



JEDDAH PREP AND GRAMMAR SCHOOL

Anti-Bullying Policy

INTRODUCTION

Jeddah Prep and Grammar School's (JPGS) Anti-Bullying Policy applies to all pupils at JPGS, including the Early Years Foundation Stage. It has regard to current Department for Education (DfE) guidance on preventing and tackling bullying, updated July 2026, and to Keeping Children Safe in Education (KCSIE) 2026. As JPGS is located in the Kingdom of Saudi Arabia, this policy is applied alongside applicable Saudi Ministry of Education requirements and the school's wider safeguarding and behaviour procedures. The DfE and KCSIE frameworks are used as relevant British school benchmarks for safeguarding and pupil welfare.

At JPGS, all pupils have the right to learn and socialise in an environment that is safe, respectful and free from bullying, harassment, discrimination and abuse. Everyone has a responsibility to respect the feelings, dignity and concerns of others and to behave in a way that does not cause harm or offence. The impact of behaviour on the pupil affected is important when assessing a concern, regardless of the stated intention of the person responsible.

All reports and concerns will be taken seriously, investigated proportionately and dealt with promptly. The school will seek to establish the facts, support pupils affected, address the behaviour of pupils responsible and identify any wider safeguarding or pastoral needs.

The policy provides a framework for responding to bullying fairly, consistently and sensitively, while protecting confidentiality and avoiding victimisation. A single incident may not meet the definition of bullying but may nevertheless constitute harmful behaviour, discrimination, harassment, child-on-child abuse or a safeguarding concern and must be addressed accordingly.

DEFINITION OF BULLYING

There is no single legal definition of bullying. DfE guidance describes bullying as behaviour that is usually repeated over time, intentionally hurts an individual or group physically or emotionally, and may involve an imbalance of power. Bullying can occur face-to-face, online or through a combination of both.

Bullying may include behaviour that is:

- repeated or forms part of a continuing pattern of behaviour;
- intended to hurt, humiliate, intimidate or distress someone physically or emotionally;
- characterised by an imbalance of power, whether physical, social, emotional, technological or otherwise;
- targeted at an individual or group because of a perceived or actual characteristic, background or identity; or
- carried out by an individual or group, including through digital platforms or group messaging.

Bullying can take many forms, including:

- physical assault or intimidation;
- threats, coercion or intimidation;
- teasing, name-calling, humiliation or persistent put-downs;
- social exclusion, deliberate isolation or spreading rumours;
- damage to or taking of possessions;
- prejudice-based or discriminatory bullying, including racism, faith-based prejudice and other forms of discrimination;
- cyberbullying through social media, messaging applications, gaming platforms, email or other online environments;
- sexualised or gender-based bullying, including misogynistic or misandrist behaviour; and
- other harmful conduct that may amount to child-on-child abuse, even where it does not meet the full definition of bullying.

Bullying must never be dismissed as 'banter', 'just having a laugh', 'part of growing up' or 'boys being boys'. Where behaviour may amount to child-on-child abuse, the school will apply its safeguarding procedures in addition to this policy.

AIMS AND OBJECTIVES OF SCHOOL

- To prevent and reduce bullying by providing a clear framework, understood by all adults and pupils, within which concerns will be identified, reported and addressed.
- To create an ethos in which pupils and adults feel safe to report concerns and are confident that these will be taken seriously and dealt with effectively.

- To promote respect, kindness, inclusion and positive relationships across the school community.
- To challenge prejudice, discrimination and harmful stereotypes, including racism, faith-targeted abuse and other prejudice-based behaviour.
- To recognise the particular vulnerability of some pupils, including pupils with SEND or additional needs, and to provide appropriate support and reasonable adjustments where required.
- To identify patterns, repeat incidents, hotspots and groups who may be particularly vulnerable, using behaviour, pastoral and safeguarding information to inform preventative action.
- To support pupils who have experienced bullying and to address the behaviour and needs of pupils who have caused harm.
- To provide age-appropriate education through PSHE, assemblies, tutor time, curriculum opportunities and wider school activities so pupils understand respectful relationships, online safety and how to seek help.

SIGNS OF BULLYING

A pupil may exhibit more than one of the following signs. These indicators are not necessarily evidence of bullying and should be considered alongside the individual circumstances of the pupil:

- being unwilling or increasingly reluctant to attend school;
- choosing to stay near adults or avoiding particular areas or pupils;
- a sudden or gradual deterioration in schoolwork or engagement;
- becoming withdrawn, anxious, distressed or unusually quiet;
- changes in friendship groups or social behaviour;
- changes in attendance or punctuality;
- becoming disruptive, aggressive or unusually reactive;
- regularly losing or damaging possessions;
- unexplained physical complaints or injuries;
- changes in eating, sleeping or general presentation;
- self-harm or other indicators of emotional distress; and
- changes in online behaviour, including fear of using devices, secrecy around accounts or distress following online communication.

These signs are not necessarily indications of bullying. Staff should use professional curiosity and consider whether there may be wider safeguarding, wellbeing, SEND, family or contextual factors.

AWARENESS

All staff must remain alert to the signs of bullying and to the possibility that harmful behaviour may occur in school, outside school or online. Staff should pay particular attention to areas and times where pupils may be less directly supervised, including classrooms, corridors, toilets, changing areas, social spaces, break and lunchtime areas, transport arrangements and online spaces.

All staff have a responsibility to:

- promote a safe, respectful and inclusive environment in which bullying and discriminatory behaviour are not tolerated;
- listen carefully to pupils and take reports of bullying or distress seriously;
- respond promptly and sensitively to concerns, taking account of the pupil's age, developmental stage and individual needs;
- report safeguarding concerns to the Designated Safeguarding Lead (DSL) or the appropriate safeguarding lead without delay;
- record concerns accurately, including the concern, actions taken, decisions made, rationale and outcomes, in accordance with school procedures;
- avoid promising confidentiality where a safeguarding concern may need to be shared;
- follow the school's Behaviour Policy, Child Protection and Safeguarding Policy and relevant pastoral procedures; and
- refer concerns to the appropriate Head of Key Stage or senior leader where further action is required.

Awareness and prevention are supported through PSHE, assemblies, tutor time, curriculum provision, student leadership, Anti-Bullying Week and other relevant school activities. Online safety is addressed as part of the school's wider safeguarding provision.

SAFEGUARDING AND CHILD-ON-CHILD ABUSE

Bullying is one form of child-on-child abuse. KCSIE 2026 requires schools to recognise that children can abuse other children, including online. Child-on-child abuse can include bullying (including cyberbullying and prejudice-based or discriminatory bullying), discriminatory behaviour, physical abuse, harmful sexual behaviour, sexual violence and sexual harassment, abuse in intimate relationships, sharing of nudes or semi-nudes, upskirting and other harmful conduct.

Any report or suspicion that bullying may involve child-on-child abuse, sexual violence or harassment, discriminatory abuse, serious physical harm, threats with a weapon, coercion, exploitation or another safeguarding concern must be reported to the DSL immediately and managed under the school's safeguarding procedures. Staff must not attempt to investigate safeguarding concerns independently beyond their role.

The school will maintain a child-centred approach. Pupils affected by harmful behaviour will be taken seriously, supported and kept safe. The school will also consider the needs of pupils who have caused harm and any other pupils affected. Behaviour must not be dismissed as 'banter' or 'just having a laugh'.

PROCEDURES

A concern about bullying may be reported by a pupil, parent/guardian, member of staff or another person. Reports may be made verbally, in writing or through the school's established reporting systems. The following procedure should be followed, proportionately to the nature and seriousness of the concern:

1. The pupil should be reassured that reporting concerns is the right thing to do and told, in age-appropriate language, what will happen next.
2. The concern should be reported promptly to the relevant Head of Key Stage Leader, senior leader and/or DSL, depending on the nature of the concern.
3. Where there is a safeguarding concern, staff must report it to the DSL immediately and follow the Child Protection and Safeguarding Policy.
4. The member of staff dealing with the concern should speak separately with the pupil reporting or experiencing the behaviour, listen carefully and make an accurate contemporaneous record.
5. Other pupils involved should be spoken to separately and given an opportunity to provide their account. Staff should avoid leading questions and should not require pupils to confront one another.
6. The staff member leading the response should establish, as far as reasonably possible, what happened, when and where it occurred, who was involved, whether there is a pattern, whether online activity is involved, and whether there are any immediate safety concerns.
7. Relevant evidence should be preserved where appropriate, including messages, screenshots or other digital material. Staff should not forward or share inappropriate images or content unnecessarily.

8. The relevant pastoral or safeguarding leader should review previous records to identify patterns, repeat incidents, hotspots or wider concerns.
9. Parents/guardians should be contacted where appropriate and in accordance with safeguarding and pastoral procedures. Information should be shared on a need-to-know basis.
10. The pupil affected should be provided with appropriate support, reassurance and practical measures to reduce the risk of further harm. This may include increased supervision, changes to seating or routines, safe spaces or other proportionate adjustments.
11. The pupil responsible for the behaviour should be held accountable through the school's Behaviour Policy. Sanctions should be proportionate and accompanied, where appropriate, by education, reflection, restorative work and support.
12. Where appropriate and safe, restorative approaches may be used. Restorative practice must not replace safeguarding action and should not be used where it could increase risk or place inappropriate pressure on a pupil.
13. All significant concerns and actions should be recorded in the appropriate school system. Records should include a summary of the concern, actions taken, decisions made, the rationale for those decisions and outcomes.
14. A follow-up review should take place to establish whether the behaviour has stopped, whether the pupil feels safe and whether further support or action is required.
15. Where incidents indicate a wider pattern, the relevant leader should review procedures, supervision, curriculum, pastoral provision and any environmental factors contributing to the concern.
16. Serious or persistent incidents may result in further disciplinary action in accordance with the school's Behaviour Policy and other applicable school procedures.

ONLINE AND CYBERBULLYING

Cyberbullying may occur through social media, messaging applications, gaming platforms, email, shared online spaces or other digital technology. The school will respond to online bullying where it affects the safety, welfare, relationships or education of pupils, including where the activity occurs outside school.

- Pupils should be encouraged to report online bullying and retain relevant evidence where safe to do so.
- Staff should not ask pupils to forward inappropriate sexual images or other harmful content unnecessarily.

- Online bullying that raises a safeguarding concern must be referred to the DSL immediately.
- The school will consider online safety education, appropriate parental engagement, behaviour sanctions and safeguarding responses as necessary.
- The school will work within its filtering, monitoring, acceptable-use and digital safeguarding arrangements to identify and respond to online risks.

RECORDING, MONITORING AND REVIEW

The school will maintain appropriate records of bullying concerns and actions taken. Records will be used to identify patterns, repeat incidents, vulnerable groups, locations and emerging risks. Information will be shared on a need-to-know basis and handled in accordance with the school's safeguarding, confidentiality and information-sharing procedures.

The DSL and relevant pastoral leaders will monitor bullying and child-on-child abuse concerns and use information from behaviour, safeguarding and pastoral systems to inform preventative action. The school will review its approach to bullying and online safety regularly and following significant incidents or identified patterns.

ADVICE AND GUIDANCE

Friendship difficulties and disagreements are a normal part of growing up, but the school will distinguish these from bullying and from behaviour that may amount to child-on-child abuse or a safeguarding concern. The absence of repeated behaviour does not mean that harmful behaviour can be ignored.

It is essential to:

- take preventative action to reduce bullying and discriminatory behaviour;
- act promptly, fairly and sensitively when concerns arise;
- listen to pupils and take their concerns seriously;
- consider the individual circumstances and vulnerabilities of pupils;
- maintain a child-centred approach and prioritise pupil safety and welfare;
- challenge prejudice, discrimination and harmful language; and
- learn from incidents and use identified patterns to improve practice.

Guidelines for pupils:

- Tell your Tutor, Form Tutor, Head of Key Stage Leader, DSL or another trusted adult if you know or suspect someone is being bullied or is in distress.

- Do not take part in bullying, encourage it, share harmful content or act as a bystander who supports the behaviour.
- If you see bullying or harmful behaviour, report it rather than assuming someone else will do so.
- Keep evidence of online bullying where it is safe to do so and show it to a trusted adult.
- Do not forward, repost or share harmful or inappropriate images, messages or videos.
- Remember that asking for help is not causing a problem and that the school will take concerns seriously.

Guidelines for parents:

- Watch for changes in behaviour, attendance, friendships, mood, schoolwork, possessions or online activity.
- Maintain regular communication with your child's Tutor and/or Class Teacher and inform the school promptly of concerns.
- Encourage your child to speak to a trusted adult at school.
- Where concerns relate to online activity, preserve relevant evidence where appropriate and share it with the school.
- Work with the school to agree strategies that support your child and reduce the risk of further harm.

Guidelines for teachers:

- Ensure accessible areas of the school are supervised effectively and remain alert to areas where bullying may occur.
- Watch for early signs of distress, changes in behaviour, attendance, friendships and engagement.
- When a pupil reports bullying or harmful behaviour, listen carefully, respond sensitively and take the concern seriously.
- Offer immediate support and reassurance to the pupil affected.
- Report safeguarding concerns to the DSL without delay and follow the Child Protection and Safeguarding Policy.
- Record concerns and actions accurately, including decisions, rationale and outcomes.
- Do not dismiss harmful behaviour as banter or 'just having a laugh'.
- Follow the school's Behaviour Policy and this Anti-Bullying Policy.
- Seek advice from the DSL or senior leader whenever the nature or seriousness of a concern is unclear.

RELATED POLICIES AND GUIDANCE

- JPGS Child Protection and Safeguarding Policy
- JPGS Behaviour Policy
- JPGS Staff Behaviour Policy / Code of Conduct
- JPGS Online Safety and Acceptable Use arrangements
- Keeping Children Safe in Education 2026
- Department for Education: Preventing and tackling bullying (current guidance, updated July 2026)
- Working Together to Safeguard Children 2026, where applicable

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