



ANTI-BULLYING POLICY

WRITTEN/LAST REVIEWED BY: CLAIRE WILLIAMS / MONA ELMASRY

ISSUE DATE: AUGUST 2019

RATIFIED BY: SLT

LAST REVIEWED: MAY 2024

DUE FOR REVIEW: MAY 2025

Rationale

At GES Cairo we aspire to always nurture, support, value and recognise the uniqueness of every student and colleague in a safe learning environment. Bullying can be detrimental to the emotional, academic and social development of a child and can have lasting effects. As a school, therefore, we take bullying and its impact seriously. All staff have responsibility to ensure that students feel safe and happy at school, and that they are able to learn in an environment that fosters positive relationships. Bullying will not be tolerated and where it is suspected parents and students should be aware that it will be dealt with swiftly, sensitively and consistently, taking into account the needs of all students involved.

We aim to:

- foster an ethos in which students are encouraged to disclose and discuss incidents of bullying
- ensure that all reported incidents of bullying are addressed swiftly and recorded appropriately
- ensure that suspected bullying is investigated thoroughly and dealt with appropriately and consistently
- ensure that appropriate programmes of support are given to all students involved in any suspected incidents of bullying
- foster children's self-esteem and help them build positive relationships with other people
- define what bullying is and ensure all students understand why it is unacceptable
- raise students' awareness about how to respond to bullying
- respect all cultures and promote positive attitudes towards other people
- develop children's self-respect and encourage them to respect the ideas, attitudes, values and feelings of others

The Five key components to bullying:

1. There is intention to harm: bullying is deliberate behaviour that sets out to upset and cause distress.
2. There is a harmful outcome: one or more people are hurt physically or emotionally.
3. It is persistent and repeated: bullying involves repeated acts of aggression and hostility. An isolated aggressive attack between equals is not usually bullying.
4. It is direct or indirect: bullying can involve direct acts of aggression, such as hitting someone, as well as indirect acts, such as spreading rumours.
5. There is unequal power: bullying involves the abuse of power by one or several people who are more powerful or perceived as being more powerful, often due to their age, physical strength, or psychological resilience.

Bullying can be:

- Emotional: being unfriendly, encouraging social exclusion, humiliating, spreading rumours, negative facial gestures, playing jokes, mimicking
- Physical: pushing, kicking, biting, hitting, tripping, pinching, damaging property, intimidation
- Verbal: name calling, insults, intimidation, homophobic or racist remarks



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- Cyber: use of social media, online games, chat rooms or text messages to carry out or threaten the above
- Sexual or sexist: all forms of non-consensual touch, abusive comments and spreading rumours, whistling and gesticulating, sexual graffiti, sending sexually explicit comments, photos or videos that are intended to harm or embarrass another person or pressuring someone to send private images

Procedures for Preventing Bullying

We believe it is important that bullying is actively prevented in school. We want our students to understand what bullying is and why we should work together to ensure it does not take place, as well as what action they should take if they feel they are being bullied or suspect bullying is taking place to others. We achieve this by raising its awareness amongst the school community in the following ways:

- share anti-bullying policy with all staff
- share golden rules with children
- hold informal discussions in class, assemblies and with student council
- plan lessons about bullying in PSCHE sessions
- plan lessons about cyber-bullying in ICT sessions
- display anti-bullying posters
- clearly explain prevention procedures should bullying be suspected

Procedures for Responding to Suspected Bullying

If a staff member suspects that bullying is taking place or if bullying, or suspected bullying is reported directly to them by a child, the following steps should be taken:

1. Adult witnessing behaviour or receiving report should inform the Class Teacher of the victim and Head of Pastoral of reported or suspected bullying; all reports, no matter how trivial, will be taken seriously and Bullying Case Form (Appendix 1) is started.
2. Class Teacher and Head of Pastoral interviews victims and records their interpretation on Victim Report Form (Appendix 2).
3. If the incident is considered a one-off act then the issue will be dealt with according to the Behaviour Policy and the Bullying Incident Form discontinued.
4. If the incident is considered part of a series of bullying behaviours, the Class Teacher and the Head of Pastoral interview witnesses and pupils suspected of the bullying behaviours and their interpretations documented on Witness Report Form (Appendix 3) and Bullying Report Form (Appendix 4) respectively.
5. If the bullying behaviours are substantiated then the Class Teacher and the Head of Pastoral will meet with the students engaged in these bullying behaviours, explain the impact of their behaviour, and make it clear they must stop immediately.
6. The behaviours will be logged onto the ongoing Bullying Incident Form (Appendix 1) and the appropriate stage of the Serious Misconduct part of the Behaviour Policy used to provide a sanction. Parents of the victim and those engaged in bullying behaviours are contacted by the Head of Pastoral and the situation explained in a face to face meeting and recorded on Parental Report Form (Appendix 5); if the severity of the situation demands it, the Head Teacher may also be present in these meetings.
7. Planned interventions, which address the stopping of the issue as well as appropriate support for all children, should be agreed on with relevant parties and recorded on the Bullying Incident Form (Appendix 1).



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8. Interventions should be monitored for a period of 2 months by the Class Teacher and the Head of Pastoral, and review meetings held to determine success of the intervention and whether further action is needed; Bullying Review Form (Appendix 6) completed.



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Appendix 1

Bullying Case Form	
Names of children, their classes, and a description of their reported involvement	
Location of reported incident	
Date of reported incident	
Incident reported to	
Incident reported by	
Frequency and duration of reported behaviours	
Details of reported incident	
Description of reported bullying behaviours	
Details of action taken in response to the reported incident and by whom	
Dates of parent meetings	
Details of sanctions applied in line with Behaviour Policy	
Details of support programme for all students involved	
Dates of follow up sessions	



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Teacher signature: _____ SLT signature: _____ Date: _____

Appendix 2

Victim Report Form	
Name	
Class	
What happened?	
When did it happen?	
Where did it happen?	
Who was involved?	
Did anyone else see or hear?	
Has it happened before?	
When did it happen?	
Who was involved?	
Why do you think this is happening?	
What would you like to happen next?	



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Who would you like to help you?	
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Child signature: _____ Staff signature: _____ Date: _____

Appendix 3

Witness Report Form	
Name	
Class	
What happened; what did you see or hear?	
When did it happen?	
Where did it happen?	
Who was involved?	
Did anyone else see or hear?	
Has it happened before?	
When did it happen?	
Who was involved?	



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Why do you think this is happening?	
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Child signature: _____ Staff signature: _____ Date: _____

Appendix 4

Bullying Report Form	
Name	
Class	
Reported Concerns (taken from Victim and Witness reports)	



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Child's Statement	
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Child signature: _____ Staff signature: _____ Date: _____

Appendix 5

Parent Report Form	
Parent Name	
Child	



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Class	
Reported Concerns (taken from Victim and Witness reports)	
Discussion	
Action	

SLT signature: _____

Date: _____

Appendix 6

Bullying Review Form



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Names of students involved and their classes				
Date of reported incident				
Has the bullying behaviour stopped?				
Details of the current situation between the students involved				
Details of further action	Action:	By whom:	By when:	Follow Up:
Were the students happy with the outcome?				

SLT signature: _____

Date: _____