

## Mission statement

An ever evolving experience for ever evolving learners.

At GEMS Jumeirah Primary School we recognise the uniqueness of each child through a programme of learning that promotes challenge and personalised education at all levels. Through this, we encourage creative and critical thinking alongside stimulating and meaningful experiences.

We continually aim to provide an inclusive, enabling environment which empowers all children to achieve.

Our curriculum celebrates the diversity within our school and equips our children with the skills and attributes required to become active citizens in our international community.

Our school strives to create a nurturing environment with strong, open and positive partnerships between adults, children and the wider community that ensures the well-being of all.

## 1. Introduction

Bullying is when a student or group of students hurts somebody else:

- ✓ On purpose
- ✓ With a clear intention to have power over that person
- ✓ Repeatedly

Bullying can be:

- Physical hitting, kicking, spitting, hurting physically...
- Verbal name-calling, teasing, humiliating, threatening...
- Social Leaving someone out, excluding, spreading rumours...
- Cyber Using a screen to exclude, threaten, humiliate or hurt someone

Bullying of any kind is unacceptable and negatively impacts the wellbeing of children. If bullying does occur, all children should be able to tell and know that incidents will be dealt with promptly and effectively. We are a *TELLING* school. This means that *anyone* who knows that bullying is happening is expected to tell the staff and be protected.

## 2. Purpose of policy

At Jumeirah Primary School, we are committed to the well-being of all our children and providing a caring, friendly and safe environment so they can learn in a relaxed and secure atmosphere. The purpose of this Anti-Bullying policy is to nurture a school ethos where bullying is considered unacceptable and to promote a whole school community approach to prevent bullying.

## 3. Aims and objectives

- To equip all members of the school community with an understanding of what bullying is.
- To equip all children with safe and acceptable methods of standing up for themselves in an assertive manner.
- To clarify the roles and responsibilities of all members of the school community with regard to awareness of and action taken if and when bullying occurs.
- To provide a safe and secure environment where all can learn without anxiety, and measures are in place to reduce the likelihood of bullying.
- To produce a consistent school response to any bullying incidents that may occur.
- To promote clear procedures of how incidents of bullying are dealt with.

## **Signs and Symptoms**

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and they should investigate if a child:

- is frightened of walking to or from school
- feels ill in the morning
- doesn't want to go on the school bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- becomes withdrawn anxious, or lacking in confidence
- cries themselves to sleep at night or has nightmares
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or " go missing"
- asks for money or starts stealing money (to pay bully)
- has unexplained cuts or bruises
- becomes aggressive or disruptive
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is nervous & jumpy when an online message is received
- attempts or threatens suicide or runs away

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated. This is not an exhaustive list and children may display other behaviours that appear out of their character.

## **Prevention**

We will raise awareness through an annual whole school focus on what bullying is, the roles and responsibilities of those involved and strategies the children can use if they feel they are being bullied. This will be communicated through:

- Phase assemblies (Yr 1/2; Yr 3/4; Yr 5/6)
- Whole Class Circle Time
- Parent Workshops
- Group/individual discussions

## **4. Equal Opportunities**

The school recognises the value of, and seeks to achieve, a diverse school community which includes people from differing backgrounds, with different skills and abilities. The school will take positive steps to create school culture through its governing body, managers and other employees, in which people can feel confident of being treated with fairness, dignity and tolerance, irrespective of their individual differences. This commitment extends to the whole school community and others connected with it. The school is committed to the elimination of unlawful discrimination and to the promotion of good relations between all.

## **5. Roles and responsibilities**

### **The role of children**

- Children are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must keep on letting people know
- Children must report any bullying incidents that they witness.

- Children 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.

### **The role of Parents**

- 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 Teacher immediately who will record the concern and monitor the situation, reporting back to Parents as often as needed to feedback on action they are taking. Parents and Class Teacher can also come to a mutual agreement about seeking support from the wellbeing department and Head of Year.
- Parents have a responsibility to support the school's Anti-Bullying policy, Digital Citizenship policy and "Appropriate usage of screens contract", actively encouraging their child to be a positive member of the school and use the internet wisely.

### **The role of the Teacher and Support Staff**

- All staff in our school take all forms of bullying seriously, and seek to prevent it from taking place.
- Teachers keep their own records of all incidents that happen in their class, and that they are aware of in the school. If a member of staff other than the Class Teacher witnesses or is informed of an act of bullying, they will refer it to the Class Teacher who then records and investigates.
- If any bullying takes place between members of a class, the Teacher will deal with the issue immediately. Class Teachers may choose to deal with incidents through whole class circle time or discussion with the children involved as appropriate. If incidents continue, Class Teacher to inform Parents; Head of Year and refer to the Wellbeing department.
- Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. Circle time is used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere.
- Class Teachers to be accountable for dealing with situations with the support of their Head of Year and other relevant staff.
- All members of staff ensure they are aware of the policy so that they are equipped to identify bullying and to follow the procedures.

### **The role of the Wellbeing department**

- The Wellbeing department ensures that all staff receive sufficient training to be equipped to identify and deal with all incidents of bullying.
- To support children (victim and bully) through circle time and/or individual/group discussions as necessary to deal with any incidents of bullying.
- To keep Principal, Assistant Principals and other relevant staff informed.
- To carry out Parent workshops to inform Parents of the school policy and increase understanding of bullying.
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### **The role of the Head of Year**

- To ensure time is allocated at the beginning of every team meeting to discuss any vulnerable children or incidents that the team should be aware of that may have occurred throughout the week.
- To be aware of any incidents of bullying relevant to their year group and keep Wellbeing department and other relevant staff informed.
- To ensure Class Teacher is the first point of call and support the class teacher as required.

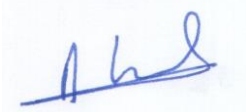
### **The role of the Principal/Assistant Principals**

- It is the responsibility of the Principal/Assistant Principals to implement the school anti-bullying strategy, and to ensure that all staff (both teaching and non-teaching) are aware of the school policy, and know how to identify and deal with incidents of bullying.

- The Principal/Assistant Principals set 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.
- If bullying continues after the involvement of Wellbeing and Head of Year, the children involved will be called with their parents to have a meeting with the Principal/Assitant Principals.

## **6. Monitoring and review**

This policy has been discussed and agreed by the JPS teaching staff and leadership teams for implementation.



Signed

date: 11/09/2018

**Head of Wellbeing**