



Anti-Bullying Policy

Please see [Brighton College Dubai Policies and Guidelines](#)

1. Policy Statement

The college is a caring community in which all members are actively encouraged to respect other people and develop good interpersonal skills. This policy is written to help staff and pupils prevent bullying and to deal with it when it occurs.

Not every act of unkindness can be classified as bullying. We recognise that sometimes pupils are spontaneously unkind to each other without thinking, and more often than not this is a one-off incident. Bullying is action taken by one pupil or more than one pupil with the deliberate intention of hurting another, either physically or emotionally over a sustained period of time. This includes being unkind to any individual in a racial, religious, cultural, sexual/sexist, homophobic, special educational needs, disability or cyber context (social websites, mobile phones, text messages, photographs and email). The College recognises that this behaviour has no place in our College community. We retain the right to determine what is considered bullying. The College takes due notice of the DfE guidance on anti-bullying published in the following documents:

- [Preventing and Tackling Bullying \(July 2017\)](#)
- [Cyberbullying: Advice for headteachers and school staff](#)
- [Government guidance on safeguarding : Keeping Children Safe in Education \(Sept 2021\)](#)
- [Working Together to Safeguard Children \(July 2018\)](#)

2. Aims

Brighton College aims to encourage positive behaviour so that anti-social behaviour such as bullying is prevented (see Pupil Code of Conduct). We do all we can to prevent it, by developing an ethos in which bullying is regarded as unacceptable. Our aim is to produce a safe and secure environment where all pupils can learn without anxiety. This policy aims to produce a consistent College response to any bullying incidents that may occur. This includes a procedure to follow and how to record bullying to enable patterns to be identified.



We aim to make all those connected with the College aware of our opposition to bullying. Everyone's responsibilities are made clear, with regards to the controlling and containing of bullying in our College.

3. Practice and Procedure

3.1 Pupils

- Pupils at the College commit to trying to follow the Pupils Code of Conduct and the Anti-bullying Code, which supports an anti-bullying ethos.
- Pupils are given a clear understanding of College expectations on behaviour through assemblies, PSHE and wellbeing sessions and through the College curriculum.
- Pupils are made aware of the harm that bullying causes and of the range of sanctions that the College is obliged to use, including the involvement of outside agencies.
- Pupils are given a clear understanding of the definition, impact and seriousness of bullying through the curriculum (year group projects, drama, stories, literature, historical events, current affairs).
- Pupils know what to do and who to turn to if they are being bullied.
- Pupils know what to do if they witness others being bullied.
- Pupils have a duty to report bullying whether it is happening to themselves or others.
- Pupil representatives (Head Boy/Girl, Pupil Council, House/Deputy House Captains etc) have a duty to report problems of bullying, individual or group, and to be involved in fashioning solutions with the College. Pupils will receive further support as necessary.

3.2 Staff

Staff awareness of bullying takes place through training, meetings and discussions. All teachers within the College are trained to look out for the following signs of bullying:

- Unexplainable injuries.
- Lost or destroyed clothing, books, electronics, or jewellery.
- Frequent headaches or stomach aches, feeling sick or faking illness.
- Changes in eating habits, like suddenly skipping meals or binge eating. Children may come home from College hungry because they did not eat lunch.
- Difficulty sleeping or frequent nightmares.
- Declining grades, loss of interest in College work or not wanting to go to College.
- Sudden loss of friends or avoidance of social situations.
- Feelings of helplessness or decreased self-esteem.



- Self-destructive behaviours such as running away from home, harming themselves, or talking about suicide.

This takes place as part of the College staff induction process and is reinforced through regular pastoral focus sessions, staff learning sessions and briefings. Pastoral leaders are trained in logging and resolving bullying incidents when they do occur. The Staff Handbook gives very clear expectations of vigilant staff supervision (e.g. break and lunch time and on the school buses).

3.3 The Role of the Parents

Parents are informed of the College's policy through the Parent Handbook and the Anti-Bullying Policy. Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's Class Teacher/House Tutor or House Master/Mistress immediately. Parents will always be contacted, after initial investigations have been carried out, if their child is suspected to have been involved in an instance of bullying.

Parents have a responsibility to support the College's Anti-Bullying Policy and to actively encourage their child to be a positive member of the College. Where cyberbullying occurs, the College will provide guidance and support. When this happens outside the jurisdiction of the College, we will communicate and cooperate with parents as necessary.

3.4 Cyber Bullying

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside College. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.

'Cyber bullying' refers to inappropriate text messaging or emailing and inappropriate use of social network sites (like Facebook, Twitter, Instagram, SnapChat, Youtube, etc) as well as sending offensive images by phone, internet or email.

It is very important to note that if it is suspected that material on the device may be a pornographic image of a child or an extreme pornographic image, this should not be viewed, nor deleted, but the device should be given to the Designated Safeguarding Lead immediately who will follow the safeguarding procedures.

3.5 Sanctions

Sanctions for bullying are in line with the College's Positive Behaviour Policy. Strong sanctions, such as suspension and exclusions, may be necessary and imposed in cases of severe and persistent bullying.



4. Assessment and Record Keeping

Records relating to individual cases, for both perpetrator and victim, are kept in confidential pupil folders. Record keeping allows opportunities to retrieve and analyse incident reports chronologically and by pupil/s, which can be of particular value in identifying patterns of victim and/or bullying behaviour.

5. Staffing and Resources

5.1 The Role of the Teachers and Teaching and Learning Assistants

Teachers, supported by Teaching and Learning Assistants, where applicable, attempt to support all pupils in establishing a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

Teachers and Teaching and Learning Assistants take all forms of bullying seriously and intervene to prevent incidents from taking place. They refer bullying incidents immediately to the Head of Preparatory School and Deputy Head Pastoral by completing and emailing an Incident Report Form to them.

5.2 The Role of Class Teacher, Head of Year, House Tutor and House Master

Following notification of a behavioural incident (including those which may include bullying), the Head of the Preparatory School or Deputy Head Pastoral will usually ask the Class Teacher or House Tutor/House Master/Mistress (Senior School) to help with the investigations and the updating of the Incident Report Form. Class Teachers, House Tutors and House Master/Mistress may be involved in further pastoral work with the victim and bully, after action points have been agreed by the Head of the Preparatory School or Deputy Head Pastoral. The College supports both the victim and the bully, as appropriate.

Class Teachers and House Tutors are often best placed to identify potential patterns of bullying through time. They are expected to be vigilant and notify Heads of Year, House Master/Mistress and Heads of School should they suspect a pattern of behaviour linked to either bullying or being a victim.

Class Teachers, House Tutors and House Master/Mistress draw pupils' attention to the College's stance on bullying at suitable moments. If an incident occurs, pastoral leaders may decide to use an assembly or House meeting as a forum in which to discuss with other pupils why this behaviour was wrong.



5.3 The Role of the Head of the Preparatory School and Deputy Head Pastoral

In the Prep School, the Head of the Preparatory School supports the Class Teacher and/or Head of Year in conducting and recording investigations linked to an alleged bullying incident. In the Senior School, the Deputy Head Pastoral supports the House Tutor and/or House Master/Mistress.

The Head of the Preparatory School and the Deputy Head Pastoral of the Senior School report to the Head Master, where they discuss and agree action points from the investigation. The College supports both the victim and the bully, as appropriate. The Head of the Preparatory School and the Deputy Head Pastoral may be asked to follow up with parents, pupils and staff.

5.4 The Role of the Head Master

It is the responsibility of the Head Master to implement the College Anti-Bullying Policy and to ensure that all staff (both teaching and non-teaching) are aware of the College policy and know how to deal with incidents of bullying. The Head Master reports to the governing body about the effectiveness of the Anti-Bullying policy, on request. The Head Master informs the Governors of any serious bullying incidents.

The Head Master sets the College climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming College, bullying is far less likely to be part of their behaviour.

The Head Master ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying.

5.5 The Role of the Governors

The Head Master informs the Governors of any serious bullying incidents.

6. Monitoring and Review

This policy is to be reviewed and checked annually by the Head Master.



7. Approved by

Head Master on behalf of the College:

Simon Crane, Head Master

Chair on behalf of the Governors:

Mrs Nilay Ozral, Board Member

Change History Record

Version No.	Description of Change	Owner	Date of Issue
1.0	Updated external links and some internal terminology	J Donaghey	September 2021
2.0	Reviewed and updated	J Donaghey	April 2022
3.0			

Brighton College Dubai Policies and Guidelines

Policy Statement

Brighton College Dubai policies have been developed by the College Leadership Team (CLT) with input and guidance from the Brighton College network, including Brighton College UK.

Policies reflect current best practice.

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Verify that this is the correct version before use



At the time of writing, policies aligned with the following:

- KHDA Guidance and Guidelines for Private Schools
- MOE United Arab Emirates School Inspection Framework
- DSIB School Inspection Supplement
- The College's Academic Plan written for KHDA approval
- Standards for British Schools Overseas (DfE)
- COBIS Accreditation and Compliance
- Bloom Education and Bloom Holding policies where applicable

Should any regulations change or develop further, the policies will be reviewed to ensure continued alignment.

Policy Structure

Policies will show the date of writing and reviews on them. Version control will also be in place. Should there be an error or inaccurate fact in any policy, a CLT member should be notified.

Policy Development

Policies will continue to be developed as strategic priorities are set.