




**BLOOM WORLD  
ACADEMY**

**Reference Number**  
BWA-06

<b>Anti-bullying Policy</b>	
Audience and coverage	<i>Academy community</i>
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Owner	Nicola Upham - Vice Principal Student Development
Reviewer	John Bell – Principal 



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### 1. Aim

Bloom World Academy (BWA) considers this policy to be:

- an essential part of the school;
- supportive to staff and students in managing certain situations;
- an important framework that will ensure consistency in applying values and principles throughout the establishment;
- a roadmap for day-to-day operations;
- compliant with laws and regulations, gives guidance for decision-making, and streamlining internal processes;
- designed to influence and determine all major decisions, actions and all activities taking place within the boundaries set by them;
- aligned to the school's guiding statements and identified goals which are formed in strategic leadership meetings.

### 2. Statement of intent

BWA believes this policy to be a working document that is fit for purpose, represents the school ethos, mission and vision, enables consistency and quality across the school and is related to the relevant UAE legislation.

### 3. Scope

This policy applies to our school community.

### 4. Unique definitions

A shared understanding of the following definitions are integral to the implementation of this policy, and as such staff should endeavour to use the correct terminology at all times.

### 5. Processing and practice

The follow narrative is explicit in its guidance, consistency, accountability, efficiency, and clarity on how the school operates with regard to Anti-bullying policy

BWA have adopted the UK DFE guidance as an international benchmark.

Under the Children Act 1989, a bullying incident is regarded as a safeguarding concern where there is "reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm" and is categorised as a type of abuse within 'Keeping Children Safe in Education Sept 2021'

Children need to be protected from this abuse and the potential long-term effects just as robustly as if it were from an adult, as the effects can be the same. Bullying can also be termed 'Peer-on peer abuse' and should always be taken seriously and not passed off as banter or part of growing up.



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Our policy is to promote an ethos where all students, parents and staff treat each other with respect. We insist on polite and civilised forms of communication. All forms of bullying are unacceptable.

We aim to foster a welcoming, friendly and purposeful atmosphere in which bullying is less likely to occur or flourish. Adults should reinforce the aims and values of the school in the standards they set in their relationships with children and other adults, as well as in their expectations of the behaviour of students.

The school recognises there is a distinction between friendships breaking down and occasional name calling and a conscious and sustained period of action or intimidation which is bullying. We also recognise that different students perceive things in different ways. BWA will always take any reporting of bullying behaviours seriously. This includes journeys to and from the school and during the school day. A log of any allegations of bullying will be kept through CPOMS, so that trends can be analysed and preventative action put in place.

### Principles

- Students have a right to learn, free from intimidation and fear.
- BWA will not tolerate bullying behaviour.
- Bullied students will be listened to.
- Reported incidents will be taken seriously and thoroughly investigated.
- Peer-on peer abuse can have equally serious consequences as any other type of abuse.

We believe there are four main forms of bullying

- **Verbal**
- **Physical**
- **Emotional**
- **Discrimination**

*Forms of Bullying could include:*

- Physical violence such as hitting, pushing or spitting at another student.
- Interfering with another student's property, by stealing, hiding or damaging it.
- Using offensive names when addressing another student.
- Teasing or spreading rumours about another student or his/her family.
- Belittling another student's abilities and achievements.
- Writing offensive notes or graffiti about another student.
- Excluding another student from a group activity.
- Ridiculing another student's appearance, way of speaking or personal mannerisms.
- Misusing technology (internet or mobiles) to hurt or humiliate another person.
- Abuse of a person, because of their race, religion or sexuality

### Prevention

As a school we take bullying seriously. We use a range of proactive strategies to prevent bullying. These include;

- Effective school leadership that promotes an open and honest anti-bullying ethos.
- Use of curriculum opportunities, where issues of diversity are discussed and anti-bullying messages are drawn out.
- Use of opportunities throughout the school calendar and at certain times of the school day to raise awareness of the negative consequences of bullying e.g. Anti-Bullying Week in November of each year.



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- Swift action by staff to deal with all allegations of bullying which may result in mediation and restorative practices implemented to resolve the conflict.
- Maintain regular contact with the transport companies regarding bullying on buses.
- Maintain regular contact and work with parents on raising awareness of our procedures so that they feel confident that BWA School takes complaints about bullying seriously.
- Whole school assemblies.
- Anti-conflict agreements
- Student surveys.
- Poster campaigns.
- Improved supervision in potential problem areas.
- Peer mentoring and Buddy Schemes.
- Assertiveness training.
- Review of general and specific staff induction and continuing professional development to ensure
- Staff training reflects the anti-bullying policy and practice of the school.

### **Bullying of any kind will not be tolerated at BWA**

If bullying is suspected or reported, the incident will be taken seriously and dealt with as quickly as possible by the member of staff who has been approached. A clear account of the incident will be recorded and passed to the Vice Principal, Student Development.

An investigation will involve interviewing all concerned and record outcomes on CPOMS of those involved.

Key tutors/Homeroom teachers and subject staff will be kept informed and asked to monitor the behaviour of the students concerned.

Parents will be kept informed and are discouraged from taking matters into their own hands and should not approach a suspected student but speak to a member of staff.

Each incident of actual or alleged bullying will be unique in its representation and its level of impact on the individuals concerned. Therefore, it is important that the school is given the opportunity to tailor a strategy to address the situation and to support the bullied student according to the particular incident/s.

Students who are victims of bullying will be offered the opportunity to discuss their experience with their form tutor or another member of staff, and be offered support through the counsellor to restore self-esteem and build confidence.

Students who have bullied will be helped by; discussing what happened, discovering why the student became involved and establishing a sense of wrong-doing. Parents/carers will be informed to help change the attitude and behaviour of the student.

In agreement with both parties involved there will also be the opportunity to rebuild relationships, involving a discussion mediated by a member of staff as a way of resolving disputes.



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The following disciplinary steps may be taken:

- Official warning to cease offending
- Exclusion from certain areas of the school premises or certain activities
- Detentions
- Re-direction from personal pathway
- Anti-bullying conflict agreement
- Internal suspension
- External fixed term or permanent exclusion.

Bullying can seriously damage a person's confidence and sense of self-worth, and they will often feel that they are at fault in some way. Students who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness or taking unusual absences. There may be evidence in work patterns, lacking concentration or truanting from school. These signs and symptoms may indicate other problems, but bullying should be considered a possibility and should be investigated.

We plan to:

Monitor, evaluate and review our anti-bullying policy on a regular basis led by the Vice Principals and reported regularly.

Ensure that students are aware that all bullying concerns will be dealt with sensitively and effectively and seek feedback from students via the Student Council and annual student questionnaires.

To learn from anti-bullying good practice and utilise the support of the relevant statutory/voluntary organisations when appropriate.

### **6. Roles and Responsibilities**

With regard to implementation of this policy roles and responsibilities are clearly stated below:

#### **Role of the Board**

It is the responsibility of the board to:

- Review the policy annually and review current practices to ensure the school is following the Equality Act 2010 protecting students from discrimination and harassment.
- Be a critical friend by providing challenge and support to review the impact of anti-bullying processes.

#### **Role of the Principal**

It is the responsibility of the principal to:

- Establish a whole school anti-bullying approach and a positive school climate in which all staff and students feel welcomed and valued.
- Provide opportunities for student led anti-bullying initiatives and pro-active strategies embedded through the curriculum.
- Establish and review effective reporting and recording systems



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- Provide opportunities for appropriate staff training and development
- Engage parents/carers and the wider community to teach and engage their children in positive behaviour towards other students.

### **Role of School Personnel**

It is the responsibility of the *teachers* to:

- Discuss bullying with all classes, so that every student learns about the damage it causes to both the child who is bullied and to the bully and the importance of telling a teacher about bullying when it happens.
- Be alert to signs of distress and other possible indications of bullying.
- Listen to children who have been bullied, take what they say seriously and act to support and protect them.
- Follow up any complaint by a parent about bullying, and report back promptly and fully on the action which has been taken.
- Deal with observed instances of bullying promptly and effectively, in accordance with agreed procedures.

### **Role of the Students**

It is the responsibility of the *students* to:

- Refrain from becoming involved in any kind of bullying, even at the risk of incurring temporary unpopularity.
- Intervene to protect the student who is being bullied, unless it is unsafe to do so.
- Report to a member of staff any witnessed or suspected instances of bullying, to dispel any climate of secrecy and help to prevent further instances.
- Not suffer in silence, but have the courage to speak out, to put an end to their own suffering and that of other potential targets.

### **Role of the Parents**

It is the responsibility of the *parents* to:

- Watch for signs of distress or unusual behaviour in their children, which might be evidence of bullying.
- Advise their children to report any bullying to their tutor, or Senior Leaders and explain the implications of allowing the bullying to continue unchecked, for themselves and for other students
- Advise their children not to retaliate violently to any forms of bullying
- Be sympathetic and supportive toward their children, and reassure them that appropriate action will be taken.
- Keep a written record of any reported instances of bullying.
- Inform the school of any suspected bullying, even if their children are not involved.
- Co-operate with the school, if their children are accused of bullying, try to ascertain the truth, and point out the implications of bullying, both for the children who are bullied and for the bullies themselves.



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### 7. Associated Documentation

When implementing a policy consideration must be given to how it aligns and supports other policies. To ensure consistency this policy is fully aligned with the following key policies:

- Safeguarding
- Behaviour for Learning policy
- Inclusion
- E-safety

### 8. Training Implications

This policy will be shared with all BWA academic and administrative staff in the staff handbook. Staff will be trained and /or refreshed at the start of each academic year – during the annual BWA induction week. For new joiners they will be walked through the policy by the Vice Principal during their induction period.

### 9. Safeguarding

We are committed to safeguarding and promoting the welfare of all children as the safety and protection of children is of paramount importance to everyone in this school. We work hard to create a culture of vigilance and at all times we will ensure what is best in the interests of all children.

We believe that all children have the right to be safe in our society. We recognise that we have a duty to ensure arrangements are in place for safeguarding and promoting the welfare of children by creating a positive school atmosphere through our teaching and learning, pastoral support and care for both students and school personnel, training for school personnel and with working with parents. We teach all our children about safeguarding.

We work hard to ensure that everyone keeps careful watch throughout the school and in everything we do for possible dangers or difficulties. We want all children to feel safe at all times. We want to hear their views of how we can improve all aspects of safeguarding and from the evidence gained we put into place all necessary improvements.

### 10. Equity Impact Assessment

We have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief.

This policy has been equality impact assessed and we believe that it is fair, it does not prioritise or disadvantage any member of staff or student and it helps to promote equality at this school.