

# Anti-bullying & Anti-cyber bullying Policy

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## Introduction

Fairgreen International School offers a happy, open and inclusive environment where all students are valued. The development of maturity and self-esteem is central to our ethos as we believe that self-confident, valued and happy students learn best. For students to achieve their potential, they need to feel safe, secure and nurtured. Knowing that they have a voice and that it matters is crucial to all that we do. Bullying can occur in many areas of human interaction including between adults, in the workplace as well as in schools.

Bullying can be direct (either physical or verbal) or indirect (e.g. being ignored or not spoken to).

This policy outlines the school's approaches to bullying in line with the school's Behaviour Policy.

## Purpose

At Fairgreen International School we believe that every pupil has the right to learn in a supportive, caring and safe environment without fear of being bullied. The school strongly believes in the promotion of good citizenship, in fact it is a pillar of the school. Consequently we make it clear that bullying is a form of anti-social behaviour which is wrong and will not be tolerated.

It is important therefore that the school has a clear written policy to promote this belief, where both pupils and parents/carers are fully aware that any bullying complaints will be dealt with firmly, fairly and promptly.



### CHARACTER

Fairgreen students learn how to access the psychological, social, cultural and physical resources required to sustain their wellbeing, developing resilience and ethics, building essential life skills, and responding positively to adversity.

## Definition of bullying

Bullying is a subjective experience that can take many forms. Various national and international definitions of bullying exist and most of these have three things in common which reflect student's experiences of bullying.

The three common aspects in most definitions of bullying are that:

- It is deliberately hurtful behaviour.

- It is repeated over time.
- There is an imbalance of power, which makes it hard for those being bullied to defend themselves.

As a school we have adopted the definition from the Anti-bullying Alliance which includes the three aspects above;

“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.”

Bullying is not:

- students falling out.
- students losing their temper.
- students pushing or hurting in a single event.

Bullying can occur through several types of anti-social behaviour. It can be;

**Physical**- a child can be physically punched, kicked, hit, spat at, etc

**Verbal**- can take the form of name calling. It may be directed towards gender, ethnic origin, physical/social disability, or personality etc, we refer to this as “Identity Based Harm”

**Exclusion**- A child can be bullied simply by being repeatedly excluded from discussions or activities, by those they believe to be their friends.

**Damage to property or theft**- Pupils may have their property damaged or stolen. Physical threats may be used by the bully in order that the pupil hands over property to them.

**Electronic / ‘cyberbullying’**- via text message; via instant messenger services and social network sites; via email; and via images or videos posted on the internet or spread via mobile phones or other electronic devices.

The school recognises that although anyone can be bullied for almost any reason or difference, some students may be more vulnerable to bullying than others. Research

has identified various different types of bullying experienced by particular vulnerable groups of students. These include:

- Bullying related to race, religion or culture.
- Bullying related to Special Educational Needs (SEN) or disabilities.
- Bullying related to academic ability.
- Bullying related to appearance or health conditions.
- Sexist, or sexual bullying.
- Derogatory language– relating to race, religion, culture, special educational needs, disability, age, gender, appearance, health conditions, family/home circumstances.

As a school we will:

- Take opportunities (including assembly times) to discuss aspects of bullying, and the appropriate way to behave towards each other.
- Deliver the [“Jigsaw”](#) and DREAMS programmes of study, which include opportunities for pupils to understand about different types of bullying and what they can do to respond or prevent bullying.
- Empower, model and encourage upstander characteristics in lessons, assemblies and classes
- Deal quickly, firmly and fairly with any complaints, involving parents where necessary.
- Review the school policy regularly and identify its degree of success.
- Hold an annual Anti-bullying Week, known at Fairgreen as “Friendship Week” in school (usually in November).
- Ensure school staff continue to follow the Behaviour management Policy.
- Ensure the Fairgreen International School responsibilities for students are simple, easy to understand and reflect our school values.
- Ensure the [“Fairgreen Way”](#) (Appendix 1) is embedded and acted upon by all staff and pupils.
- Encourage pupils to discuss how they get on with others and to form positive attitudes towards other people. This includes regular reviews in class and assemblies of what a healthy friendship is.
- Ensure differences and diversity are celebrated across the school through diverse displays, books, images.
- Treat bullying as a serious offence and take every possible action to eradicate it from our school.
- Work with parents and carers, and in partnership with community organisations, to tackle bullying where appropriate.
- Monitor and record all incidents.

## The Role of the School Leadership Team

- It is the responsibility of the School Leadership Team 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 School Leadership Team ensures that all students know that bullying is wrong, and that it is unacceptable behaviour in this school.
- The School Leadership Team draws the attention of students to this fact at suitable moments. For example, if an incident occurs, the School Leadership Team may decide to use an assembly as the forum in which to discuss with other students why this behaviour was wrong.
- The School Leadership Team ensures that all staff receive sufficient training to be equipped to identify and deal with all incidents of bullying.
- The School Leadership Team sets the school climate of mutual support and praise for success, making bullying less likely. When students feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

## The Role of the Teacher and Support Staff

- All the 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 any that they are aware of in the school. If teachers witness bullying, they will either investigate it themselves or refer it to a member of the Senior Leadership Team.
- Teachers and support staff do all they can to support the child who is being bullied.
- If staff suspect a child has been bullied, then, after consultation with the School Leadership Team, the teacher will inform the child's parents. We also record incidents that occur near the school, or on the way home.
- When bullying has taken place between members of a class, the teacher will deal with the issue immediately. This may involve support for the victim, and consequences for the offender.
- Time is spent, by a homeroom teacher, pastoral lead or school counsellor, talking to the child who engaged in bullying behaviour, explaining to them why their action was wrong and support is given to help them to change their behaviour in future.

- If a child is repeatedly involved in bullying the School Leadership Team are informed. We then invite the child's parents into the school to discuss the situation.
- In more extreme cases, e.g. where these initial discussions have proved ineffective, the School Leadership Team may contact the KHDA as per the signed parent contract.
- Staff meeting sessions on behaviour and bullying equip teachers and support staff to identify bullying and to follow school policy and procedures with regard to behaviour management. Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They use stories, drama, role-play etc. within the curriculum, to help pupils understand the feelings of bullied students, and to practice being an “Upstander” (as opposed to a “Bystander”) when they witness bullying.
- “[Jigsaw](#)” and DREAMS lessons are used to praise, reward and celebrate the success of all students, and thus to help create a positive atmosphere, and positive self-esteem.

## 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 or home room teacher immediately. If not satisfied with the response, parents should escalate the matter as per the school communications policy.

Parents have a responsibility to support the school's Anti-Bullying Policy, actively encouraging their child to be a positive member of the school.

## What parents can do if they believe that their child is being bullied

Parents are always asked to encourage their children to **tell a teacher immediately** that they have been upset. In turn parents are encouraged to discuss their concerns with the school, initially the class teacher first. Senior Leaders will be informed that these conversations are taking place. Parents should attempt to discover names, times and frequency whenever possible so that school can carry out a full investigation by asking adults and students and by observing behaviours.

It is important to understand that in talking to the school first, parents are more likely to move to a solution based on facts. Bringing up concerns on social media with other parents is unlikely to be productive.

## What advice would we give a parent?

- Look for unusual behaviour in your child, for example; they may suddenly not wish to attend school; feel ill regularly; or not complete work to their normal standard.
- Always take an active role in your child's education. Find out how their day has gone, who they have spent their time with, how lunch was spent, etc.
- If you feel your child may be a victim of bullying behaviour, inform the school immediately.
- Your complaint will be taken seriously and appropriate action will follow.
- It is important that you advise your child not to fight back as this approach will not resolve the situation or be supported by the school.
- Ensure your child is fully aware of the school policy concerning bullying, and that they will be supported when they ask for help.

## The role of pupils

Pupils are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must keep on letting people know. Pupils are regularly reminded by their teachers, and in assemblies, about the adults they can talk to at home and school (we refer to "trusted adults" who wear the blue lanyard).

Members of the counselling team are also available for students to talk to, so they feel heard and supported.

Pupils also have the opportunity to raise concerns via the [YouHue](#) or YouHQ apps which we use regularly in the primary and secondary schools respectively.

## What can pupils do if they are being bullied?

- Remember that silence is the bully's greatest weapon.
- Tell themselves that they do not deserve to be bullied and that it is wrong.
- Be proud of who they are.
- Try not to show that they are upset. It is hard, but a bully thrives on someone's fear.
- Stay with a group. Say firmly: "NO." Walk confidently away. Go straight to a teacher or member of staff to inform them.
- Fighting back nearly always makes things worse. As a school, we do not encourage or condone this behaviour.



- Tell a trusted adult straight away. The student will get immediate support.
- All the staff in the school will take any concerns seriously and will know how to deal with bullies in a way which will end the bullying and will not make things worse for the child.

## What can pupils do if they know someone who is being bullied?

- **TAKE ACTION!** Watching and doing nothing looks as if you are on the side of the bully (bystander). It makes the victim feel more unhappy and on their own.
- If you feel you cannot get involved, tell a trusted adult **IMMEDIATELY**. Responsible adults have ways of dealing with the bully without getting you into trouble.

## What will happen once a concern of bullying has been raised?

If bullying is suspected we talk to the suspected victim, the suspected bully and any witnesses. Help and support will be given as is appropriate to both the victims and bullies. If any degree of bullying is identified, the following action will be taken;

To support the victim/s we will;

- offer immediate opportunities to talk about the experience with the class teacher, school counsellors or any other adult the child may choose.
- inform the victim's parents/guardians.
- offer continued support.
- apply one or more of the disciplinary steps described below to prevent further incidents.

To discipline and support the bullies we will:

- talk about what happened to discover why they became involved.
- inform the parents/carers of the bullies.
- continue to work with the bullies in order to address prejudiced attitudes as far as possible.

## Disciplinary Actions

- Bullies will be warned officially to stop. They may at this point receive a Behaviour Warning Letter.

- The parents/carers of bullies will be informed of all incidents.
- Bullies may be isolated during break and lunch times.
- The school has the right to request that the bully be escorted to and from the premises.
- Persistent bullying may result in a suspension of up to 3 days. Permanent exclusion, or non-reenrollment, may be considered at the discretion of the School Leadership Team

Other policies to read alongside this policy:

- Safeguarding Policy
- Behaviour Management Policy
- Inclusion Policy

## Appendix 1- The Fairgreen Way



an  **Esol Education school**

# The Fairgreen Way

At Fairgreen, the relationships we develop with our colleagues, families and students are based on trust, communication, boundaries and respect. These precepts make our school special. Collectively, this way of operating has come to be known as 'The Fairgreen Way.'



- 1** We work in concert together and have equal respect for each staff member and their valued contributions.
- 2** We practice self care, so we can care for others and our planet sustainably
- 3** We listen and learn from each other
- 4** We assume positive intent, and that way we stay always centred on our Fairgreen Pillars to help our students flourish
- 5** We communicate respectfully, openly and honestly
- 6** We seek to collaborate not to control others
- 7** We aim to see the best in each other and encourage others to be at their best
- 8** We are conscious of our words and actions
- 9** We use our 'power' for the common good of our Fairgreen community
- 10** We respect and appreciate our professional working environment

## Appendix 2- Secondary School Code of Conduct

# The **3Rs**

## Secondary School Code of Conduct

### **RESPECT**

We show kindness towards others in our words, actions and intentions

### **RESPONSIBILITY**

We are accountable for our choices

### **READINESS**

We are prepared to learn and do our best