



The Springfield Primary School



Anti-bullying Policy

| | |
|----------------|----------------------|
| Name of Policy | Anti-bullying Policy |
| Date Approved | February 2024 |
| Date of Review | March 2026 |



Introduction:

Our school logo “Confidence in Life” is the basis for ensuring that all members of our school feel confident, valued and secure. Every child has the right to be at school and learn in a safe and supportive environment.

This is consistent with our school’s mission, as our school seeks to provide a supportive environment specifically designed to meet the individual needs of our students, as well as providing safety and an atmosphere conducive to learning and achieving the best results, in line with the Qatar National Vision that aims to empower students, while preserving on their national and Islamic identity. Preparing them for future opportunities and roles, as well as the challenges posed by the twenty-first century.

We will confront anyone who disrupts the learning or safety of others and will take strong action against bullying of any kind, as bullying indicates a lack of appreciation for the feelings of others. We work to eliminate intimidation or mockery of others.

This policy explains how these regulations can be used to prevent or treat bullying. We take this into account through the expectations of our school and the country values. Affection is considered one of the basic values to improve the fight against bullying within the kindergarten.

Our school works hard to raise awareness of confronting bullying and mental health awareness through the school’s agenda and daily activities.

This policy is applied in addition to: the policy of conduct, rewards, punishments and protection.

What is bullying?

Bullying is behaviour that is repeated by an individual or group with the intention of harming another individual or group, whether physically or emotionally. Bullying can cause severe depression, to the point that its victims refuse to go to school, or even commit suicide or, in severe cases, become suicidal.

We must point out the meaning of bullying through the definition of bullying.

Bullying is a persistent and intentional misuse of power in relationships through verbal, physical and/or social behaviour intended to cause physical, social and/or psychological harm. It may include individual or collective misuse of force, versus one or more people who feel unable to prevent this from happening.

It is important to use the term bullying in its correct sense. There are actions that may lead to bullying, but the behaviour itself must be treated as an incident in the behaviour policy. Bullying is a recurring and persistent behaviour.



There are four types of bullying:

- **Physical bullying:** hitting, kicking, spitting, grabbing or hiding property.
- **Verbal:** calling people names, harassing, insulting, threatening, writing or sending unwanted notes or messages, including cyber bullying (please see the last part of the policy).
- **Emotional:** intentionally inappropriate behaviour, social exclusion, inappropriate looks or gestures, or spreading rumours.
- **Cyber:** Harassment, spreading rumours or threats through text messages, emails, social networking sites, including false websites, and publishing photos, videos or recordings of someone so that he does something annoying or against his will.

Signs and symptoms of bullying:

The child can indicate with certain signs or behaviour that he is being bullied. And adults must recognize these signs and you must ensure the following:

- The child begins to perform poorly in school.
- The child does not want to go to school.
- The child returns home with torn clothes or damaged books.
- The child lost his belongings.
- The child always feels tired in the morning.
- The child cries during sleep in the evening or experiences nightmares.
- The child refrains from eating.
- Start stuttering.
- The child has wounds and abrasions without explanation.
- The child attempts or threatens to harm himself.
- The child's fear of talking about his problem.
- The child's fear of walking to or from school or changing his usual way.
- The child shows signs or participates in bullying behaviour.

All employees must be aware of these points and report any suspicion of bullying to the Principal.



Dealing with bullying incidents:

Research shows that the best way to deal with bullying is through immediate action by the person who witnesses the bullying. Bystanders must make it clear to the bully that his behaviour is unacceptable.

At our school, we do not tolerate any bullying. None of us encourages any form of bullying, nor do any of us ignore any of its forms.

The students:

We expect students to respect each other, and to treat others in the same way that others would like to be treated. We promote these values through meetings, internal systems and daily life that support good behaviour. At the same time, we encourage them to reach out to—and gain trust from—teachers if they are being harassed or are the victim of inappropriate speaking behaviour. In the event that bullying is practiced or witnessed, our school is expected to:

- Denounce the bullying situation by not accepting the bully's behaviour from its source, at the beginning of the problem.
- Notify the class teacher or other staff member (especially during breaks) of all incidents of bullying, even if they believe that the actions they have taken have been effective in eliminating the behaviour.

Staff:

All employees are expected to play an active role in building a sense of community, modelling acceptable behaviour and applying agreed standards of behaviour on an ongoing basis. They must pay attention to signs of bullying and bullying trends and deal strongly with these issues.

If bullying is suspected or reported, the teacher must:

- Investigates the accident and deals with it immediately.
- If a case of discrimination or racism through bullying is suspected, the relevant supervisor must be notified immediately.

Leaders:

When filing a report of bullying, the school principal or relevant official must:

- He conducts a personal interview with the concerned parties, and creates a register that includes their full names for students and teachers.
- Notify the class teacher and other teachers who teach the bullying student.



- Determine the appropriate strategy and procedural plan to confront bullying with the classroom teacher
- Discuss appropriate sanctions for bullying with the school principal under the behaviour policy
- Notifying parents of the situation, the strategy that was chosen to confront bullying, and the penalties that were applied (if possible) and ensuring home support for the student outside of school, and monitoring the implementation of the strategy that was chosen and notifying the principal and parents.
- Bullying is taken seriously at our school and any punishment imposed is consistent with the school's behaviour policy.

Student support:

All students involved should be involved in discussions leading to a solution and should not be left feeling alone. Note that the most effective solutions may come from group discussions that include both the bully and the person being bullied, with the rest of the students who choose to attend and encourage them to participate, which helps the students solve the problem on their own through support under the supervision of teachers. It must also be taken into account that bullying is not a conflict between individuals who have equal power and share the same blame, and confronting the people who bullied may worry the people who have been bullied.

Students who have been bullied:

Teachers who deal with students who have been bullied should reassure them. Where students who have been exposed to bullying receive appropriate support.

Bullies:

If the school is careful about the punishments it imposes on bullies, it is also concerned with providing support for them. Modifying the attitude and behaviour of bullies is part of the school's responsibility for the positive measures used by the school. After the bullying problem is resolved, teachers should continue to look for ways to help the student who bullied them realize how their bullying affects other individuals, such as praising acts of kindness or talking about a good friend. The child who bullies often suffers from problems and needs support and cooperation between home and school.

Bullying among adults:

We do not accept harassment or bullying by senior members within the school community nor do we accept it among students. No individual within the school family, teaching staff



or parents can use their position to threaten another person within the school family because that violates our values.

Any bullying incident must be reported immediately to the school principal.

Strategies to eliminate bullying:

- There is a strong personal, social, health and economic education curriculum at the school.
- Whole school awareness is raised through school events - Say No to Bullies, Mental Health Awareness.
- Values to support the internal system and daily life of the school.
- Student Council and student leaders develop further discussions.
- School and department councils are associated with personal, social, health and economic education, but they can also be spontaneous to discuss issues that need to be discussed.
- Develop confidence in life – ensuring all students feel empowered to live the lives they want.
- Strong participation and awareness of parents.
- National Online Security Members - Training students, parents and staff on online safety and security.
- Strict security measures.
- The school's open-door approach ensures that students are able to talk to anyone within the school community.
- The school's no-phone policy.

Cyber bullying:

Appropriate use of technology is at the core of the school's approach towards cyber bullying prevention among all school students. Students are educated through the personal, social, health and economic education curriculum, and through meetings held periodically at the school. Direct action is also taken when necessary.

Education and awareness about the dangers and appropriateness of social media and text messages are also important elements for protecting everyone in accordance with Qatari values.

Students are not allowed to bring their phones during the school day. Phones are confiscated from students when they are discovered and handed over to the principal. Parents are notified at the end of the school day.



Victims of cyber bullying should not respond to malicious text messages or emails. They must keep the evidence and report it immediately. To further assist and reduce the risks of cyber bullying, individuals must keep their passwords confidential and not provide any personal data online. As for cyber bullying that occurs outside school hours but affects students inside the school, it is treated like any bullying incident inside the school. The school board and school leaders play a vital role in recognizing and raising awareness of the dangers and effects of cyber bullying.

Parent involvement:

Parents, as well as all staff and students, should know that the school will not tolerate any bullying and will take positive and effective measures to raise awareness among students for the purpose of confronting bullying.

Parents will be notified of the policy and procedures. Parental awareness is necessary, especially in terms of social media. The school aims to continue operating through its partnership with parents in confronting this issue.

Appendix 1: form for reporting bullying accidents

| | |
|---|--|
| Date and time of the accident | |
| Location (if possible) | |
| The witness or the person submitting the report | |
| The aggressor | |
| The victim | |
| Witnesses | |
| The supervisor is a teacher during the time the incident occurred (if possible) | |
| Circumstances | |
| The nature of bullying | |
| Recurring or for the first time | |
| Actions taken | |
| Petitioner | |
| Teacher Signature | |



Follow up procedure:

| | |
|------------------------------|--|
| Principal | |
| Managing Director | |
| Preventive measures (if any) | |
| Date the report was filed | |

Additional comments should be written at the back of this page if necessary.

Appendix 2: Declaration of consideration for others

All members of the school community will contribute to providing a happy and safe environment by showing appreciation respect and appreciation for all other individuals as individual personalities.

We believe within the school that each individual has a unique personality and therefore each individual has characteristics that make him distinct from other individuals. These differences include characteristics such as age, appearance, race or nationality, cultural, social or family background, primary language or dialect, religious beliefs, gender and sexual orientation, ability or disability.

The school accepts students regardless of their differences, if there are appropriate reasons to meet their needs without affecting the education and entertainment of the rest of the students.

We teach students how to value the contributions of all members of our community, support those who are different from us, and accept their differences. All members of the school community will deal with others regardless of their differences, unless they disagree with community etiquette and considerations.

There is no compulsory worship in school. Rather, we encourage students to freely explore spiritual beliefs and research the religious faith they see fit. If the student's religion affects the school uniform, the school will handle each case sensitively while respecting the student's cultural customs.

There are prayer rooms available that they do not wish to use during mealtime and after school.

Everyone should recognize possible cultural assumptions and biases within their own orientations. Discrimination, classification and injustice based on any differences are indicators of low self-esteem and ignorance. It is one of the reprehensible and rejected



characteristics within the school. The school prohibits racist or offensive symbols, signs, or stickers on clothing or equipment.

All students have equal access to the full educational opportunities offered by the school. Teaching takes place in educational groups unless there are specific reasons preventing this. The curriculum will encourage students to investigate hypotheses related to diversity.

To ensure equality among students who do not speak English as a first language, community members must continually learn about the use of English - its forms, content, and tone of voice. Students' names will be recorded accurately and pronounced correctly. We will encourage students to accept and respect names from other cultures.

Teachers will know and provide strategies for students who benefit from learning support to increase their chances of success.

Through the processes of recruiting, promoting and training teachers, we aim to select the right candidate, according to professional standards, regardless of their diversity. We want to provide positive role models for our students. It is the manager's responsibility to ensure that these expectations are observed and implemented. Any community member who believes that these expectations have been violated should notify the principal immediately, who will investigate the matter and take appropriate action in accordance with school policies.

Appendix 3: Procedures to eliminate violence, bullying, harassment and psychosocial risks among employees.

We do not accept harassment or violence towards any colleague

To ensure personal dignity and self-safety and prevent violence, bullying, harassment and other risks Psychosocial among employees. The leadership of our school aims to:

- Enriching a positive work climate that helps with job satisfaction and quality of work life.
- Spreading a culture of cooperation according to mutual trust and respect, teamwork, and protecting the dignity and integration of all individuals.
- Encouraging open and constant communication between colleagues and school leaders

This is achieved through:

- Effective organization of the school:
 - Establishing permanent operational procedures to eliminate confusion and conflict between directions.
 - Explains the job description, expectations and necessary tasks.



- Notifying employees of organizational goals.
- Helping employees participate in decision-making processes.
- Providing professional development opportunities.
- Resolve any personnel issues as quickly as possible.
- Continuously improve leadership:
 - Increasing the roles and responsibilities of senior leadership in the process of resolving conflicts and problems.
 - Educating senior leadership about current models of leadership, which may include avoiding violence and bullying.
 - Harassment and social psychological risks.
 - Clear awareness of events and trends in society, including identifying customs and values and the consequences of violating them.
- Raising awareness of the dangers of violence, bullying, harassment and psychosocial risks:
 - Preparing employees to recognize the signs of this behaviour.
 - Conducting opinion polls on violence, bullying, harassment, and psychosocial risks that occur at school.
 - Implementing campaigns in the wider community for the purpose of urging the prevention of violence, bullying, and harassment Psychosocial risks, if applicable.
- Protection and provision of support and assistance to victims of violence, bullying, harassment or psychosocial harm:
 - Protecting them from taking further measures against them.
 - Taking care of restoring their self-esteem and self-esteem.
 - Seeking the assistance of an external expert when necessary to resolve the consequences of violence, bullying, harassment or psychosocial risks.
 - Imposing a penalty on any violator (in accordance with the Code of Ethics for Employees and the Punishment Policy), which amounts to dismissal of the worker from service.
 - All staff at our School are aware of these procedures to prevent violence, bullying, harassment and psychosocial risks and are able to apply them. This can be proven by their signature on the acknowledgment of having seen and understood the KCSIE document for the year 2019.

Appendix 4: Measures to prevent threats and violence from third parties, we do not tolerate violence, or threats of violence, towards personnel, students, or any member in our school

In the event of any risks, violence or bullying, the following steps must be followed:

- **Please stop:** In the event of violence (actual, threatened or stopped violence) from a third party, the teacher will ask the aggressor to stop the offensive behaviour.



- **Notifying the Strategic Leadership Team:** If unacceptable behaviour continues, the teacher will notify a member of the Strategic Leadership Team or another competent person.
- **Requesting assistance:** In the event of a threat of severe violence, the staff member should immediately leave the area and seek assistance (from security, colleague, strategic leadership team, or police: phone number: 999).

If a teacher is unable to leave the workplace (e.g., if he or she is a supervisory staff member who is protecting children), he or she should not oppose the attacker. He must comply with the attacker's requests, but contact security, the strategic command team, or the police as soon as possible.

(To avoid confusion, the teacher should contact the police directly only if he or she alone cannot contact Security or the Strategic Command Team. In all other cases, Security or the Strategic Command Team will be responsible for contacting the police for support.)

Workplaces shall be arranged to permit rapid and effective police intervention, when necessary.

- **Defence:** The last resort in the event of physical aggression is the teacher's defence and protection of the children in his care, by using his knowledge of self-defence in the best possible ways.
- All school staff is aware of, and has the ability to apply, procedures for preventing or dealing with threats and violence from third parties.

Appendix 5: Strategies for investigating bullying incidents

Get the facts:

- Investigate all individuals separately.
- Get the story from several sources, both adults and students.
- You must listen without blaming.
- Do not call the behaviour "bullying" while you are trying to understand what happened.
- It may be difficult to get the full story, especially if several students participate or if the bullying includes social or cyber bullying. You should get all the information available.

You need to decide if this is bullying:

There are many behaviours that look like bullying but require different approaches, so you must decide if the situation constitutes bullying or something else. To determine whether a situation constitutes bullying, you must consider the following questions:

- ✓ What is the history of the relationship between the individuals involved in the bullying incident?



- ✓ Are there previous conflicts?
- ✓ Is there a power imbalance?
- ✓ It is easy to recognize an imbalance of power, especially since power is not limited to physical strength. If the victim feels an imbalance of power, they are likely to be unbalanced.
- ✓ Has this happened before?
- ✓ Is the victim worried about this happening again?
- ✓ Was there a sexual relationship/relationship between the individuals?
- ✓ There are special responses to sexual violence among adolescents.
- ✓ "Who started the situation" may not concern us?
- ✓ Individuals who are being bullied may be annoying or disruptive, but this is no excuse for the bullying behaviour.
- ✓ When you determine that a situation constitutes bullying, support the individuals involved.

Talking to victims of bullying:

- You should know that individuals who have been bullied may have difficulty talking about the bullying.
- Listen carefully and focus on the victim.
- You should know what happened and make it clear that you want to help.
- You must assure the victim that the bullying is not their fault.
- You should provide advice on what to do with children, this may involve role-playing and thinking about how the child would react if the bullying happened again.
- You should consider referring them to a specialized counsellor, psychologist, or other mental health service.
- You must work with them to solve the problem and protect the victim of bullying. The individual, parent, school or institution may have valuable information.

Also, it is useful:

- Ask the child who has been bullied what he can do to feel safe. Change in the usual order should be limited – it is not guilty and should not be frowned upon. However, you should consider rearranging the classroom seating chart for everyone. However, if major movements are necessary, such as changing classes, the child who has been bullied should not be forced to change.
- Develop a game plan: Open communication must be maintained between schools, institutions and parents. Steps to be taken and restrictions on implementing policies and laws should be discussed. Remember, the law does not allow school employees to discuss the system, the consequences, or the services provided to other children.



- You must be persistent: Bullying cannot be eliminated easily. So, you must pledge to eradicate it and support the victims of bullying.

Avoid these mistakes:

- Do not ask the student to ignore bullying.
- Do not blame the student for being bullied. Even if he faced bullying, no one deserves to be bullied.
- Do not ask the student to physically attack the bully. Where he may harm himself or be exposed to behavioural punishments.
- Parents should not insist on contact with other concerned parents. This may lead to a worse situation. Rather, the school and other officials must act as mediators between parents.

Follow-up:

Bullying behaviour must be dealt with. School staff, parents and other students all have a role to play. You should explain to students the seriousness of bullying.

You must calmly tell the students that bullying is unacceptable and that you must show honourable examples when talking about the problem.

Make sure all students are aware of the behaviour problem. Young people must know that their bullying behaviour is considered wrong behaviour that harms others.

You must demonstrate your commitment to preventing bullying. Since bullying represents behaviour that is repeated or likely to be repeated, it requires continuous efforts to ensure its elimination.

You should work with the bully to understand some of the reasons why he or she is bullying, for example:

- Sometimes children bully for the purpose of taking advantage. These students may benefit from participating in positive activities. Participating in sports and clubs may help them take on leadership roles and form friendships without feeling the need to bully.
- Sometimes children bully for another reason - problems related to home, housing, stresses that occur in their lives. They may also bully themselves. These students need additional support, such as mental health services.

You must be aware of the consequences. Implications may include gaining or building empathy, which may help prevent future bullying by helping bullies know how their actions



affect others. The school's behaviour policy must be followed when presenting the consequences and determining the punitive system, but a student who bullies can:

- Write a letter of apology to the student who bullied him.
- Have a class discussion on how to become a good friend.
- Write a story about the effects of bullying and the advantages of working as a team.
- Act out a scenario or give a presentation about the importance of respecting others, the negative effects of gossip, or how to cooperate.
- Design a project on civil rights and bullying.
- Read a book about bullying.
- Make posters for the school about cyber bullying and online decency, with the child who bullied participating in modifying or fixing the situation.

For example, the child can:

Doing something useful for someone who bullied him or for other people in the community

Supporting those who witness bullying:

Students can be affected by bullying even if they are not being bullied or have not bullied others. If they witness a bullying situation, they may not know how to act in order to stop the bullying. They may not feel safe during that moment, but there are many other steps they can take. The most important of these steps is to report bullying.

Appendix 6: Research on bullying

Currently, there is no legal definition of bullying - the intentional harm of others through verbal harassment, physical assault or other methods of harm such as verbal abuse. In general, bullying is often described as a form of harassment carried out by the bully who has greater physical and/or social capabilities and control than the victim. The victim and bully are sometimes referred to as the target. The harassment may be verbal, physical and/or emotional.

Norwegian researcher Dan Olus defines bullying as “a person being exposed, repeatedly or for a long period of time, to negative actions on the part of one or more people.” Negative behaviour is defined as “a person intentionally causing injury or discomfort to another person, through contact Physically, through words or in other ways.”

Bullying can be classified as direct or indirect, physical, emotional, verbal or gestural. Bullying may occur in any situation where people interact with each other. These situations include school, workplace, home, and residential area. There may be bullying between social groups, social classes, and even between countries (Wikipedia, August 24, 2007)



Research has shown that:

- Bullying occurs in every school, kindergarten, or day care setting of the institutions researched.
- There are differences between the sexes, which indicate the following:
 - Boys are bullied more than girls.
 - Girls often engage in indirect forms of aggression, such as excluding others, spreading rumours and harassing situations to hurt those they do not like.
- There are age differences, which indicate the following:
 - Bullying among young children tends to be physical.
 - Forms of bullying among older children that occur indirectly and subtly tend to be repeated. Although these differences in the types of bullying are experienced by different age groups, children are exposed to bullying less as they grow older.
 - Exposure to bullying at school has negative effects on the physical and psychological health of children who are frequently and severely targeted by bullying.
 - Most bullying occurs when supervisors are present and most supervisors do not act to stop bullying.
 - However, if the observer intervenes, the bullying is likely to stop (about 50%). In general, teachers do not have the opportunity to take any action because they are not present when the bullying is happening and are not informed about the bullying.
 - A large percentage of students want to eliminate bullying. Although there is no evidence of an increase in bullying, there is great interest among children in cyber bullying, especially among older children. Cyber bullying is the most common type of bullying, as it represents aggressive behaviour among school children. A large proportion of it takes place outside of school, although it includes children from the same school.

POLICY REVIEW

- This policy will be reviewed every year.
- Additions will be made at any time if required by further legislation or as a result of recommendations by service inspectors, staff or governors.

