PPS ANTI-BULLYING POLICY 2026-2027

Phoenix Private School, Doha – For Students and Staff

Effective Date: August 2026

Approved By: Principal & Governing Body

Next Review Date: August 2027

Mission, Vision, and Values

Mission:
To develop future leaders who are able to make positive changes throughout the world. We challenge today to create a better tomorrow.
Vision:
To prepare a generation of Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors.
Values:

- Perseverance
- Honesty
- Originality
- Enrichment
- Nurturing
- Inspiration
- eXcited to learn

ANTI- BULLYING POLICY

The school takes its' responsibility to 'safeguard and promote welfare' and 'prevent all forms of bullying' seriously.

Although serious, bullying is still a form of misbehaviour and should therefore be dealt with through the school's Behaviour and Discipline Policy.

Given its potential, if neglected, bullying could lead to under-achievement, truancy, illness (real or not) and, on rare occasions, death, bullying incidents must be taken seriously and therefore there are separate guidelines on how to proceed following on in this policy.

The following statement underlines the school Anti-bullying Policy.

"Bullying will not be tolerated at this school. It is everyone's responsibility to prevent it happening, and with this in mind, additional guidelines as to how we will proceed in dealing with incidents of bullying are included in this policy."

The Phoenix Private School works to promote a common understanding of what constitutes bullying – and what doesn't, through assemblies, lessons and other sources of information for students, such as posters.

Definition of Bullying

A definition of bullying can vary according to the context in which it takes place but mostly will have the three following common features:-

• it is hurtful behaviour that is deliberate;
• it takes place over a period of time and is repetitive;
• those being bullied find it very difficult to defend themselves.
• bullying can be physical and/or emotional.

Bullying is not seen as when a student falls out with friends or when a student chooses not to play with other children.

Bullying could be:

• student on student
• student on staff
• staff / adult on student

Types of bullying:

a). Direct

• Physical
• Verbal
• Non-Verbal

b). Indirect – Cyber Bullying

People are bullied for many reasons, or no reason. Bullying relates to “difference” – real or imagined.

• Appearance
• Ability
• Health
• Family or Home circumstances e.g. looked after: house maid
• Social class
• Race, Religion and Culture
• Disability / SEN
• Sexist.

Roles and responsibilities

Everyone involved in the life of the school must take responsibility for promoting a common anti-bullying approach by being supportive of each other, providing positive role models and conveying a clear understanding that we disapprove of unacceptable behaviour (but not the student), and by being clear that we all follow school rules.

The prime responsibility for all members of the school community is to report incidents of bullying and concerns they may have that someone is being bullied.

Principal and School Leadership Group

The Principal is responsible for implementing the Anti-Bullying Policy for:

• determining measures on the behaviour and discipline that form the school's behaviour policy and
• encouraging good behaviour and respect for others on part of students and, in particular, preventing all forms of bullying among students.

It is a statutory responsibility for schools to record all bullying incidents.

The Principal will ensure that:

• bullying behaviour is addressed in the Schools' behaviour and discipline policy
• bullying is addressed as an issue in the curriculum
• all staff receive training that addresses bullying behaviour
• the governing body is regularly provided with information regarding issues concerning behaviour management including bullying
• a senior staff member is appointed to be responsible for the monitoring of the policy and anti-bullying strategies.

Staff

Staff have a vital role to play as they are at the forefront of behaviour management and supporting children's sense of personal safety and wellbeing in school. They have the closest knowledge of the children in their care and should build up a relationship involving mutual support, trust and respect.

All members of staff will:

• Provide children with a good role model.

• Provide children with a framework of behaviour including class rules which supports the whole school policy.
• Emphasise and behave in a respectful and caring manner to students and colleagues, to set a good tone and help create a positive atmosphere.
• Always be aware and take action when there are concerns about bullying.
• Report and record all allegations of bullying following the Schools' procedures
• Ensure students, and where appropriate parents / carers, are given regular feedback on the action been taken.

Parents/Carers

We expect that parents/carers will understand and be engaged in everything that is being done to make sure their child enjoys and is safe at school and that they will support us in helping us meet our aims. We want them to feel confident that everything is being done to make sure their child is happy and safe at school.
We expect parents / carers to:

• keep informed about and fully involved in any aspect of their child's behaviour.
• contact the school immediately they know or suspect that their child is being bullied, even if their child has asked for "secrecy", and work in partnership with the school to bring an end to the bullying
• contact the school if they know or suspect that their child is bullying another student
• share with the school any suspicions they have that bullying is taking place even when it does not directly involve their child

When a parent / carer has concerns relating to bullying they should report them to their child's Key Stage Manager, Form Tutor or Principal.

Students

Without the support of our students we will not be able to prevent bullying.

We expect that students:

• will support the Principal and staff in the implementation of the policy.
• will not bully anyone else, or encourage and support bullying by others.
• will tell an adult if they are being bullied, usually either a member of staff or parent.
• use the website or email or Information box to inform on bullying.

• will act to prevent and stop bullying, usually this is through telling an adult if they know or suspect that someone else is being bullied.

Students must recognise that being a "bystander" is not acceptable and understand how their silence supports bullying and makes them in part responsible for what happens to the victim of bullying.

Guidelines for dealing with incidents of Bullying

Notwithstanding the various (proposed) strategies to broaden awareness to the problem of bullying and what should be done about it, the response of the staff to incidents of bullying is the most powerful indicator we have of how seriously we condemn bullying.

In all cases of reported incidents of bullying we will:

• give priority to support those being bullied and to stop the bullying
• assess the seriousness of the bullying and to determine the appropriate action that should be taken.
• work to help and support those responsible for the bullying to understand the impact of bullying and to change their behaviour

Incidents where it is thought that bullying is going on, the school will:-

1) Take bullying seriously.
2) Support the victims of bullying.
3) Accept that staff may also be victims of bullying and that to air this fact publicly is not an admission of inability to cope.
4) Help bullies to change their behaviour.
5) Find out the facts of any incident by:-
i. talking to those concerned individually;
ii. involving parents at an early stage;
iii. break up bully groups mechanistically when necessary;
iv. help bullied children develop positive strategies and assertion.

6) Record incidents of bullying in a consistent way that allows for monitoring of behaviour.
7) Involve the police when necessary.

What to do…

Four stages of response in dealing with Bullying

Stage One

If, in the school's routine monitoring of, and dealing with, anti-social behaviour we suspect that a child is being bullied or is becoming a bully, the Form Teacher will see both or all parties to the incident(s), and the usual range of sanctions will apply - detention, extra work, loss of privileges, after school detention.

All parents will be notified in writing of the incident and a note of the incident will be placed on the bully's file. The victim and bully will receive counselling and support from SLT.

Stage Two

If another incident of bullying occurs, the bully's parents will, as a matter of urgency, be invited into school to meet with the SLT. During this discussion the remaining two stages will be made explicitly clear. Sanctions as appropriate will apply and notes of the incident will be placed in the bully's file. The victim and bully will receive counselling and support from SLT.

Stage Three

On receiving evidence of a third incident of bullying, a fixed term exclusion or seclusion will follow automatically. At the end of this exclusion, the parents will meet with the Assistant Principal to discuss re-admission, including, if necessary, a signed contract specifying acceptable future conduct. Notes of the incident will be placed in the bully's file. The victim and bully will receive support and counselling.

Stage Four

If there is a fourth incident of bullying, the school will decide whether to recommend permanent exclusion from the school. The victim will receive support and counselling.

Except in extreme cases, this policy will be followed stage by stage. Although every effort will be made to ensure that the last stage is not reached, our priority must be to prove a safe and secure environment for all our students.

Dealing with bullying before it happens.

The following strategies support anti-bullying measures.

• Students, parents and carers are encouraged to report bullying.
• Anti-bullying awareness raising and key messages, for example use of assemblies, advice leaflets, participation in Anti-Bullying Week, special events (drama / theatre groups).
• Good behaviour is encouraged through code of conduct, rewards and sanctions.
• Students are supervised by staff during out of lesson time.
• Curriculum supports anti-bullying through lessons such as PHSE and other lessons.
• Support programmes for vulnerable students.
• Students are involved by being consulted on where they think are areas in school where bullying is likely to take place.
• Students participate in an annual review of the policy.
• Peer mentors support younger students on entering the School.
• All staff, teaching and non-teaching staff have Anti-Bullying Training annually.