



Durham School for Girls Doha

Anti-Bullying Procedures

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REVIEWED BY | DEPUTY HEAD PASTORAL

VALUES

قيمي ترسم هويتي

**MARK VALUES AND QATARI VALUES ARE AT THE HEART OF
A DURHAM GIRL**

Durham School for Girls Doha Anti-bullying Procedure

Aims

- To create a culture in which bullying of any kind, is not accepted by any member of the school community
- To provide a clear framework for dealing with allegations of bullying
- To ensure all staff understand how the school defines and responds to bullying
- To provide a clear outline of the sanctions in place for confirmed cases of bullying
- To promote positive relationships amongst all members of the school community and to develop a culture in which individuals are listened to and their concerns taken seriously.

Definition of Bullying

Bullying is defined by the school as behaviour that creates a real or perceived power imbalance and is:

- **One sided** (but can escalate from conflict)
- **Repeated** (not a one-off incident and therefore repeated after being asked to stop)
- **Intended to hurt** someone either physically or emotionally
- Often **targeted** at certain individuals

Bullying Statement

At Durham School for Girls Doha, we believe that every single child has the right to learn in an environment free from bullying and in which they feel safe and supported. Bullying is deemed unacceptable, and allegations of bullying will always be investigated seriously.

Bullying conflicts sharply with the school's policy on equal opportunities, as well as with its social and moral principles and the Durham School MARK values. The school recognises that bullying can be so serious that it causes psychological damage, eating disorders, self-harm and even suicide, and, whilst bullying is not a specific criminal offence, there are criminal laws which apply to harassment and threatening behaviour. Serious cases of bullying, where there is reasonable cause to believe that a child is suffering or likely to suffer significant harm, will be treated as a Safeguarding case and handled appropriately. Any behaviour which a reasonable bystander would say was calculated or intended to hurt or upset the victim is wrong and may well constitute bullying. It is no justification that the bully says or believes that the victim is not upset or hurt by the bully's actions.

Types of Bullying

Physical – Is a *direct* form of bullying where deliberate physical aggression is used against an individual, or on his or her belongings

Verbal – A *direct* form of bullying where an individual is hurt or shamed through a use of words

Cyber – A form of bullying carried out through electronic means

Exclusion- A form of bullying that causes harm to a person by damaging friendships and feelings of group acceptance

Prevention of Bullying at Durham School for Girls Doha

“A school’s response to bullying should not start at the point at which a child has been bullied. The best schools develop a more sophisticated approach in which school staff proactively gather intelligence about issues between pupils which might provoke conflict and develop strategies to prevent bullying occurring in the first place.”

(Department for Education - Preventing and tackling bullying, July 2017)

Preventing bullying behaviours can be possible through a range of proactive measures. At Durham School for Girls Doha, we look for every opportunity to prevent bullying behaviours from happening. Some of the actions that the school takes to prevent bullying include:

- Bullying is addressed in our PSHE curriculum
- The Form Time and Assembly programmes reinforce the ethos of the school
- Fellowship week is dedicated to raising awareness of bullying and reminding staff and students of their responsibilities to report it.
- Fellowship weeks addresses conflict and how individuals can resolve this.
- Students are not permitted to have their mobile phones around the school. This is partly to prevent cyber-bullying.
- Duty staff have been trained to be vigilant and to watch and listen for any bullying type behaviours, no matter how small.
- Duty points have been carefully considered to ensure there are no ‘dead spaces’ where bullying can take place undisturbed.
- Seating plans in lessons are carefully considered using any relevant information about the relationships between specific pupils.
- Student support groups regularly consider new ways to prevent bullying through their whole school projects.
- The school encourages students to ‘speak up’ and not be bystanders to harmful behaviour



Signs of Bullying

Changes in behaviour that may indicate that a pupil is being bullied include:

- Unwillingness to return to school
- Displays of excessive anxiety, becoming withdrawn or unusually quiet
- Failure to produce work, or producing unusually bad work, or work that appears to have been copied, interfered with, or spoilt by others
- Books, bags, and other belongings suddenly go missing or are damaged
- Change to established habits (e.g., giving up music lessons, change to accent or vocabulary)
- Diminished levels of self-confidence
- Frequent visits to the Medical Centre with symptoms such as stomach pains, headaches etc.
- Unexplained cuts and bruises
- Frequent absence, erratic attendance, late arrival to class
- Choosing the company of adults
- Displaying repressed body language and poor eye contact
- Difficulty in sleeping, experiencing nightmares etc.
- Talking of suicide or running away
- Although there may be other causes for some of the above symptoms, a repetition of, or a combination of these possible signs of bullying should be investigated.


How Durham School for Girls Doha responds to an allegation of Bullying

STEP 1- The member of staff whom the allegation of bullying is reported to or who first discovers the situation, reassures, and supports the pupils involved. They then report the situation to the relevant school's pastoral leads. All allegations of bullying, no matter how low level they may appear, should be reported.

STEP 2- All students involved will be told to STOP. If the behaviour continues after this stage, there will be serious consequences.

STEP 3- The student who makes the allegation of bullying will be interviewed by a member of the pastoral team and a full account will be written up by the member of staff

STEP 4- All other students involved in the allegation will be interviewed individually, by a member of the pastoral team and a full account will be written up by the member of staff



STEP 5- The pastoral team will meet and discuss all the evidence from the relevant parties. At this stage, they will refer to the school's definition of bullying to evaluate if the case is to be escalated to a confirmed incident of bullying.

When there is a reasonable cause to suspect that a child is suffering or likely to suffer significant harm, the case will be considered a safeguarding concern and will be referred to the Designated Safeguarding Lead (DSL)

What happens if there is a confirmed case of Bullying at Durham School for Girls Doha

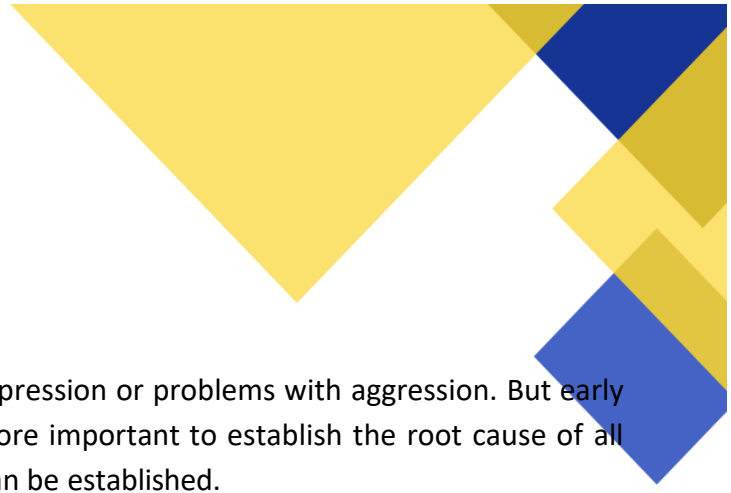
Durham School for Girls Doha recognises that both the victim and the bully will be in need of pastoral support.

- The victim will be supported and monitored by the pastoral team, separately from the bully. Strategies and coping methods will be set.
- The bully will be interviewed by a member of the pastoral team, separately from the victim, and it will be made clear why his/her behaviour was inappropriate and caused distress. He/she will be offered guidance on modifying his or her behaviour, together with any appropriate sanctions.
- The parents/ guardians of all parties should be informed and invited into school to discuss the matter. Their support should be sought.
- A way forward, including disciplinary sanctions and counselling, should be planned as preferably agreed.
- A monitoring and review strategy will be put in place as well as a repair and restore meeting.

Supporting both parties

There are different reasons why people bully, including:

- wanting to dominate others and improve their social status
- having low self-esteem
- having a lack of remorse or failing to recognise their behaviour as a problem
- feeling angry or frustrated
- having difficulties with health or schoolwork
- struggling socially
- being the victim of bullying themselves
- being emotionally neglected, abused or experiencing violence themselves



Bullies are more likely to have lifelong issues such as depression or problems with aggression. But early treatment can prevent this from happening. It is therefore important to establish the root cause of all bullying behaviour to ensure an effective support plan can be established.

Durham School for Girls Doha places a focus on supporting those who bully by working alongside them to change and adapt their attitude and behaviours. This is reflected in some of the following ways.

Change the way in which a bully uses their power

Students who bully need help developing problem-solving skills that don't involve aggression. It is therefore imperative to provide them with opportunities to use their natural leadership skills in a positive way, for example, getting them to teach younger students a new sport or skill.

Consequences that teach

Children who bully need help in understanding the impact of their actions. Formative consequences are designed to send the message that bullying is unacceptable while also providing support for children who bully to learn the social skills and empathy they may lack. Some examples of consequences that teach are the following:

- Have students create a poster, collage, or drawing of what it must feel like to be bullied.
- Talk about the feelings that children who are bullied might experience: shame, embarrassment, anger, fear or sadness.
- Assign students a research project where they have to learn about the prevalence, nature, and consequences of bullying and write a paper or create a class presentation based on their findings.
- Have the students who bully interview an adult or older student about their bullying experiences and the impact it had on him/her.
- Assign a project requiring the students who bully to research a historical figure or celebrity who has been bullied.
- Have the students read a novel about bullying and write a character study

Acknowledge positive behaviours

Durham School for Girls Doha encourages positive connections amongst children by praising respectful and cooperative behaviour whenever it happens. Focusing on the positive behaviours of all students is key, even when they need correcting. It is important to recognise that children are works in progress – they can't always get it right – they learn through trial and error.

How Durham School for Girls Doha supports unconfirmed cases of Bullying at Durham School for Girls Doha

For unconfirmed cases of bullying, Durham School for Girls Doha recognises that all parties will still feel upset and need support. When this happens, a restorative approach is taken.

A restorative approach is a way of working with conflict that puts the focus on repairing the harm that has been done.

A restorative response to an incident of conflict involves asking the following questions:

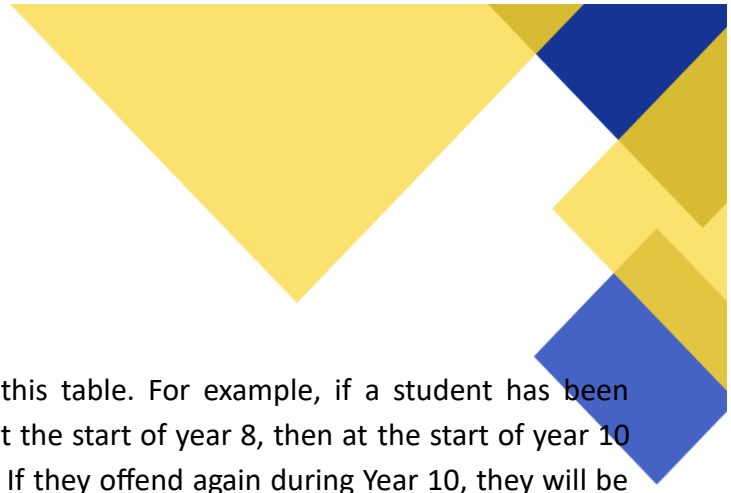
- What happened?
- What were you thinking and feeling at the time?
- What do you think and how do you feel now
- Who has been affected by this?
- What's needed to put things, right?
- How can we make sure this doesn't happen again?

After restorative conversations have taken place, the pastoral team will closely monitor the behavior and relationships of the students involved.

Sanctions for confirmed Bullying at Durham School for Girls Doha

The purpose of sanctions for confirmed cases of bullying is to ensure that all students are aware of the consequences of their actions and learn from their mistakes. As part of the restorative process, we will encourage students to ***make fair and just choices*** and to ***contribute positively to the community***. We expect all Durham School students to uphold our MARK values. Bullying goes against everything that we encourage in our students.

| | <i>Minimum Sanction</i> | <i>Description</i> |
|---|---|--|
| <u>Bullying</u> <i>(Includes- Physical, Verbal, Emotional, Racism, Sexual & Cyber Bullying)</i> | INCIDENT 1 1. Parents contacted 2. Likely to result in a Head of Year Detention 3. Head of Year restorative task to understand why the behaviour was not acceptable 4. Support plan devised | <i>First Incident of confirmed Bullying- Evidence that bullying has taken place (witnessed by a member of staff, social networking messages provided as evidence, or pupil confession).</i> |
| | INCIDENT 2 1. Parents contacted 2. Likely to result in an SLT Detention and internal exclusion to reflect. 3. Head of School/ DH Pastoral restorative task to understand why the behaviour was not acceptable 4. Support plan devised | <i>Second Incident of confirmed Bullying- Evidence that bullying has taken place (witnessed by a member of staff, social networking messages provided as evidence, or pupil confession) – Pupil has previously been issued with a ‘first incident of confirmed bullying’.</i> |
| | INCIDENT 3 The student and their parents will attend a ‘way forward’ meeting with the Principal. The Principal may deploy any of the following sanctions: <ul style="list-style-type: none"> • Fixed term permanent exclusion • Permanent exclusion • Final warning in relation to a specific offence • Final warning general in scope | <i>Third incident of confirmed Bullying- Evidence that bullying has taken place (witnessed by a member of staff, social networking messages provided as evidence, or pupil confession) – Pupil has previously been issued with a ‘second incident of confirmed bullying’.</i> |



Every 2 years the student will take one step back on this table. For example, if a student has been sanctioned at a 'second incident of confirmed bullying' at the start of year 8, then at the start of year 10 they will be sat at a 'first incident of confirmed bullying'. If they offend again during Year 10, they will be sanctioned at a 'second incident of confirmed bullying'.

In extreme individual cases the Principal has the right to escalate the sanctions at any time.

Guidelines for parents

If you think your child is being bullied, don't panic. Your key role is listening, calming and providing reassurance that the situation can get better when action is taken. If your child tells you that they are being bullied:

- Manage your emotions first
- Always listen, empathise and praise and praise your child for telling you
- Always contact the relevant pastoral leads of the school
- Always work closely with the school to help to resolve the problem, without involving other parents
- Never ignore, blame, assume and/or criticise your child
- Never encourage physical retaliation