

DOCUMENT CONTROL	
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The Khalil Gibran School, Rabat (KGS) - Anti Bullying Charter:

KGS Anti Bullying Charter

1.0 Overview

1.1 Khalil Gibran School Rabat will not tolerate bullying behaviour of any kind and will take action to ensure that all pupils at KGS are safe from bullying.

1.2 We, at Khalil Gibran School Rabat, expect all members of the school community to treat each other with respect and dignity and we do not tolerate bullying behaviour in any form. We believe that every individual is entitled to work and learn in a secure and supportive environment. The KGS will not condone any action that undermines a person's right to feel safe, respected and a valued member of the community and will take appropriate action when required.

2.0 Rights and responsibilities

2.1 At Khalil Gibran School Rabat everybody has the right:

- 2.1.1 To be valued
- 2.1.2 To feel safe
- 2.1.3 To learn
- 2.1.4 To be respected

2.2 They also have the following responsibilities:

- 2.2.1 To respect self
- 2.2.2 To respect others
- 2.2.3 To use common sense
- 2.2.4 To be supportive towards others

2.3 It is an individual's right and responsibility to take a stand on bullying, whether the victim is yourself or somebody else.

2.4 This policy involves all members of the KGS community including students, parents, teachers and non-teaching staff. It applies to all students and adults on Khalil Gibran School Rabat premises and when engaged in activities associated with the School (e.g. class trips, sports events, overseas trips) as well as any visitors to school. It should be read in conjunction with the:

- 2.4.1 [Behaviour and Sanctions Policy;](#)
- 2.4.2 Safeguarding Policy and Child Protection Policy
- 2.4.3 [E-Safety Policy/KGS Covid E-Safety Policy](#)
- 2.4.4 [KGS Complaints Procedure](#)

This policy applies to all pupils in the School, including those in the Early Years Foundation Stage/Nursery.

3.0 Guiding Principles

3.1 Our school vision statement challenges us to create a learning community based on shared values where each person is recognised as a unique individual bringing special qualities and talents to the community. Therefore, we all have a right to be respected and a responsibility to respect one another.

3.2 We do not tolerate harassment, victimisation, discrimination or teasing in any form which undermines a person's sense of self and belonging. All members of our community share a responsibility to ensure a secure and supportive environment, promoting growth and fostering positive self-esteem for all. We are committed to maintaining a setting in which everyone feels valued and respected and where individual differences are appreciated, understood and accepted.

3.3 KGS may also at its discretion, intervene in incidents of bullying which have been reported to the school administration and which have taken place outside of the school if they are deemed to have a direct effect or impact on relationships or the wellbeing of pupils inside the school.

4.0 Aims and Objectives of This Policy

4.1 The Khalil Gibran School Rabat Anti-Bullying Policy outlines what we will do to prevent and tackle bullying. This policy has been drawn up following consultation with the school community.

4.2 Our anti-bullying policy aims to:

- 4.2.1 To promote inclusive, tolerant behaviour within the KGS community.
- 4.2.2 To be explicit about our school values and expectations.
- 4.2.3 To raise awareness among staff, students and parents about bullying behaviours and the School's policy.
- 4.2.4 Provide a secure, stimulating, positive and mutually respectful and inclusive environment for learning.
- 4.2.5 To deter bullying behaviour, detect it when it occurs, and proactively address the incidents of bullying that are affecting school life through support counselling and/or disciplinary sanctions.
- 4.2.6 To provide strategies to resolve conflict (between peers as well as across different key stages).
- 4.2.7 To empower bystanders and targets of bullying behaviour to be resilient and aware of their rights.
- 4.2.8 To encourage a school environment where all students, staff and parents feel safe, trusted, welcome, and respected.
- 4.2.9 To create a climate where it is acceptable to talk about bullying behaviours and to ask for help.
- 4.2.10 To encourage the recognition and reporting of incidents involving bullying behaviour.
- 4.2.11 To enable staff to reconcile any differences in a non-threatening, confidential manner.
- 4.2.12 To ensure that pupils feel safe to learn and that pupils abide by the anti-bullying policy.

5.0 Bullying Behaviour

5.1 What is bullying?

5.1.1 Definition: Bullying can be defined as "behaviour by an individual or group, repeated over time, that intentionally and deliberately hurts, intimidates, harms or excludes another individual or group either physically or emotionally" (**Guidance on Preventing and Tackling Bullying, DFE**).

5.2 What is considered bullying

5.2.1 Bullying behaviour occurs in a social context:

5.2.1.1 It is often a repeated, unjustifiable behaviour.

5.2.1.2 It may be experienced face to face, or via online media.

5.2.1.3 It intends to cause fear, distress and/or harm to another/others where the relationship involves an imbalance of power

5.2.1.4 May be physical, verbal, relational, symbolic or psychological.

5.2.1.5 Is perpetrated by a more powerful individual or group against a less powerful individual/group who is/are unable to effectively resist or cope.

5.3 What is not considered bullying:

5.3.1 One-off incidents: bullying is persistent and repetitive, and generally fits a pattern of behaviour. However, there will be occasions when a one-off incident is so significant that it causes long-term effects and is therefore categorised as bullying. One example may be extreme public humiliation that deters someone from engaging in discussions or social events.

5.3.2 Mutual conflict: A disagreement, argument or fight in which both parties have equally participated and where there is no imbalance of power is also not considered bullying. These types of incidents are dealt with through the School's [Behaviour and Sanctions Policy](#) where appropriate sanctions are applied.

5.4 Intention:

5.4.1 As a school we accept that with younger students, not all behaviour is deliberate or intended to hurt. Some children may see their hurtful actions as just a 'game' or 'teasing'. They may just be trying to get the attention of their peers or as the result of a breakdown in their friendship. Whilst these forms of behaviour are not acceptable, they may not be intentionally malicious, and as a result can often be corrected quickly through advice from the class teacher rather than imposing disciplinary sanctions. It is important to clarify the nature of any reported incident with parents, as the term 'bullying' is highly emotive. Genuine incidents of bullying at Khalil Gibran School, Rabat are very rare and it is important that parents must be made aware that young children are still learning how to behave, how to interact and develop relationships with their peers: as labelling them can have lasting repercussions.

5.5 Types of Bullying Behaviour

5.5.1 At KGS we acknowledge that Bullying can be categorised into many different forms. These include;

Bullying Behaviour	
Physical Bullying	Any form of physical violence, intimidating behaviour, theft or the intentional damage of possessions. This includes hitting, kicking and pushing.
Verbal Bullying	<ul style="list-style-type: none"> • Name-calling, slurs, persistent teasing, ridiculing, spreading rumours, mocking, taunting, threats. • Using racist, sexual, sexist, homophobic, misogynistic or xenophobic language towards an individual or group • Cajoling peers into unfriendly behaviour.
Emotional Bullying	<ul style="list-style-type: none"> • is when a victim is taunted, mocked, excluded from groups. • Is the subject of harmful and malicious gossip and rumours. Often, he/she who engages in this form of behaviour does not consider it to be bullying but considers it to be 'a joke'. If the victim does not find teasing or taunting funny, then it is not. • Emotional bullying can be more damaging than physical bullying.
Digital (cyber) bullying	<ul style="list-style-type: none"> • The misuse of digital technologies, platforms or communications to bully a person or a group, typically through messages or actions that are threatening and/or intended to cause offence, anxiety or humiliation.
Racist	<ul style="list-style-type: none"> • Showing discrimination and or prejudice against people of other races or nationalities.

5.6 What is Digital (cyber) bullying?

5.6.1 Definition of digital (cyber) bullying

5.6.1.1 Digital (Cyber) bullying can be defined as **"the use of information and communication technologies to support deliberate, repeated, and hostile behaviour by an individual or group that is intended to harm others"** (Belsey, <http://www.cyberbullying.org>). It is an aggressive, intentional act carried out repeatedly over time, often against a victim who cannot easily defend himself/ herself.

5.6.1.2 Digital (Cyber) bullying includes sending or posting harmful, abusive messages or upsetting text, images or other messages, using the internet, mobile phones or other digital communication.

5.6.1.3 It can take many forms but can go even further than face to face bullying by invading home and personal space and can target one or more people.

5.6.1.4 It can take place across age groups and target pupils, staff and others.

5.6.1.5 It can include threats and intimidation, harassment, defamation, exclusion or peer rejection, impersonation and unauthorised publication of private information or images with the intent to cause harm or humiliation.

5.6.1.6 Creating websites that intend to harm, make fun of someone or spread malicious rumours.

5.6.1.7 Pressuring an individual to do something they do not want to do, such as sending inappropriate images or videos.

5.6.1.8 Illegally hacking into an individual's email, electronic device or online profile to extract personal information or to send offensive and hurtful content whilst posing as that person.

5.6.2 Special Concerns

Digital (Cyber) bullying has unique concerns in that it can be:

5.6.2.1 Persistent – Digital devices offer an ability to immediately and continuously communicate 24 hours a day, so it can be difficult for children experiencing cyberbullying to find relief.

5.6.2.2 Permanent – Most information communicated electronically is permanent and public, if not reported and removed. A negative online reputation, including for those who bully, can impact university admissions, employment, and other areas of life.

5.6.2.3 Hard to Notice – Because teachers and parents may not overhear or see digital (cyber) bullying taking place, it is harder to recognise.

5.6.2.4 Breaking the Cybercrime Law – Students need to be aware that any incidences of digital (cyber) bullying which contravene the Cyber Laws of the Kingdom of Morocco may be subject immediately to Permanent Exclusion under the guidelines of the [behaviour and sanctions policy](#).

Morocco's legal approach to cyber crimes is mainly governed by 2 laws:

1. **Law No. 07-03:** Law on the fight against cyber-crime, including unauthorized access to computer systems, data thieves and online fraud.
2. **Law No. 103-13:** Law on the fight against cyber-crime, it includes provisions on electronic payments and transactions, this law includes broader regulations that encompass electronic communication, which can be relevant in cases of cyberbullying. Offenses related to cybercrimes and cyberbullying can result in

criminal charges, including fines and imprisonment, depending on the severity of the act.

5.6.3 There are many different methods by which digital (cyber) bullying takes place. The following list is not exhaustive; while the development of information and communications technology is so rapid, new styles of digital (cyber) bullying are emerging constantly. Moreover, young people are particularly adept at adapting to new technology.

5.6.4 The most common places where digital (cyber) bullying occurs are:

- 5.6.4.1 Social Media, such as Facebook, Whatsapp, Discord, TikTok, Instagram, Snapchat, and Twitter
- 5.6.4.2 Gaming platforms
- 5.6.4.3 SMS (Short Message Service) also known as Text Message sent through devices
- 5.6.4.4 Instant Message (via devices, email provider services, apps, and social media messaging features)
- 5.6.4.5 Email

5.6.5 The School's Response to Digital (Cyber) Bullying

The school takes all incidents of alleged digital (cyber) bullying very seriously, recognising that the effects on the victim can be devastating. All reported incidents will be investigated following the school procedures. The following preventative measures taken by the school:

5.6.5.1 Throughout the school students are educated in relation to the benefits and dangers of digital technologies as detailed in **4.6.6 Digital (Cyber) bullying-preventative measures**.

5.6.5.2 Where incidents of digital (cyber) bullying have taken place outside of the school and are reported and not under the jurisdiction, the School will inform the parents of the pupils involved as appropriate.

5.6.5.3 The School will take disciplinary action in line with the school Behaviour and Sanction policy against any individuals involved in digital (cyber) bullying if some of the digital (cyber) bullying has taken place in school.

5.6.5.4 The school will attempt to address relationships issues resulting in or from this form of bullying through our SFO pastoral intervention programme facilitated by the appropriate pastoral teams.

5.6.5.5 It is ultimately the parents responsibility to monitor their child's online activity at home.

5.6.6 Digital (Cyber) bullying - Preventative Measures

5.6.6.1 The School has a separate [KGS E-Safety Policy](#)

5.6.6.2 E-safety courses are built into the KGS Computing and ICT curriculum along with the PHSEE/JIGSAW (adapted) programmes of studies, Assemblies and Internet safety Days.

- 5.6.6.3 The School expects all pupils to adhere to its [E-Safety Policy](#) and the signed acceptable users agreement.
- 5.6.6.4 All members of the KGS community sign an acceptable user agreement
- 5.6.6.5 Certain sites are blocked by our filtering system and our IT Department and Designated Safeguarding Lead' monitors pupils' use;
- 5.6.6.6 May impose disciplinary sanctions for the misuse, or attempted misuse, of the internet;
- 5.6.6.7 Issues all pupils in years 3-13 with their own personal school email address;
- 5.6.6.8 Offers guidance on the safe use of social networking sites and cyberbullying in PSHEE/JIGSAW (adapted) programme of studies and circle time during lessons, which covers:
 - 5.6.6.8.1 Blocking, removing contacts from "friend" lists and sharing personal data;
 - 5.6.6.8.2 Through the student led Digital Leaders, 6th form committee and School Council
 - 5.6.6.8.3 Regular E-Safety Assemblies
 - 5.6.6.8.4 Whole school E-Safety days
 - 5.6.6.8.5 Inviting external speakers to address pupils and parents
 - 5.6.6.8.6 Parental E-Safety webinars and workshops
 - 5.6.6.8.7 Offers guidance on keeping names, addresses, passwords, mobile phone numbers and other personal details safe;

6.0 Prevention and Interventions

6.1 The key to effective Anti-Bullying is robust prevention and intervention. All members of the school community need to promote positive behaviour that makes it clear that Khalil Gibran School Rabat is a school that does not tolerate bullying. Education is key – the school does this in a number of ways:

- 6.1.1 Head Teacher / Deputy Head Pastoral to use Whole School/Year group Assemblies as an opportunity to raise awareness of bullying and anti-bullying strategies.
- 6.1.2 Anti bullying is embedded in the curriculum through PSHEE & Jigsaw (adapted);
- 6.1.3 PSHEE/Jigsaw (adapted) and Circle Time activities where all children are given opportunities to develop social and emotional skills in order to make judgements about their behaviour and its effects on others;
- 6.1.4 Stories, drama, role play and discussions in all curriculum areas where children are offered further opportunities to reinforce and promote positive behaviours and empathy skills;
- 6.1.5 Awareness of issues being raised and discussed through class assemblies;
- 6.1.6 Staff being committed to always listen to and encourage children to be open about their feelings;
- 6.1.7 Through other subjects – it is recognised that anti-bullying can be addressed in other areas of the curriculum. English is particularly (but not exclusively) appropriate.
- 6.1.8 Student Voice – Through the Student Councils/parliaments in the school;
- 6.1.9 Co-operative behaviour will be encouraged through house points, stars, stickers, praise, etc.
- 6.1.10 The Annual Anti Bullying Week/Kindness week and wellness and enrichment days to raise awareness across all three sections of the school.

6.1.11 All students are fully aware that all incidents of bullying are too serious not to report, that all incidents that are reported or witnessed are taken seriously and that there is a solution to nearly every problem of bullying.

6.1.12 All members of the KGS community are educated that a bystander is someone who witnesses or is aware of the bullying behaviour. As bystanders, peers can either reinforce the behaviour through passive compliance or help to reduce bullying behaviour by taking action to resist it.

6.1.13 Staff need to ensure that they appear for duty on time and are vigilant. The Deputy Heads (in Infant, Junior and the Senior School) to ensure that a rota is in place and staff are clear about responsibilities;

6.1.14 The School Counsellor, the Pastoral Team and School staff (Support 360) do valuable work with individuals and with groups about coping with a variety of problems including bullying;

6.2 Actions for those being bullied.

6.2.1 Students are made fully aware of whom they can turn to if they are being bullied:

6.2.1.1 Parents

6.2.1.2 Close friends

6.2.1.3 Form tutor/Class Teacher/TA

6.2.1.4 A school prefect

6.2.1.5 Head of Section/Deputy Head of Section

6.2.1.6 Any member of the School Leadership Team

6.2.1.7 Any teacher with whom you feel you have a relationship of trust

6.2.1.8 The School Nurses and office staff

6.2.1.9 Student Support 360 Services

7.0 Procedures:

7.1 Infant School

7.1.1 Reporting incidents of alleged bullying

7.1.1.1 Even the youngest children at the KGS are encouraged to behave towards each other with kindness and consideration.

7.1.1.2 They are encouraged to learn to look after their own possessions and to respect others' possessions.

7.1.1.3 We expect them to be honest, helpful and polite, and to listen respectfully to others.

7.1.1.4 The infant teachers help children to celebrate differences and diversity by exploring festivals and cultures such as Diwali. We also acknowledge and embrace differences with our own children within the setting.

7.1.1.5 The Early Years' teachers, with the support of the Head of Early Years/SLT, are responsible for the management of behaviour in the Nursery Setting. By directly teaching children about feelings and emotions we are able to equip them to deal with their own emotions when conflict occurs.

7.1.1.6 Parents are always informed about an incident involving behaviour on collection. In cases of repeated instances of hurtful or inappropriate behaviour, they will be invited into

the school to discuss the situation with their child's teacher and the Head of Early Years/ Deputy Head, to agree on a joint way of handling the difficulty.

7.2 Junior School

7.2.1 Reporting incidents of alleged bullying

7.2.1.1 Pupils: A pupil who feels they are being bullied or who is worried about another pupil being bullied, should report this immediately. They should inform a responsible adult in the school or their parents.

7.2.1.2 Parent: A parent who is concerned that their child is being bullied should immediately contact their child's classroom teacher who will then address the issue.

7.2.1.3 School: An Adult in school who learns of alleged bullying behaviour must report the incident to the classroom teacher. The adult in the first instance responds quickly and sensitively by offering advice, support and reassurance to the alleged victim. The classroom/form teacher will carry out an initial investigation and inform their Head of Year of the outcome. The Head of Year will make a decision regarding further action. If the Head of Year decides further action is needed then they will consult with the relevant member of SLT to agree on a strategy.

7.3 Senior School

7.3.1 Reporting incidents of alleged bullying

7.3.1.1 Pupils: A pupil who feels they are being bullied or who is worried about another pupil being bullied, should report this immediately. They should inform a responsible adult in the school or their parents.

7.3.1.2 Parent: A parent who is concerned that their child is being bullied should immediately contact their child's classroom teacher/form tutor who will then address the issue.

7.3.1.3 School: The Head of Year will carry out the initial investigation using other staff as appropriate (AHOY, class teachers and tutors). The Head of Year will make a decision regarding further action and if they decide that further action is needed they will consult with the relevant member of SLT to agree on a strategy.

8.0 Communication

8.1 We believe that communication and cooperation with parents is paramount in dealing effectively with bullying incidents. Therefore clear communication at every stage with all parental parties involved in bullying incidents is crucial to ensure they are fully aware of the course of actions being taken by the school.

9.0. Recording

9.1 All incidents involving allegations of bullying will be logged by the behaviour/incident log which will include written notes detailing all actions taken including time and date: These will include details of:

9.1.1 Student incident reports.

9.1.2 Record of interviews with students.

9.1.3 Record of notes from meetings or phone calls with parents.

9.1.4 Sanctions and any preventative steps taken.

***All this information will then be logged by the HOY/DHT onto the school management information system (iSams).**

9.2 Incidents involving bullying behaviour will be managed by addressing both the specific behaviour (with reference to the Behaviour, Rewards and Sanctions Policy) and the social context. In dealing with accusations or incidents of bullying, our primary aims are to protect the student experiencing the bullying behaviour from further harm, reduce stress and increase responsibility for modifying unacceptable behaviour.

10.0 Monitoring

10.1 Whatever the outcome, all pupils involved in an incident will be closely monitored by members of staff and regular feedback shall be requested by the relevant HOY and designated SLT member. It is recommended that parents do the same and monitor the situation with their own child and to contact the class teacher/HOY immediately if they have any further concerns.

11.0 Complaints

11.1 If the victim or his/her parents are not satisfied with the action taken, they should be advised to make a formal complaint, according to the school's complaints procedure. [The Complaints Policy](#) is available from the School Administrator on request.

11.2 Criminal offences

The school, as directed by the MOE, will inform them of any disciplinary matters of a criminal nature, and also inform the relevant authorities.