



'Students achieving their full potential as active thinkers and self-motivated, life-long learners within a supportive environment'



**CAMBRIDGE**  
**ENGLISH SCHOOL**  
مدرسة كيمبردج الإنجليزية

# Anti-Bullying Policy

<b>Reviewed:</b>	<b>Date: December 2025</b>
<b>To be reviewed:</b>	<b>Date: December 2026</b>

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## **Rationale**

### **Introduction**

Bullying in all of its manifestations, towards children, is completely unacceptable and will not be tolerated at Cambridge English School Mangaf.

### **Aims & Objectives**

Under the aims of this policy, we have high expectations to prevent or stop any form of bullying within our community, thereby:

- Providing a safe, secure and inclusive learning environment for all with a strong sense of community and good standards of behaviour.
- Ensuring a friendly, supportive atmosphere in which all learners can develop their full potential.
- Fostering the positive values, attitudes and skills that learners need to be confident, healthy, well-adjusted and responsible community members.

### **This policy is intended to:**

- Raise the awareness of the school community about the school’s stance towards bullying behaviour.
- Provide strategies for preventing, de-escalating or stopping any continuation of harmful behaviour promptly and consistently.
- Safeguard pupils who are experiencing bullying and to provide sources of support.
- Help build an anti-bullying ethos in the school.

### **What Is Bullying?**

DFE guidance (<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>) defines bullying as actions that are meant to be hurtful and which happen on a regular basis. Bullying can be direct, such as physical bullying (hitting, damage to belongings etc.), direct verbal (threats, insults, nasty teasing) indirect (cyber bullying, spreading rumours, social exclusion, being ignored and not spoken to).

### **The school’s definition of bullying:**

Cambridge English School defines bullying as;

***‘An abuse of power by an individual or group, through repeated hurtful or aggressive behaviour, that intentionally hurts another individual or group either physically or emotionally’.***



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With pupils we use the following simple definition:

## **Several Times on Purpose – STOP! Start Telling Other People – STOP!**

### **Types of Bullying**

We recognise that there are four main types of bullying: physical, verbal, emotional and cyber.

- Physical - pushing, kicking, hitting, punching or any use of violence or threatening behaviour
- Verbal - name-calling, sarcasm, spreading rumours, persistent teasing
- Emotional - being unfriendly, threatening, tormenting (e.g., hiding books, threatening gestures), ridicule, humiliation, exclusion from groups or activities
- Cyber - all areas of internet and wireless technology, such as email and internet chat room misuse, mobile threats by text messaging and calls, misuse of associated technology i.e., camera and video facilities

The reasons for these types of bullying may be related to the following:

- Racist - racial taunts, graffiti, gestures related to race, religion or culture
- Sexual - unwanted physical contact or sexually abusive comments
- Homophobic – offensive remarks or behaviour because of, or focusing on, the issue of sexual orientation
- Bullying related to appearance or health conditions
- Sexist - sexist remarks, offensive stereotyping or belittling of a person's sex.
- Disability - physical, verbal, emotional abuse of a person because of their disability or medical condition.
- Religious - offensive remarks made about an individual's faith or religion
- Differences - Bullying behaviour related to home/family circumstances

### **Bullying is not ...**

It is important to understand that bullying is not the odd occasion of 'falling out'.

Children are naturally sociable; it is vital for them to select and build friendships. The making and breakdowns of friendships are an important part of growing up. When children 'fall out' they can say and do things because they are upset. It is essential to teach children the skills to repair relationships and enable them to utilise these. If as adults we intervene too readily to help rebuild our children's friendships on their behalf, our children may not develop the necessary social skills. Occasionally situations go beyond broken friendships or minor differences and, on these occasions', adult intervention may be necessary. It may not be bullying when people of roughly the same strength (including social strength) have a disagreement or physical altercation. It is not

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bullying when a member of staff corrects a child in line with school policies, vision aims and values.

### **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 that they should investigate if a child:

- is frightened of walking to or from school
- doesn't want to go on the school bus
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- attempts to run away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in schoolwork
- comes home with clothes torn or books damaged or has possessions which are damaged or "go missing"
- asks for money or starts stealing money (to pay bully)
- has snack or other monies continually "lost"
- has unexplained cuts or bruises
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous and jumpy when a cyber-message is received

### **What to do if you are a victim of bullying**

- Tell a member of staff – we are teachers to all our children.
- Tell someone you can trust – parent, grandparent, teacher, social worker, teaching assistant, friend, brother or sister.
- Try not to show the bully you are upset.
- Stay in a group and avoid areas where bullying can take place.
- Be assertive without being aggressive.

### **What to do if you suspect a child of being a victim of bullying**

Silence is the bully's greatest protection. We therefore advise you to:

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- Tell/Speak out. You are not telling tales. Report your concerns to your teachers.
- If possible, take action. Show your disapproval. Take responsibility – be a good friend.
- Don’t stand by – all people who witness bullying have a responsibility to inform a responsible person.

### **Procedure for dealing with bullying**

Parents should report any issues of bullying to either their child’s class teacher or social worker. When a disclosure of bullying is made, it will always be treated seriously, with appropriate discretion and carefully investigated. The procedure for dealing with bullying is set out below:

- Where bullying is reported or suspected, the class teacher or social worker will initially talk to all children involved to examine the issues. Once the behaviour is identified as bullying the incident should be reported to their line manager and the Principal, Deputy Headteacher and Social Worker will be informed of all bullying incidents.
- The victim and bully should be interviewed separately.
- The victim’s story should be listened to and the pupil reassured that s/he has done the right thing by reporting the situation. Victims of bullying often feel powerless and vulnerable. They may end up believing that they deserve to be bullied. Everything should be done to re-establish the victim’s self-esteem and self-confidence.
- The alleged bully should be spoken to and the reasons why s/he has bullied identified. The bully should be helped to recognise his/her unsociable behaviour and given support if necessary, to address that behaviour.
- On some occasions it may be possible to sit the victim and bully down together to discuss their feelings and the reasons why the situation has developed. The problem could then be resolved amicably and/or a compromise reached.  
On other occasions the bully should be told firmly to stop his/her anti-social behaviour immediately and to stay away from the victim.
- In all instances, the parents of both parties should be contacted and informed of the situation and the action taken. If appropriate, they should be invited into the school to discuss the matter.
- Follow-up meetings with the victim should be arranged to find out whether the solution has been effective or not, and the situation should be monitored for 2 weeks. At the end of this monitoring period, parents will again be contacted to check that all is well. If there is a recurrence, the class teacher will again talk to all children concerned and contact with parents will again be made as above.
- A written record is made of every incident of bullying using an official incident form (see Appendix). A copy of the incident form and an ongoing bullying log are kept and filed by the Social Worker. This paperwork is monitored for trends or patterns on a half-term basis. The school will be moving on to logging all behaviour incidents on

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MyU (the school's communication system) where members of SLT can view incidents and actions.

**In both EYFS and Primary Sections class teachers will be responsible for passing on relevant information to teachers on duty and to specialist teachers so that vigilance can be maintained. In the Secondary Section this information may also be relayed via staff meetings. Relevant feedback would be made to the teacher concerned when appropriate**

### **Sanctions**

Sanctions will be applied fairly, proportionately, consistently and reasonably. Disciplinary penalties have three main purposes namely to:

- Impress on the perpetrator that what he/she has done is unacceptable;
- Deter him/her from repeating that behaviour.
- Signal to other pupils that the behaviour is unacceptable and deter them from doing it. Sanctions for bullying are intended to hold pupils who bully to account for their behaviour and ensure that they face up to the harm they have caused and learn from it. They also provide an opportunity for the pupil to put right the harm they have caused.

In most cases the school will, therefore, follow the Behaviour Policy when enforcing sanctions. Special consideration will be given to the nature of bullying behaviour when determining the sanctions and involving parents at the earliest opportunity.

Sanctions could include:

- Writing an explanation or apology for the incident
- Withdrawal of break or lunch time activities so that 'repair' work can be undertaken with the school staff to put right the wrongdoing.
- Discussion with parents with monitoring of behaviour in a behaviour plan/behaviour report card
- Monitored playtimes

In extreme circumstances or instances of persistent bullying situations, it may be that the serious clauses within the behaviour policy come into action in terms of suspensions and exclusions. In conjunction with disciplinary sanctions, there are a range of other strategies that the school will use to combat bullying. These include:

- Engaging with parents promptly when issues of bullying come to light, whether their child is the one being bullied or the one doing the bullying. This is undertaken by the class teacher and/or social worker
- Restorative approaches which hold pupils to account for their behaviour and engage with them to agree the actions to be taken to repair the harm caused.

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- In some cases, it may be necessary to organise circle of friendship situations to support a victim (and possibly also the person bullying) to form positive playground relationships.

### **Continued Support**

As well as immediate short-term monitoring, the school will review, over two or three months, whether the action has prevented recurrence of the bullying and will ensure that the pupil being bullied feels safe again.

### **Dealing with out of school incidents**

The school is proactive in respect of bullying or unacceptable conduct which occurs outside the school premises and reserves the right to discipline pupils based on poor behaviour witnessed by a member of staff or reported to the school by another person. This could include misbehaviour when:

- Taking part in school organised activities, e.g., offsite visits, residential visits, when representing the school at a sporting event
- Travelling to and from school
- Traveling on the school bus service
- Any misbehaviour at any time that could have repercussions for the orderly running of the school, poses a threat to another pupil or member of the public, could adversely affect the reputation of the school and includes misbehaviour online.

### **Preventing Bullying**

We actively pursue a series of preventative strategies to ensure we maintain positive behaviour reinforcement. As a school we use the following systems to prevent bullying from happening:

- Playground and Classroom rules are shared at the very beginning of the year and displayed in the classrooms and playgrounds.
- We actively engage pupils by honest discussions in School Council meetings and also involve them in the process of developing and monitoring the school's anti-bullying policy.
- 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 or links with relevant themes as a whole school curricular focus, inclusion in assembly themes when relevant).
- Use of curriculum opportunities include: our whole school plan linking PSHE, citizenship and use of whole school assembly themes; time-tabled slot for PSHE and circle time activities in each class.
- The school has clear expectations for behaviour which are explained each term in class and in assembly.

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- We regularly reinforce the importance of 'values' through school values assemblies. There are opportunities for school leadership to discuss behaviour issues with an open and honest anti-bullying ethos. E.g. monitoring of critical incident forms by SLT.
- Staff members are trained to be alert to signs of bullying and act firmly and promptly against it, in line with the guidance appended to this policy, to develop peer support schemes and playground games.
- We actively promote 'positive contributions' both in school and in the wider community by praising children who demonstrate 'values' such as kindness or consideration. This is celebrated throughout the school via certificates and praise in assembly time.
- We build community cohesion by raising awareness of fundamental British Values with respect for diverse cultures, difference, and diversity and by making links with and engaging the wider school community in this agenda.
- Pupils are taught that Cambridge English School is a 'telling' school. Our children are encouraged to talk to teachers if they feel worried or frightened about anything. It is expected that all staff will take time to listen to children's fears and take them seriously. In all instances of bullying, it is expected that they are reported to the Head of Sections and recorded on a bullying incident form.
- All children will have the opportunity to complete an anonymous survey as a way to find out if children feel safe in the school.
- There are CCTV cameras in school to allow for real time or playback viewing.

### **Cyberbullying**

Cyberbullying is a 'method' of bullying, rather than a 'type' of bullying. It can take place at any time and can intrude into spaces that have previously been regarded as safe and personal. It includes bullying via:

- text message
- instant messenger services
- social network sites
- email
- images or videos posted on the internet or spread via mobile phone.

It can take the form of any of the previously discussed types of bullying i.e., technology can be used to bully for reasons of race, religion, sexuality, disability, etc.

The school has a dedicated E-Safety Policy to ensure safe practice is advocated in school. At CES (Cambridge English School) Mangaf the following will take place:

- Cyberbullying will be addressed through PSHE lessons or assemblies.



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- Safer Internet events will be used to reinforce messages regarding the safe use of technology. For example, there is a safer Internet Day scheduled in February
- Information for parents will be put in newsletters and published on the school's website and MYU; meetings for parents to discuss internet safety will be held annually.
- All children, parents and staff sign an Acceptable Use Agreement
- All incidents of cyberbullying must be reported to the Head of Sections and Social Worker.
- The use of technology will be carefully monitored and evaluated.
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Whilst the school recognises that cyberbullying may take place out of school hours, we will, wherever possible, step in to mediate a suitable solution.

### **Review and Monitoring**

This policy will be monitored by the SLT Team and reviewed annually by the SLT and members of the School Council. To support this process any incidents of bullying are recorded in the behaviour incident folder and looked at on a half-term basis to see if any patterns emerge.

**This policy was developed in consultation with:**

This policy should be read alongside the Child Protection and Safeguarding Policy, Behaviour Policy and E-Safety Policy. Any safeguarding issues should be dealt with according to CES Mangaf School protocols and procedures and concerns passed onto the Principal, the Senior Designated Safeguarding Lead.

## Appendix 1: Bullying Incident Report Form

Section A – Alleged Bullying Incident			
Student's Name:		Year Group/Class:	
Member of staff to whom the incident was reported:			
Date of incident:			
Time of incident			
Location of incident			
Incident/Concern reported by target	Yes	No	
Concern reported by Parents/Carers	Yes	No	
Alleged perpetrator(s): Name(s) / Year group / Class			
Nature of incident including details of any injury or damage to property, etc			
Tick any elements that may apply:			
Form		Type	
Physical		Race/religion/culture	
Verbal		Sexual	
Indirect		Health/disability	
Cyberbullying		Other	
Parents/Carers of alleged perpetrators informed:		Yes	No
Date and time:			

<b>Section B– Accounts of those involved</b>		
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<b>Alleged perpetrator(s) account of incident: Name(s) / Year group / Class</b>		
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<b>Statements of those who witnessed the incident: Name(s) / Year group / Class</b>		
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<b>Parents/Carers of alleged perpetrators informed:</b>	<b>Yes</b>	<b>No</b>
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<b>Date and time:</b>		
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## Section C– Action Taken

**Details of immediate action taken**

**Monitoring of action taken and details of follow up and longer-term action taken**

## Appendix 2: Anti-Bully Procedure

### What will happen if I report a bullying incident?

#### 1st Incident - Report to the Class teacher

Class teacher to speak to the students concerned, and feedback to Year Leader/Faculty Head



#### 2nd Incident - Report to the Deputy Head of School

Speak to students concerned, take statements, call parents, and record incident on MyU



#### 3rd Incident - Report to the Head of Pastoral Care

Arrange parent meetings, official warning, record on MyU



#### 4th Incident - Report to the Head of Secondary

Arrange parent meeting, written warning or suspension, record on MyU



#### 5th Incident - Report to the Principal

Arrange parent meeting, final written warning/suspension, refer to the Ministry of Education, record on MyU