

مدرسة الوحدة العربية

ARAB UNITY SCHOOL



Anti - Bullying Policy



Cambridge Assessment
International Education

edexcel 
advancing learning, changing lives

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Date reviewed	Oct 2018
Next update	Oct 2021



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VISION STATEMENT

Arab Unity School aims to provide a stimulating learning environment that challenges our students into discovering their potential and mould them into respectful, reliable and purposeful leaders of the global community.

MISSION STATEMENT

To provide an affordable education with a strong foundation of knowledge, technology and life skills, enabling our students to evolve into socially conscious and responsible individuals.

CORE VALUES

Character Building Morally Accountable Diligent and Trustworthy	Progressive Thinking Technological Competence Collaborative Thinking
Global Commitment Environmentally Conscious Persevering and Tolerant	Leadership Skills Inspiring and Motivating Decisive and Consistent

A GLIMPSE OF ARAB UNITY SCHOOL HISTORY

The Arab Unity School was established in 1974 by Mrs. Zainab A Taher, a qualified and veteran educationist, active in the field of education since 1963. The school follows the Early Years Foundation Stage in Kindergarten, Cambridge Primary and National Curriculum from Year 1 to Year 6, Lower Secondary Programme and National Curriculum from Year 7 to Year 9 and subsequently prepares students for the Cambridge IGCSE Exams in Year 10-11 followed by the AS/A2/A Levels from the Cambridge International Examinations (CIE) and Edexcel UK. The AUS became an approved Centre in 1990 to conduct all Cambridge International Examinations (CIE) exams and has been awarded Fellowship Centre status in 2002. AUS is also a centre for SAT and TOEFL examinations. At present, the school caters for approximately 3400 students drawn from the expatriate and local population

MESSAGE FROM THE FOUNDER DIRECTOR

Education is the most pristine of life's disciplines and it determines the sustenance and evolution of humanity and civilization. Arab Unity School's incredible and enviable progress is the result of an insatiable desire for perfection and unending, Odyssean quest for new challenges in the academic arena. The school has also been receiving accolades and recognition from the CIE for the commendable service rendered in the field of education. Education, in AUS, does not restrict students within the parameters of academic goals but motivates them to excel in every walk of life, inspiring and challenging them, every step of the way. To paraphrase Kipling, we hope to foster generations that can walk with kings without losing the common touch.

We, at Arab Unity School, focus on the intellectual, moral and spiritual development of our pupils and are ambitious for continued success.

Mrs Zainab A Taher

Founder Director

RATIONALE

At Arab Unity School, we believe that all children and young people have the right to an educational environment where they feel safe and which is free from harassment and bullying.

This policy is implemented in partnership with the School's Behaviour Policy and serves the entire school from Foundation 2 to Year 13.

A DEFINITION OF BULLYING

Bullying is any behaviour which is deliberately intended to hurt, intimidate, threaten, frighten or discriminate against another individual or group. It is usually unprovoked, happens again and again as part of a pattern of behaviour and can continue for a long period of time. Bullying can be emotional, physical, psychological and can include behaviours via electronic means.

However, if two pupils of equal power or strength have an occasional fight or quarrel, this is not bullying.

BULLYING WOULD INCLUDE

- Physical: pushing, kicking, hitting, pinching/punching, hair-pulling and other forms of violence or threats of violence
- Verbal: name-calling and sarcasm or innuendo, spreading rumours, persistent teasing
- Emotional: excluding, ridicule, humiliation
- Intrusive/ cyberbullying: Email, text messaging, use of Facebook and other social media, designed to upset or abuse
- Racist: racial taunts, graffiti, gestures
- Sexual: unwanted physical contact or abusive comments

SIGNS OF BEING BULLIED INCLUDE

- Being sullen, withdrawn or disruptive
- Picking on someone else, as means of getting into the pecking order
- Constantly telling tales, hiding something more serious
- Slipping in references in creative writing or drawing
- Hanging back at the end of lessons as if there is something important to tell
- Reluctant to come to school
- Not wanting to go out at playtimes
- Not wanting to go to the toilet, perhaps even wetting for fear of going to the toilet
- Unusually tearful
- Being fearful of company of others, hence reluctant to undertake a task involving a small and relatively unsupervised group, be it investigation, paired reading, drama improvisation, sports activity
- Being reported by parents for changed behaviour – nightmares, bed wetting and so on

DEALING WITH A BULLYING INCIDENT AT ARAB UNITY SCHOOL

- The teacher who witnesses any incident will complete an Incident Form (Appendix 1) and pass to DHT Primary or HoS Secondary.
- DHT/HoS will initiate enquiry and will talk to all students involved – firstly to victim then others.
- DHT/HoS will decide if it is a bullying incident. Information will be recorded on the Incident Form (Appendix 1)
- Investigating staff will alert class teacher. Does he/she have any ongoing concerns? If no, copy IF to Counsellor and HoS and file original in child's file
- Investigating staff/Counsellor will alert members of the Management Team as required. (In cases of bullying, the HoS should always be updated.) They will contact parents and discuss ways forward for the pupil
- Information to be fed back to teachers as necessary. Depending on the outcomes, Counsellors may suggest strategies for implementation.

BULLYING – Don't suffer in silence

Information for pupils

When you are bullied:

- Be firm and clear – look them in the eye and tell them to stop
- Get away from the situation as quickly as possible
- Tell an adult what has happened straight away

After you have been bullied:

- Tell a teacher or another adult in your school
- Tell your family
- If you are scared to tell a teacher or an adult on your own, ask a friend to go with you
- Keep on speaking up until someone listens
- Don't blame yourself for what has happened

When you are talking about bullying with an adult, be clear about

- What has happened to you
- How often it has happened
- Who was involved
- Who saw what was happening
- Where it happened
- What you have done about it already

POSSIBLE STRATEGIES

- Include children by discussing issues of control and power, bullying and relationships in MEP lessons, in assemblies and whole class lessons, allowing vulnerability to be respected
- Hold circle time discussions, either with games or with personal news
- Take every opportunity to relate curriculum issues to relationships, particularly with literature, developing empathy with historical situations and fictional characters, children in other countries and other settings
- Refer to bullies as themselves in need of help; seeing them as vulnerable may help the victim, in a psychological way
- Teach strategies to children to help them identify their experiences and to deal with them, such as body language – stand strong; move away; tell someone.
- Do supervised drama improvisations
- Make it understood that teachers are genuinely concerned to help
- Give everyone some sense of responsibility, some sense of their own worth within the school.



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INCIDENT / CONCERN REPORT

Names of staff / pupils concerned: (incl. Year)

Date of Incident Or Concern:

Time of Incident or Concern:

Incident / Concern reported by:

Type of incident/ concern	
<input type="checkbox"/>	Child protection
<input type="checkbox"/>	Bullying
<input type="checkbox"/>	Health concerns
<input type="checkbox"/>	Behaviour/ Discipline
<input type="checkbox"/>	Attendance / Welfare

Place of Incident / Concern:

Description of Incident / Concern:

Action taken by teacher/ staff who witnessed the incident:

Signed by teacher: _____
Copied to HOS/DHO