



BRINGING OUT THE BEST IN EVERYONE!

NCBIS

SINCE 1978 NEW CAIRO BRITISH INTERNATIONAL SCHOOL



Name of Policy:	Anti Bullying Policy
Applicable to:	Whole School
Effective date:	January 2023
Date of next review:	January 2026

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Anti-bullying Policy

NCBIS Mission Statement

To be a caring, internationally-minded learning community guided by the philosophy of High Performance Learning and a commitment to continuous self-improvement and reflection.

Purpose and Scope of Policy

New Cairo British International School is committed to ensuring that all students are able to learn in a supportive, caring and safe environment without the fear of being bullied. Bullying is an anti-social behaviour which affects everyone; it is unacceptable and will not be tolerated at the School. If bullying does occur, all pupils should know who to tell and know that incidents will be dealt with promptly and effectively.

Links to other relevant school policies

- Behaviour policy

Aims of the policy

- To assist in creating an ethos in which attending school is a positive experience for all members of the school community.
- To make it clear that all forms of bullying are unacceptable at NCBIS.
- To enable everyone to feel safe while at school and encourage pupils to report incidences of bullying.
- To deal effectively with bullying.
- To support and protect targets of bullying and ensure they are listened to.
- To help and support bullies to change their attitudes as well as their behaviour, and understand why there is the need for change.
- To liaise with parents and other appropriate members of the school community.
- To ensure that all members of the school community feel responsible for combating bullying.
- To ensure that all members of the school community are treated fairly, with respect and no loss of dignity



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NCBIS Definition of Bullying

“Bullying is unwanted hurtful behaviour that involves a real or perceived power imbalance”.

Bullying includes actions such as making threats, spreading rumours, attacking someone physically or verbally, and excluding someone from a group on purpose. Bullying can present itself in the following ways:

- Verbal bullying is saying mean things (teasing, name-calling, inappropriate sexual comments, taunting, threatening to cause harm)
- Social bullying, involves hurting someone’s reputation or relationships (leaving someone out on purpose, telling students not to be friends with someone, spreading rumours)
- Physical bullying involves hurting a person’s body or possessions (hitting/kicking/pinching, spitting, tripping/pushing, taking or breaking someone’s things, or making mean or rude hand gestures)
- Cyberbullying is using technology to bully-text, setting up abusive websites, posting photos, misusing social networking sites, sexting, sextortion.
- Racial bullying is verbal or physical abuse or discrimination suffered because of a person’s colour, race, ethnicity or national origin, culture, language or religion.
- SEN/ disability bullying is verbal or physical abuse or discrimination suffered because of a person’s special educational needs or disability.
- Sexist or sexual bullying is when a student is harmed or intentionally made unhappy because of their gender.
- Homophobic bullying is a specific form of bullying and occurs when bullying is motivated by prejudice against lesbian, gay or bisexual people, or against those perceived to be lesbian, gay or bisexual.

The Impact of Bullying

Bullying can be wide ranging in its impact and effects those who are bullied (the target), those who bully, and those who witness bullying. Bullying is linked to many negative and harmful outcomes including impacts on mental health, physical health and achievement in school. Students with special educational needs may be particularly vulnerable to bullying and should be closely monitored.

Signs and Symptoms of Bullying

The signs and behaviours can be a normal part of growing up, but could be symptoms of bullying and may warrant a greater awareness/further investigation if noticed over a period of time:

- becomes withdrawn anxious, or lacking in confidence



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- is frightened to say what's wrong
- is without friends
- begins to do poorly in school work
- is unhappy, withdrawn and unwilling to spend time in a group, especially during unstructured periods e.g. break time
- is unwilling to go to school (school phobic)
- stops eating
- feels ill in the morning
- becomes aggressive, disruptive or unreasonable
- changes their usual routine
- doesn't want to go on the school bus/begs to be driven to school
- cries themselves to sleep at night or has nightmares
- has unexplained cuts or bruises
- begins to truant
- comes home with clothes torn or books/planner damaged
- has possessions which are damaged or "go missing"
- is bullying other children or siblings
- is afraid to use the Internet or their mobile phone
- is nervous and jumpy when a cyber message is received
- gives improbable excuses for any of the above
- attempts or threatens suicide or runs away

Some of these signs might also indicate abuse or other negative experiences, so they should be treated with caution. If you suspect any of this then please record your concerns on CPOMS and contact the Designated Safeguarding Leads.

What to do if a child is being bullied

If a child is being bullied they should be encouraged to share this and tell someone they trust. This could be their tutor, teacher, the School Counsellor, or any other trusted adult. They may prefer to tell another child or young person first and ask that person to help them tell an adult.



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Reporting and Record Keeping

Students (and parents) can report bullying to any staff member (i.e. tutor, class teacher, duty staff). If appropriate, the staff member should take immediate action to intervene or investigate. Details of the bullying are then passed on to the relevant Head of Key Stage (Secondary)/class teacher or Phase Leader (Primary).

Staff who witness bullying should intervene directly and immediately if appropriate, and then report the bullying to the relevant Head of Key Stage/class teacher or Phase Leader and record it on the behaviour reporting system used in the school.

The Heads of Key Stage or the class teacher in conjunction with the relevant Phase Leader will take responsibility for investigating the bullying and updating the records as necessary.

All incidents of reported bullying will be recorded on student files. The record will be placed on the files of all students involved in the bullying/those reporting the bullying/the target of the bullying. This record of bullying will enable patterns to be identified. The age and maturity level of the children involved, and any special educational need will be taken into consideration when addressing incidents. The records placed on file may take the form of:

- an incident report
- notes from the teacher who has investigated the bullying
- copies of any other evidence collected (this process is summarised by the bullying flowchart – appendix 2)

As the school moves towards implementing Engage, incidents will be recorded on the electronic recording system. Safeguarding procedures will be followed if child protection concerns arise.

Responding to Bullying

All cases of alleged bullying should be reported to the Pastoral Teams. In any case of alleged bullying, either the class teacher, Phase Leader or Head of House should first establish the facts, and build an accurate picture of events over time, through speaking to the alleged perpetrator(s), victim(s) and adult witnesses, as well as parents and pupil witnesses if necessary and appropriate.



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If the allegation of bullying is upheld, the school will follow up all incidents in line with the relevant Behaviour Policy.

Preventive Action and Awareness Initiatives

Staff Awareness: All teachers have a vital role to play as they are at the forefront of behaviour management and supporting students' sense of well-being. Teachers provide students with a framework of behaviour, set a good tone and help create a positive atmosphere, in line with the school's ethos and policies.

Professional development and meeting time is dedicated to reviewing the behaviour and discipline policies and other relevant policies, including the anti-bullying policy; discussing school ethos, routines and procedures; updating staff on any changes or current issues. Staff are directed to the Google drive, which is stored in staff shared drive, which contains the school's behaviour and discipline policy, this anti-bullying policy and other relevant policies. Throughout the year, pastoral meetings and professional development may focus on an aspect of behaviour for learning and classroom management, the sharing of policy development and procedures, or the sharing of tools and strategies for restoring justice and dealing with problems between students, or dealing with bullying.

Duties and Supervision: The document 'Supervision Policy' sets out clear guidelines and expectations for staff for effective supervision, including the following expectations: .

- promoting positive pupil-pupil and staff-pupil relationships
- engaging with students in conversation
- catching pupils being good
- communicating concerns to other staff at the point of handover (second break)
- being proactive in moving towards groups which could be regarded as intimidating to others or a cause for concern
- dealing immediately with any problems that may arise

Potential problem areas/times have been identified (see primary/secondary duties guidance for more detail). The duty rota has been drawn up to ensure adequate and strategic staffing of these areas.

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Students are encouraged to report any problems to staff immediately and to ask for help when dealing with any problems.

PSHE and Life Skills: The PSHE and Life Skills curricula specifically address different types of bullying and provide opportunities for students to develop empathy skills, learn strategies to cope with bullying and discuss what they should do should they be a witness, target or bully, and where they should seek help.

Curriculum opportunities to stop bullying: Across all curriculum areas, students are encouraged to develop their empathy skills and to express themselves clearly. Fostering an ethos of caring for one another and promoting an atmosphere of mutual respect is a large part of the preventative intervention strategies used by the school.

Assemblies: Opportunities are created for the topic of bullying to be explored as part of the assembly schedule.

Use of the School Counsellor/Pastoral Mentor: The School Counsellor/Pastoral Mentor may in conjunction with the Heads of House and Phase Leaders, hold formal and informal restorative justice style meetings with students to support and help settle differences before they escalate.

Peer Support: Across the schools, strategies such as peer supporters or the buddy system may be used in order to provide friendly support for vulnerable and/or isolated students.

Teacher Support: During tutor time in the Secondary School, all students are given the opportunity to have a one-to-one meeting with their tutor or co-tutor, at least once every term. In the Primary School, pupils have the opportunity at any time to share concerns with their class teacher, teaching assistants or Pastoral Mentor. This gives students the chance to report any concerns or bullying in a supportive environment. Any reported bullying is passed to the Head of House or Phase Leader, who investigates and logs the incident.

Vulnerable Pupils: Some pupils are more likely to be the target of bullying because of the attitudes and behaviours of some young people have towards those who are different from themselves. Children with SEN or disabilities can often lack the social or communication skills to report such incidents so it is

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important that staff are alert to the potential bullying this group faces and that their mechanisms for reporting are accessible to all.

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