



# ANTI-BULLYING POLICY

(Including  
Cyberbullying)

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## ICS Milan

# ANTI-BULLYING POLICY (Including Cyberbullying)

This document should be read in conjunction with the following documents:

- Behaviour Management policy
- School Regulations

### **Mission Statement**

At ICS we are committed to providing a warm, caring and safe environment for all our children so that they can learn and grow in a relaxed and secure environment. Bullying of any kind is unacceptable and will not be tolerated in our school. We take all incidents of bullying seriously. Everybody has the right to be treated with respect and students who are bullying others need to learn different ways of behaving. We acknowledge that bullying does happen from time to time – indeed, it would be unrealistic to claim that it does not. When bullying does occur, everyone should be able to tell and know that incidents will be dealt with promptly and effectively in accordance with our anti-bullying policy. We are a ‘TELLING’ school. This means that anyone who knows that bullying is happening is expected to report it.

### **Aims and Objectives of this Policy**

The aim of this policy is to try and prevent and deal with any behaviour deemed as bullying. The implementation of this policy will create an ethos where bullying is regarded as unacceptable so that a safe and secure environment is created for everyone to learn and work in. All members of the school have a responsibility to recognise bullying when it occurs and take appropriate action in accordance with the school policy. This will happen in the following ways:

- All teaching and non-teaching staff, students and parents/guardians will have an understanding of what bullying is.
- All teaching and non-teaching staff will know what the school policy is on bullying and will consistently and swiftly follow it when bullying is reported.
- All students and parents/guardians will know what the school policy is on bullying and what they can do if bullying occurs.



- Students and parents/guardians will be assured that they will be supported when bullying is reported.
- Whole school initiatives (staff training, celebration assemblies etc) and proactive teaching strategies (PHSE lessons, Philosophy for Children, Circle Time etc) will be used throughout the school to reduce the opportunities for bullying to occur.
- A positive, caring ethos will be created within the school environment where everyone can work, play and express themselves, free from the fear of being bullied

## Part 1

### What is Bullying?

The school has adopted the following collaborative definition of bullying which is our shared understanding of what bullying is:

*Bullying is any deliberate, hurtful, upsetting, frightening or threatening behaviour by an individual or a group towards other people where there is an imbalance of power. It is repeated over a period of time and it is very difficult for the victims to defend themselves (remember STOP – it happens Several Times on Purpose). Bullying is mean and results in worry, fear, pain and distress to the victims.*

#### Bullying can be:

- Emotional: being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures), ridicule, humiliation
- Verbal: name-calling, sarcasm, spreading rumours, threats, teasing, making rude remarks, making fun of someone
- Physical: pushing, kicking, hitting, pinching, throwing stones, biting, spitting, punching or any other forms of violence, taking or hiding someone's things
- Racist: racial taunts, graffiti, gestures, making fun of culture and religion
- Sexual: unwanted physical contact or sexually abusive or sexist comments
- Homophobic: because of/or focusing on the issue of sexuality
- Online/cyber: setting up 'hate websites', sending offensive text messages, emails and abusing the victims via their mobile phones
- Any unfavourable or negative comments, gestures or actions made to someone relating to their disability or special educational needs.



### **Bullying is not:**

It is important to understand that bullying is not the odd occasion of falling out with friends, name calling, arguments or when the occasional trick or joke is played on someone. It is bullying if it is done several times on purpose. Children sometimes fall out or say things because they are upset. When occasional problems of this kind arise, it is not classed as bullying. It is an important part of children's development to learn how to deal with friendship breakdowns, the odd name calling or childish prank. We all have to learn how to deal with these situations and develop social skills to repair relationships.

### **Signs and Symptoms**

A student may indicate by signs or behaviour that they are being bullied. Adults should be aware of possible signs that could indicate a reaction to bullying:

- frightened of walking to or from school
- does not want to go on the school / public bus
- asks to be driven to school
- change in usual routine
- unwilling to go to school
- begins to truant
- difficulty sleeping or frequent nightmares
- feels ill in the morning – headaches, stomach aches
- becomes withdrawn, anxious, or lacking in confidence
- starts stammering
- attempts or threatens running away, self-harm or suicide
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money
- continually loses money
- has unexplained cuts or bruises
- becomes aggressive, disruptive or unreasonable
- sudden loss of friends or avoidance of social situations
- bullying other children or siblings
- changes in eating habits – skipping meals, binge eating or coming home hungry because they have not eaten lunch
  
- frightened to say what is wrong
- gives improbable excuses for any of the above
- loss of interest in activities they used to enjoy
- afraid to use the internet or mobile phone
- nervous or jumpy when a message on social media/text is received

In-school behaviour signs:



- finds it difficult to join a group during class work and discussion
- reluctant to answer questions in class or approach staff for academic help
- signs or spoken language which imply an unusual lack of self-esteem
- disengagement during tutor activities
- isolated or alone at lunch or break time
- standard of work declines
- A lack of care or engagement in class work and homework

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and if it is felt appropriate, should be investigated.

## **ROLES AND RESPONSIBILITIES**

### **The Executive Principal will:**

- be responsible for the implementation and day-to-day management of the policy and procedures
- ensure all stakeholders are aware of the policy and that they know how to identify and deal with incidents of bullying
- report to Globeducate about the effectiveness of the anti-bullying policy on request
- ensure that all children know that bullying is wrong, and that it is unacceptable behaviour in school
- ensure that all members of staff receive sufficient training to be equipped to identify and deal with all incidents of bullying
- set the school climate of mutual support and praise for success, so making bullying less likely

When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

### **Staff, including teachers, support staff and volunteers, will:**

- be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied
- advise the Executive Principal on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Executive Principal, for taking shared responsibility in highlighting and reporting incidences of bullying and implementing the agreed policy and procedures consistently
- do all that they can to eradicate bullying
- attend training that equips them to identify bullying and to follow school policy and procedures with regard to behaviour management
- use a range of methods to help prevent bullying and to establish a positive climate of trust and respect for all



- keep a vigilant watch on suspected 'bullies' - any incidents will be handled carefully
- do all they can to support a child who is being bullied

### **Bullying in the workplace**

Incidents, where it has been deemed that a member of staff has been bullying a child, will be taken very seriously. The Executive Principal, will deal with this; formal action will be taken where necessary. Such action will also be taken if it is deemed that a member of staff is bullying other members of staff, students or parents (for example, via social media)

In the event of the Executive Principal being involved in such incidents, reports will be given immediately to the CEO who will also take formal action where necessary.

### **Parents and carers will:**

- support the school by not accepting any form of bullying behaviour and by reporting any bullying incidents that they are aware of;
- be encouraged to work in partnership with the school to assist it in maintaining the policy and will have the opportunity to raise any issues arising from the operation of the policy by contacting the Executive Principal or one of the Heads of Phase (HOEY, HOP, HOMY,)
- encourage their child to be a positive member of the school community

### **Students will:**

- be encouraged to tell somebody they trust if they are being bullied, and if the bullying continues they must keep letting people know;
- be expected to tell somebody if they see someone else being bullied;
- be made fully aware of the school policy, procedures and expectations;
- be encouraged to participate fully in activities that raise their awareness about bullying, in order that they clearly understand what to do if they, or another child, are being bullied.

### **Procedures for reporting and responding to bullying incidents**

All staff will respond calmly and consistently to all allegations and incidents of bullying at our school. They will be taken seriously by all staff and dealt with impartially and promptly. All those involved will have the opportunity to be heard. Staff will protect and support all children involved whilst allegations and incidents are investigated and resolved.

The following step-by-step procedure will be used for reporting and responding to bullying allegations or incidents:



1. Report all bullying allegations and incidents to staff.
2. Staff will make sure the victim(s) is and feels safe.
3. Appropriate advice will be given to help the victim(s).
4. Staff will listen and speak to all children involved about the incident separately.
5. The problem will be identified and possible solutions suggested.
6. Staff will attempt to adopt a problem-solving approach which will move children on from them having to justify their behaviour.
7. Appropriate action will be taken quickly to end the bullying behaviour or threats of bullying.
8. Staff will reinforce to the bully that their behaviour is unacceptable.
9. The bully (bullies) may be asked to genuinely apologise. Other consequences may take place and appropriate sanctions applied (see next section).
10. If possible, the students will be reconciled.
11. An attempt will be made, and support given, to help the bully (bullies) understand and change his/her/their behaviour.
12. In cases of bullying, the incidents will be recorded by staff. All reports will be kept on file.
13. In all serious cases parents of all children involved will be informed and will be invited to come into school for a meeting to discuss the problem.
14. After the incident has been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.
15. Bullying incidents will be discussed regularly at staff meetings.

Appropriate sanctions will be decided on based upon the age of children involved, severity of behaviour and each individual case.

The following sanctions may be used:

- Apologise to the victim(s) verbally or in writing.
- Lose privileges.
- Lose playtimes (stay with class teacher)
- Spend playtimes and lunchtimes with an adult.
- Parents will be invited into school.
- Introducing an individual behaviour plan.
- Be removed from class and work in isolation
- Be sent to the Head of EYFS, Primary, MYP, IB and/Executive Principal.
- Be withdrawn from participation in school visit, clubs and events not essential to the curriculum.

Only in the most extreme cases:

- Fixed term exclusion;
- Permanent exclusion

## **Strategies for the prevention and reduction of bullying**

Whole school initiatives and proactive teaching strategies will be used throughout the school to develop a positive learning environment with the aim of reducing the opportunities for bullying to occur. These might include:

- Involving the whole school community in writing and reviewing the policy;
- Producing a 'child speak' version of the policy for the children;
- Each class agreeing on their own set of class rules;
- Awareness raising through regular anti-bullying assemblies;
- PHSE scheme of work from Year 2 used to support this policy;
- Annual involvement in 'Anti-bullying Week' (November)
- Circle time on bullying issues;
- Setting up of a circle of friends support network where a small group of children volunteer to help and support an individual experiencing difficulties;
- Children listening to stories and poems and drawing pictures about bullying;
- Using drama activities and role-plays to help children be more assertive and teach them strategies to help them deal with bullying situations;
- Introduction of a confidential 'Worry' box where children and parents/guardians can write and post their concerns and ideas;
- Introducing playground improvements and initiatives (ICS Friendship Squad);
- Using praise and rewards to reinforce good behaviour;
- Encouraging the whole school community to model appropriate behaviour towards one another;
- Organising regular anti-bullying training for all staff.
- Workshops for parents

## **Part 2**

### **What is cyberbullying?**

Cyberbullying is *"the use of information and communications technology, particularly mobile phones and the internet, deliberately to upset someone else"*.



Given the particular nature of this form of bullying and the fact that the victim and bully do not have to be in close proximity for the bullying to take place, tackling cyberbullying can present particular challenges.

- • Its scale and the scope of its impact can be greater;
- • the act of bullying can be remote given that its perpetrator and victim are physically separate;
- • the cyberbully has a long reach and can easily carry out 'cyberstalking';
- • the bullying can be more intense – 24/7;
- • defamatory material can be easily published to a wide audience.

The particular forms of cyberbullying can include any of the following:

- harassment or cyberstalking;
- defamation or vilification (intentional false communication, either written or spoken, that harms a person's reputation);
- impersonation;
- unauthorised publication of private images;
- manipulation;
- peer rejection.

Technology allows the user to bully anonymously or from an unknown location, twenty-four hours a day, seven days a week. Cyberbullying leaves no physical scars so it is less evident to a parent or teacher, but it is nevertheless highly intrusive and the hurt it causes can be very severe.

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

- Text messages: messages that are threatening or cause discomfort.
- Picture/video clips via mobile phone cameras: images sent to others to make the victim feel threatened or embarrassed.
- Mobile phone calls: silent calls or abusive messages; stealing a victim's phone and using it to harass others, making them believe that the victim is responsible.
- Emails: threatening or bullying emails, often sent using a pseudonym or somebody else's name.
- Chatroom bullying: menacing or upsetting responses to children or young people when they are in a web-based chatroom.
- Instant messaging (IM): unpleasant messages sent while children conduct real time conversations online using services such as Whatsapp, Viber, Snapchat.
- Bullying via websites: use of defamatory blogs, personal websites, online personal 'own web space' and social media such as Facebook or Twitter.



### **The School's Expectations in Respect of Cyberbullying**

Cyberbullying, even more so than other forms of bullying, throws up many challenges for schools in a world which is increasingly digital. The School has clear expectations in respect of the use of information and communication technology (see Acceptable Use Policy) and, where possible, will tackle incidents of bullying and cyberbullying in order to prevent them escalating and causing serious damage to individuals, the broader school community and the School's reputation. It must, however, be acknowledged that much cyberbullying takes place beyond the confines of the School and over which the School has no control or jurisdiction.

All students are expected to adhere to the following expectations.

- Students must not behave in a way or use information and communication technology, both inside and outside school, to engage in any activity that is intended deliberately to upset another person, to bully or defame.
- Students should not participate in activities as 'bystanders' or accessories such as taking part in online polls or discussion groups where individuals are the object of defamation or vilification. Any student engaging in bullying or cyberbullying in any of its forms, whether or not the behaviour takes place on the School premises, can expect to be subject to the School's full range of disciplinary sanctions. This may include permanent exclusion from the School.
- All students are expected to collaborate fully in any enquiry the School may need to conduct regarding bullying and/or cyberbullying. This may relate to a student's use of ICT both in and out of school where there is reasonable belief that cyberbullying has taken place and that this will assist in bringing an end to such activity.

### **Procedures**

1. Whilst staff/student relationships, staff awareness, presence, duty rotas and the physical layout of school should help limit the incidences of bullying, the following procedures should be followed:
2. All incidents of bullying should be reported to the appropriate Head of Primary, Middle Years (7-11)
3. In cases of serious bullying a written record of the report will be made with written records kept of the follow up investigation on the MIS. Interviews should be conducted with two members of staff present.
4. If judged to be appropriate parents will be informed and will usually be asked to come in to a meeting to discuss the problem and its resolution.

If necessary and appropriate, police may be consulted.

1. The bullying behaviour or threats of bullying will always be investigated and, where found to be proven, will be tackled quickly with a view to stopping the bullying behaviour.
2. An attempt will be made to help the bully change his/her behaviour.



3. The behaviour of bullies and the safety of victims will continue to be monitored by a senior member of staff following resolution of the original issues.
4. Parents are asked to keep the school and staff informed of any concerns, and to encourage their child to report any incidents immediately to an appropriate member of staff.

### **Outcomes**

1. The bully (bullies) may be asked to apologise genuinely. The full range of disciplinary sanctions outlined in the School's Behaviour Policy may be applied. Bullying in all its forms will be considered to be a serious disciplinary matter.
2. In serious cases exclusion, either temporary or permanent, will be considered.
3. If possible, the students will be encouraged to be reconciled.
4. Students who are victims of bullying will receive support from pastoral staff to rebuild confidence and self-esteem and to ensure that they feel safe.
5. After the incident(s) have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

### **Prevention**

The School's **PSHE** and pastoral programmes focus on the issues surrounding bullying in all key stages every year. As part of the e-safety programme, led by the School's Safeguarding Team awareness of safety on the internet is emphasised in teaching programmes as are ways of keeping safe on the internet. The school also runs an Anti-Bullying week each year.

Teaching staff receive **training** in the identification of bullying and the means of dealing with incidents as part of Child Protection training, annually. The Student Council ( established Feb 2021) will also receive advice in helping younger students report bullying and in promoting a bully intolerant culture within the school. E-safety **training** for students, parents and staff is also provided by outside organisations, alongside **PSHE** lessons across the whole school and tutor time activities in Secondary School. In the Primary School playground, buddies may be deployed to support others, encouraging inclusion and interaction for specific children. In addition, in the Primary School a child may be linked with a class buddy.

### **How can parents help?**

1. Show interest in your child's social life and school events.
2. Encourage your child to have friends round, to join clubs and to be tolerant and broadminded towards others.
3. Build up your child's self-esteem by emphasising positive features and accepting individual characteristics.
4. Discuss the School's anti-bullying policy with your child and suggest positive strategies .
5. Do not tell your child that bullying is part of growing up or imply that it is in any way acceptable.
6. Encourage your child to take action on bullying, but do not tell him/her to retaliate either physically



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- or with name calling.
7. Show an example by being firm but positive and not aggressive in your approach to discipline.
  8. Confront the possibility that your child may be a bully. If the School contacts you suggesting your child may have been involved in bullying, try not to go on the defensive or to find excuses for the bullying behaviour. Work constructively with the School to find a solution to the problem.
  9. If your child is being bullied, please report it; the School can then take action.

**Help organisations in Italy: [www.bullismo.it](http://www.bullismo.it) [www.stopbullismo.it](http://www.stopbullismo.it) [www.bullismo.info](http://www.bullismo.info)**

**Related Policies:**

General School Policy ( Regolamento della Scuola)  
School Behaviour Policy Curriculum Policy