- Everybody has the right to be treated with respect.
- Everybody has the right to feel happy and safe.
- No-one deserves to be a target of bullying.
- Students who bully need to learn different ways of behaving.

Bullying includes:

- Physical: Pushing, kicking, hitting, pinching, hair-pulling, damaging property, and other forms of violence or threats of violence
- Verbal: Name-calling, sarcasm, teasing, put-downs, spreading rumors, etc.
- Innuendo: Spreading rumors, persistent teasing
- Emotional: Excluding, ridicule, humiliation, nasty notes, etc.
- Cyberbullying: Any bullying that takes place online or through digital devices — for example messaging apps, social media, gaming platforms, email, or the sharing of images — designed to upset, exclude, or abuse
- Racist: Racial taunts, slurs, graffiti, gestures
- Religious: Mocking, taunts or exclusion related to a person's religion, beliefs or practices
- Disability or SEND-related: Targeting a person because of a special educational need, disability, learning difficulty or medical condition
- Sexual or sexist: Unwanted physical contact, sexualised comments or rumours, or demeaning remarks based on gender; this includes sexual harassment, which the school always takes seriously

Bullying Isn't:

- Accidental physical harm – A student could accidentally bump into someone
- Being bossy - It is natural that friends may want to play in a certain way and take the role of director; we have to learn to express our feelings about that
- Disagreements between people - Not everyone is going to agree with us
- Not being someone's friend - Not everyone is our friend, but we treat all classmates with respect, and we don't start rumors about them or verbally attack them.

Why is it important to respond to bullying?

There is considerable evidence to show that bullying has both short term and longer-term impact on students. Bullying impacts students' wellbeing, can impact on attendance and become a significant barrier to learning. Bullying is associated with lower levels of school engagement and achievement both

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in elementary, middle and high schools and can lead to mental health concerns such as anxiety and depression.

Strategies for Prevention

- To hold school wide awareness campaigns regarding anti-bullying and to cover the topic in homeroom time as well as at assemblies providing strategies and to deal with the situation if it should occur and communicate our collective responsibility to stop bullying
- To hold Anti-bullying campaigns
- To help students through advice and counselling, to make the right choices
- To listen to all parties involved in incidents and always take allegations from victims seriously;
- To reassure students that the school will do all in its power to protect and support all parties involved while the issues are being resolved;
- To foster, by example, the values in which we, as a school, believe;
- To investigate all incidents as fully as possible;
- To provide high levels of adult support in the playground
- To provide staff with awareness training
- To use a range of strategies which challenge bullying behavior;
- To provide a curriculum which stresses the importance of children learning tolerance, learning to take responsibility and caring for others
- To identify bullying behavior at the early stages and work towards behavior modification before the problem becomes more serious.
- To recognize and rewarding non-aggressive behavior
- To support students through peer mentoring
- To use peer group pressure actively to discourage bullying
- To raise awareness of online bullying through regular digital citizenship lessons as well as providing parents with access to e-safety training
- To help children to develop positive strategies and assertion

The Role of the Parents

Parents are informed of the school's policy through 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 Head of Section 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 community. Where cyberbullying occurs, the school will provide guidance and support. When this happens outside the jurisdiction of the school, we will communicate and cooperate with parents as necessary.

The parents' role in preventing bullying

The following guidelines provide further advice to parents:

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- Take an active interest in your child's social life and chat about friends and their activities (including online communications)
- Watch for signs of distress in your child
- Inform the school immediately you suspect your child is being bullied. Your concerns will be taken seriously and appropriate action will follow
- Reassure your child that the bullying is not their fault, and encourage them to stay safe, walk away where possible, and report what has happened to a trusted adult rather than retaliating
- Make sure your child is fully aware of the school policy concerning bullying and who they can approach in the school if presented with a problem

What your child should do if bullied:

- Know it is not their fault and that they don't deserve to be bullied. It is wrong.
- Immediately report it to a member of staff
- To be proud of who they are
- Try not to show they are upset as bullies often enjoy seeing their fear
- Stay with a group of friends
- Be assertive and confidently take a stand – Leave me Alone
- Walk away confidently

What your child should do if they see someone being bullied:

- Befriend that student
- Take action by telling an adult immediately; watching and doing nothing is wrong.

Always Take Action. Always Report.

Role of the Students

- Students are expected to treat others fairly and with respect.
- Students are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must continue to let people know.
- Students must report any incidents that they witness of bullying, even if they observe as a bystander.
- Students are encouraged to stand up assertively and safely to a bully and are provided with a range of strategies on how to do this, whether they are being bullied or are a bystander

Role of the Teachers

Teachers will always listen to students who need to report an incident of unacceptable behavior.

Teachers will make every effort to supervise students carefully especially the ones who were involved in bullying incidents in the past or are new to school.

Teachers will be consistent when dealing with instances of bullying and will use the school's procedures to log and deal with any incidences they are aware of.

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Teachers will work with those involved in bullying, to try to find strategies for them both to use until the conflict is resolved.

As a school community we need to work together to ensure that everyone feels safe and protected. It is important that all adults set a good example in and around the school. The way we work with one another, and our own productive and supportive relationships will provide a model for children. In all relationships we should set a good example in the way we address each other, the language and tone that we use and the response that we expect. Respect around the school for one another and an ethos of care and consideration is part of building a culture which is resistant to bullying and ensures, where it emerges, it is dealt with firmly and fairly.

Following notification of a behavioral incident (including those which may include bullying), the Supervisor will usually ask the Class teacher and social worker to help with the investigation and the updating of the Incident report form. Class teachers working with Head of Section and Social worker may be involved in further pastoral work with the victim and bully, after action points have been agreed by the Head of Section. The school supports both the victim and the bully, as appropriate. Class Teachers and Homeroom teachers are often best placed to identify potential patterns of bullying through time. They are expected to be vigilant and notify Heads of Section and supervisor should they suspect a pattern of behavior linked to either bullying or being a victim. Class teachers draw students' attention to the school's stance on bullying at suitable moments. If an incident occurs, pastoral leaders may decide to use an assembly as a forum in which to discuss with other students why this behavior was wrong.

The Role of the Phase Supervisor

The phase supervisor will investigate cases of bullying and follow-up the incident with reporting to the Head of Section to ensure the appropriate consequences as outlined in the behavior policy is implemented.

The Role of the Social Worker

The school social worker takes initiatives to prevent bullying and raise awareness. The school social worker may be involved in the investigation of any reported bullying situation and the individuals who are part of it. Some private conversations can be conducted individually with the parties involved, and their parents. Also, the school social worker may choose to conduct individual/group role playing of nonaggressive behavior with those demonstrating bullying behavior and assertive behavior with the bystanders and those suffering from bullying. Teachers and parents may consult with the school social worker in order to obtain guidelines for specific situations.

The Role of the Head of Section

The Head of Section supports the Social Worker and Supervisor in conducting and recording investigations linked to an alleged bullying incident. The Head of Section reports to the Principal, where they discuss and agree action points from the investigation. The school supports both the victim and the bully, as appropriate. The Head of Section will follow up with parents, students, and staff as needed. Where a bullying incident raises a safeguarding or child-protection concern — including any incident that is discriminatory, sexual, or involves risk of significant harm — it is referred without delay to the

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Designated Safeguarding Lead (DSL) and managed under the school's Safeguarding and Child Protection Policy alongside this policy.

Ways of educating about bullying through the curriculum

The curriculum of the school is a medium to raise awareness of the nature and causes of bullying and how it impacts on individuals and communities. Assemblies, personal, social and health Education, projects, stories, literature, current affairs, class or group social awareness initiatives such as campaigns, focus days/weeks and specialist lessons can also have a focus on anti-bullying. The class representatives may also raise anti-bullying issues/concerns at the student council. It is important that bullying is addressed directly in the school and proactively throughout the school's curriculum. All class teachers and specialists need to work on this area of pastoral care. A buddy system and the use of buddies in the playground is a proactive way of ensuring that there is a positive climate in the school and that bullying issues are minimized. All new children have access to a buddy support system in the school as part of our pastoral care provision.

Procedures

Students

- Students commit to following the school's code of conduct and Anti-bullying pledge, which supports an anti-bullying ethos.
- Students are given a clear understanding of the school's expectations on behavior through assemblies, social emotional learning, and wellbeing sessions and through the school's Virtues in Practice program.
- Students are made aware of the harm that bullying causes and of the range of sanctions that the school is obliged to use, including the involvement of outside agencies.
- Students are given a clear understanding of the definition, impact and seriousness of bullying through the curriculum
- Students know what to do and who to turn to if they are being bullied.
- Students know what to do if they witness others being bullied.
- Students have a duty to report bullying whether it is happening to themselves or others and have access to "Report a Concern" form to report any instances electronically.

Reporting Bullying

In our school, students are encouraged to talk to staff when they are unhappy or have concerns. Students in our school understand that they have a right to feel and be safe and a responsibility to support others to feel and be safe. Students are encouraged to report bullying to:

- A trusted adult
- Their class teacher or teaching assistant
- Their phase supervisor
- Their section social worker
- Peer mentors or buddies
- Via the Report a Concern (Online form)

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Students are taught that it is important to talk to a trusted adult if bullying is taking place outside of school. Parents are also encouraged to report concerns and bullying to named individuals.

When students report their concerns, our staff are trained to listen and to believe. We involve children as far as possible in finding solutions.

As a school we will:

- Encourage victims and witnesses to speak up;
- Treat incidents seriously however trivial they might seem at first;
- Be alert, as a whole staff, to changes in behavior, attitude and well-being, reporting these immediately to the school social worker.
- Acknowledge every report promptly and begin investigating within one school day, keeping the child who reported and their parents informed of progress;
- Make clear that reporting bullying is always the right thing to do, protect anyone who reports or witnesses bullying from retaliation, and treat any retaliation as a further, serious breach of this policy.

Responding to Bullying

As a school, we will endeavor to:

- Take all bullying problems seriously;
- Record incident in our tracker to ensure all documentation is in place allowing for comprehensive safeguarding reviews.
- Deal with each incident individually and to access the needs of each student separately;
- Regard all incidents as potentially serious and investigate them thoroughly;
- Ensure that bullies and victims are interviewed separately;
- Obtain witness information;
- Keep a written record of the incident, investigation and outcomes which should be recorded and copied to the relevant staff;
- Ensure that action is taken to prevent further incidents. Such action may include: Imposition of sanctions such as detention and removal of privileges, referral for external professional behavioral evaluation, referral to external agency for advice;
- Use restorative approaches where appropriate to repair relationships, only ever with the agreement of the child who was harmed and never in a way that pressures them;
- Informing parents of both bully and bullied;
- Provide support for both the child who was harmed and the child who bullied.

Action taken when bullying is suspected

If bullying is suspected we talk to the suspected victim, the suspect bully, and any witnesses. If any degree of bullying is identified, the following action will be taken:

- Help, support and counselling will be given as is appropriate to both the victims and the bullies;
- We support the victims in the following ways:
 - By offering them an immediate opportunity to talk about their experiences.

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- By informing the victims' parents/guardians
 - By offering continuing support when they feel they need it.
 - By arranging for special supervision in the playground
 - By taking steps to prevent more bullying.
- We also discipline, yet try to help the bullies in the following ways by:
 - talking about what happened, to discover why they became involved
 - involving the bullies' parents/guardians
 - continuing to work with the bullies in order to change their behavior
 - requesting help from support services
 - taking one or more of the disciplinary steps below, to prevent more bullying:
- Incident report is filled out. Bullies will be officially warned to stop bullying by the leadership team in a counselling meeting with the student at which time the parents will also be called.
- The bully's parents/guardians will be informed verbally and asked to discuss the matter; call is to be logged.
- If bullying continues, another incident report is to be filled out and then the bully's parents/guardians will receive an official warning in writing and called to a meeting to sign this official warning.
- If bullying continues, another incident report is filled out and a behavioral support committee meeting will be held and the bully may be temporarily excluded.
- If such behavior does not end, then a follow-up behavioral support committee meeting will be held and there may be a recommendation for permanent exclusion.

Assessment and Record Keeping

Records relating to individual cases, for both perpetrator and victim, are kept in confidential student folders. Record keeping allows opportunities to retrieve and analyze incident reports chronologically and by student(s), which can be of particular value in identifying patterns of victim and/or bullying behavior.

Sanctions

Sanctions for bullying are in line with the school's Behavior Policy. Strong sanctions, such as suspension and exclusions, may be necessary and imposed in cases of severe and persistent bullying. As outlined above in actions taken, sanctions are graduated until permanent exclusion.

Bullying of any kind is unacceptable. It is important that time is spent not only with the child who was harmed but also in understanding the reasons behind the behaviour of the child who bullied, so that it can be changed.

Links to other Policies

- Behavior policy
- Mental Health and Wellbeing Policy
- E-safety policy
- Safeguarding Policy

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- Inclusion Policy

Monitoring, Evaluation and Review

In the first instance, the phase supervisor and the school social worker will be responsible for the monitoring and review of this policy on an annual basis, though; any deficiencies or weaknesses in the policy will be remedied without delay. Throughout the year in Board, SLT, Whole Staff, Section Meetings and INSET, Child Protection and Anti-Bullying Policies and Procedures are discussed and reviewed.