

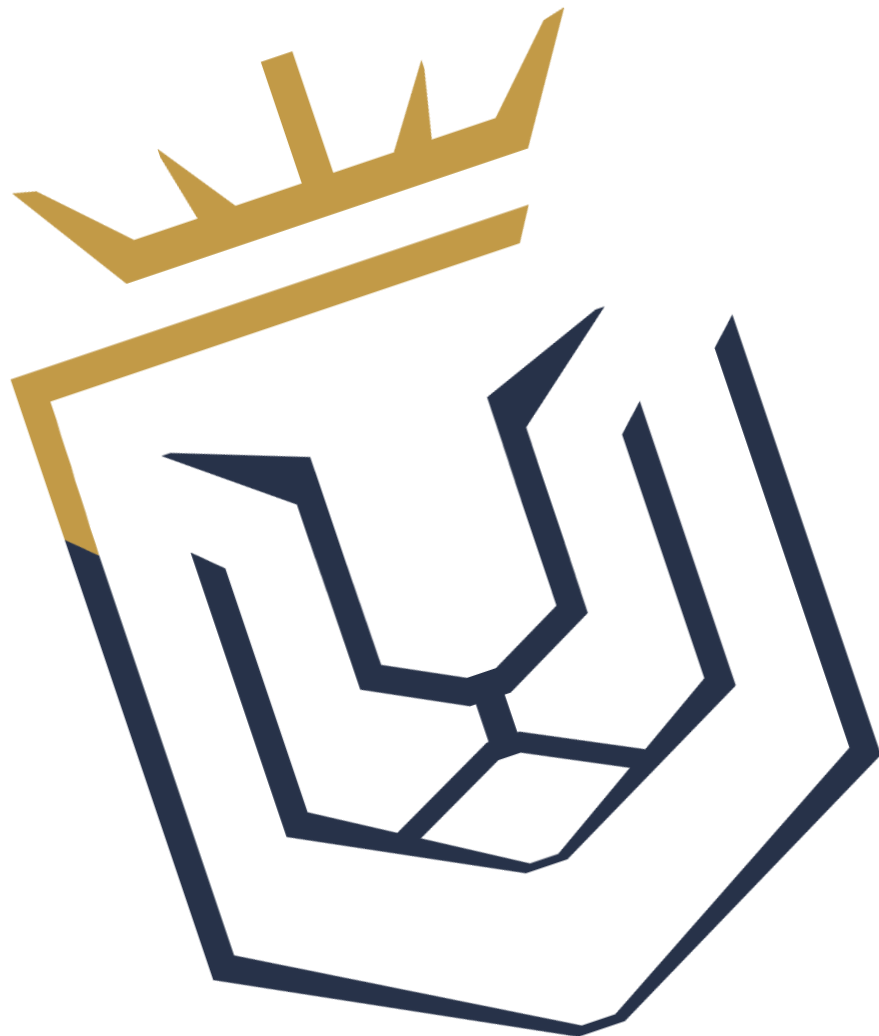


Conflict Resolution Policy between Students and Student Exclusion

(including preventing bullying)



Approved Policies for Adoption by Schools





INTRODUCTION

This policy should be read and used in conjunction with the following documents:

- Safeguarding and Child Protection Policy
- Exclusion Policy

RATIONALE

This policy is based on the principle that all members of the school community have the right to enjoy their lives in a safe and caring environment, free from disruption, violence, and any form of harassment. Our mission is to prepare each student to become a global citizen who can shape the world. We uphold a culture of developing skills and attitudes that enable every student to flourish academically and personally.

Tension between children from time to time is natural and it is normal and inevitable that students will disagree and not everyone will be friends with everyone they meet; however, we expect high levels of mutual respect and of personal integrity. We will not tolerate unkind, disrespectful, or bullying behaviour.

Members of staff investigate all forms of conflict and are committed to dealing proactively where behaviour is not within our set of expectations. We acknowledge that sometimes it might not be an intention to cause distress and hurt, but that this can be a consequence of a student's actions. We expect students to respond positively to the clearly articulated expectation to be respectful of one another but understand that this might need reinforcement and practical explanation, especially for younger students.

DEFINITIONS

In all Globeducate schools we define bullying behaviour as repeated, intentional, malicious actions or words, which either directly or via other media cause distress, or make others feel unhappy, intimidated, humiliated, or insecure.

Bullying is not:

- Falling out between friends after a quarrel or disagreement
- A disagreement where both sides express their views

Bullying hurts another student or group physically or emotionally. It can cause psychological damage and may be motivated by prejudice against particular students on grounds of race, religion, culture, sex, gender, gender identity, sexual orientation, SEN/disability, or because a child is adopted.

Bullying can be carried out directly and indirectly through cyber-technology, often through social media, and may include photographs or video. We acknowledge bullying is damaging to those who experience it and those who perpetrate it and that there are criminal laws which apply to harassment and threatening behaviour or communication.





Bullying can become a safeguarding/child protection issue and in these circumstances, cross reference should be made with the Globeducate policy on Child Protection and Safeguarding. Students and their parents must be aware of the school's responsibility to involve other statutory agencies where there is evidence of a crime having been committed or where child protection issues are involved.

FORMS OF BULLYING INCLUDE:

- **Physical** - being punched, pushed, or hurt; made to give up money or belongings; having property, clothes or belongings damaged; being forced to do something they do not want to.
- **Verbal** - name-calling, sarcasm, teasing, insulting, making threats, spreading rumours, making comments which are racist, sexist, or homophobic in nature or which focus on special educational needs, disabilities or religious or cultural differences. Gender reassignment and transphobic bullying is also included.
- **Emotional** - excluding, isolating, or ignoring, tormenting, being unfriendly, graffiti, chastising, teasing, name calling, making gestures, mimicking, mocking, being indifferent, spreading rumours, passing messages, and whispering.
- **Sexual** - unwanted physical contact or comments of a sexual, sexist, or homophobic nature.
- **Electronic or 'cyber' bullying** - bullying of any of the above types which makes use of electronic forms of communication e.g., messaging, posting offensive materials on the internet, sending pictures/video-clips, silent calls or abusive messages, emails, chat rooms, instant messaging and the use of personal websites or online personal polling sites. Any of the above includes AI generated content.
- **Encouraging other to engage in bullying** - manipulating a third party to tease or torment someone is considered to be bullying and it can involve complicity that falls short of direct participation.

Students who are aware of bullying taking place but who choose not to report it will be considered associates of the bully.

PROCEDURES FOR MANAGING ALLEGATIONS OF CONFLICT OR BULLYING BEHAVIOUR

Allegations of bullying or behaviour that falls short of our expectations will often initially be raised with a student's tutor. The tutor should inform the Senior Leadership Team and/or the Designated Safeguarding Lead, and ensure that the affected student feels safe and has been listened to. Other individuals involved in the incident should be interviewed separately.

We regard our students as individuals and acknowledge that they do not always want the same response when they raise concerns about unkind or disrespectful behaviour or make allegations of bullying. We make clear that the person they are talking to cannot keep what they are told to





themselves and that they will have to share the information with other people in the school. Concerns raised by one child against another must be substantiated through investigation.

During the investigation, staff members will ascertain from an 'affected party' if they wish to be:

- heard but not want action taken
- heard and require advice or support or require support (see appendix 1)
- heard and require immediate intervention and action by staff

Wherever possible, the affected student's wishes will be respected, and they should feel empowered by the school's actions to ensure that appropriate action will be taken to end the unacceptable behaviour or threats of bullying. Where direct intervention or action by staff is required, this will be explained to the student concerned.

The parents of students who are either affected parties or perpetrators of substantiated bullying will be fully informed of actions taken to ensure the ongoing support of their children; however, they are not invited to attend meetings between students or to observe any other discussions that take place.

REPORTING INCIDENTS OF CONFLICT

Students can raise their concerns about unkind or disrespectful behaviour or make allegations of bullying, in a variety of ways:

By talking to:

- their tutor
- any member of staff they trust
- school nurse or school counsellor
- a senior student or prefect

TRACKING AND RECORDING INCIDENCES OF CONFLICT AND BULLYING

All allegations of bullying behaviour or serious conflict are discussed with the Designated Safeguarding Lead or a Senior Leader, who will record the incident and investigation. This enables a consistent and coordinated response, as appropriate, while retaining the ability to deal with instances of bullying on a case-by-case basis. It also enables the school to maintain a record of all instances where a conflict between students has been investigated. Senior staff can identify trends and respond accordingly.

All substantiated allegations of bullying are reported to the Senior Leadership Team for review.

STRATEGIES FOR PREVENTING BULLYING AND CONFLICT

Globeducate schools use a range of measures and initiatives to promote a safe and caring school environment where difference and diversity are celebrated. Stereotypes are challenged by staff and students across the school. We promote an atmosphere in which 'telling' is safe and acceptable. As a community, we recognise and celebrate international days relating to tolerance





and anti-bullying.

We place importance on offering support and assistance to younger and to vulnerable students. We also provide in-service training which allows staff to understand and identify bullying, appreciate its consequences, understand where and when bullying is most likely to take place.

The catering, maintenance, and administrative staff are all encouraged to share concerns directly with teachers or a member of the Leadership Team, should they witness incidences of poor behaviour or suspect that bullying is taking place within the school.

We receive feedback from our students through channels such as questionnaires, tutorials, personal social and health education (PSHE) lessons, school councils and other teams to determine whether students believe that bullying is an issue for the school. We use their feedback to help develop the ways we deal with incidents of bullying and in turn shape future school policy.

Our IT department monitors the school's network and internet access. Certain sites are blocked by our filtering system and all students and staff have to sign the IT/ICT-AI Acceptable Use Policy to indicate that they have read and understood its terms. The document lays down the way in which the computer network and associated technology should be used. The school imposes sanctions for the misuse, or attempted misuse of digital technology, including the internet and AI.

We offer guidance on keeping names, addresses, passwords, and other personal details safe, through ICT and PSHE lessons, e-safety presentations, and assemblies. These sessions explain what cyber-bullying is, the law in relation to digital safety and how to report cyber-bullying, as well as the importance of maintaining the same standards of online behaviour as in other aspects of one's personal behaviour.

PROACTIVE CLASSROOM MANAGEMENT

Every member of staff should adopt a positive culture towards differing opinions, lifestyles, and attitudes to ensure that students see that discriminatory behaviour is not acceptable. Students should be given opportunities to discuss the potential consequences of letting discriminatory language go unchallenged. Ignoring such language can lead to it becoming 'the norm' which can then lead to more serious discriminatory practices taking place. Please see the 'Pyramid of Hate' developed by the Anti-Defamation League for a clear illustration of this point.
<https://www.adl.org/sites/default/files/documents/pyramid-of-hate.pdf>

If members of staff see signs of tension or witness unkind behaviour, they should challenge the behaviour in a non-threatening manner on the spot e.g. by asking the student to reflect on whether their behaviour was kind and how it might have made others feel. Teachers must ensure they record incidents along with any action they have taken, including verbal reprimands.

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We expect teachers to have in place an 'open door' policy with students – confrontations may not be reported if the teaching staff does not appear approachable or if students worry they will not be taken seriously.

SUPPORT AND SANCTIONS

Any sanctions will be applied fairly, consistently, and reasonably, considering any special educational needs or disabilities and the needs of vulnerable students. Regard will be paid to the individual circumstances in each case of all students involved, including the age of students, their ability to understand the consequences of their actions and previous behaviour. It may be necessary to draw up a welfare plan / risk assessment to support students concerned.

Depending on circumstances, a range of sanctions and support strategies may be utilised including:

- Reflective practice sessions to reinforce to the 'aggressor' that their behaviour is unacceptable
- Where appropriate, the students will be reconciled through restorative practice
- 1:1 intervention sessions with the school counsellor or pastoral tutor
- Raised awareness of unintentional distress or hurt caused, resulting in modified future behaviour by the 'aggressor'
- Acknowledgement of intentional distress or hurt caused, resulting in modified behaviour and cessation of actions that fall short of the school's behaviour expectations
- An offer of genuine apology, either verbally or in writing, by the aggressor and its acceptance by the affected party
- A period of internal exclusion
- Entry on a school behaviour log for the aggressor in order to dissuade against repetition or retaliation

In serious or repeated cases of bullying:

- A fixed term exclusion
- Permanent exclusion from school / boarding

We would expect to see in an 'aggressor' an acceptance of the seriousness of the situation, the need to avoid unkind behaviour and to demonstrate respectful behaviour at all times. In addition, we would ensure that the 'aggressor' is aware that any repetition is likely to be considered as bullying and would lead to more serious sanctions.

EARLY YEARS SETTINGS

Our youngest children are encouraged to behave towards each other with kindness and consideration. We model and embed our school ethos and personal learning goals from Pre-School onwards and expect our children to behave accordingly. They should respect everyone and learn to value differences and diversity. Any concerns are quickly raised and addressed. We explain to children why some forms of behaviour are unacceptable and can be hurtful to others using and, though very rare, any instances that need to be referred to senior staff will be communicated to parents.





APPENDIX 1: GIVING ADVICE TO STUDENTS

MANAGING CONFLICT

Staff members may explain conflict to students with a tone of:

'It's okay to not get on with some people – we can't always be friends with everyone we meet. Sometimes you might not like someone when you first meet them, but you might find that as time goes on you start to like them more. Try not to judge someone before getting to know them!'

'We can't choose how we feel, but we can choose how we act. If you don't really like someone it is still possible to get along with them without being good friends.'

Some ideas on how to minimise conflict may be:

- Always treat others as you would like to be treated yourself.
- Be open minded. Don't listen with pre-conceived ideas - consider other people's opinions and points of view.
- Stay calm and in control – take a deep breath, mentally remove yourself from the situation
- When someone else is being 'picked on' or is in distress, tell the aggressor their behaviour is not acceptable, then walk away (take the affected party with you) and report it to a member of staff.
- Don't argue back or become aggressive
- Learn the difference between aggressive, passive, and assertive – be assertive
- Watching and doing nothing may suggest you support the aggressor. This is especially the case in cases of cyber-bullying. Even if you are a bystander, or if you belong to an on-line group or use social media, YOU become involved!

Are they really friends?

Friends are different to family or classmates. This is because you choose who you are friends with, and they choose you.

Friends should never:

- put you down
- make fun of you, your religion, sexuality, or culture
- put you in danger or make you feel unsafe.

Sometimes friends fall out. Usually they make up again soon, but things can sometimes be more serious, and you may need support from a trusted adult in school to help you resolve these issues.

Childline also has some good advice for managing friendship issues!





<https://www.childline.org.uk/info-advice/friends-relationships-sex/friends/friendships/>

Advice on combatting cyber bullying:

- Stand up for your friends - if you see cyber-bullying going on, report it to a member of staff (and your parents/carers) and on-line reporting tools embedded into the programs or apps you are using.
- Always respect others - be careful what you say online or what images you send
- Remember that when you send a message to someone, you cannot see the impact that your words or images may have on the other person.
- What you think is a joke may really hurt someone else
- Always ask permission before you take a photo of someone and ask for permission before you post it online
- If you receive a rude, nasty message or intimate picture about someone else, do not forward it, (You could also be breaking the law!)
- Think before you send
- It is important to think before you send any images or text about yourself or someone else by email or mobile phone, or before you post information on a website.
- Avoid posting or sharing photos or videos which could be deepfake content or used to create deepfake content
- Question how realistic image/video seems before your share as it can be difficult to recognise deepfake technology- reach out to a trusted adult who can help guide you
- Don't let anyone know your passwords and change them regularly
- Remember that what you send can be made public very quickly and could stay online forever. Do you really want your teacher, parents, or future employer to see that photo?
- Only give your mobile number or personal email address to trusted friends.
- Don't retaliate or reply. Replying to nasty messages, particularly in anger, is just what the aggressor wants.
- Save the evidence. Learn how to keep records of offending messages, pictures, or online conversations
- Take screenshots.

2B. STUDENT EXCLUSION

1) The aims of this policy:

- a) To ensure procedural fairness and natural justice.
- b) To assist the individual in recognition of unacceptable behaviour and the need to change
- c) To promote co-operation between parents and Globeducate schools, when it is necessary for a student to be temporarily excluded or to leave school earlier than expected.

The policy applies to all students at Globeducate schools but does not cover cases when a student has to leave because of ill health, non-payment of fees or withdrawal by their parents in circumstances not relating to disciplinary incidents.





References to "Parent" includes one or both of the parents, a legal guardian or carer.

2) Exclusions from School

The examples of the circumstances which may lead to serious sanctions, including temporary or permanent exclusion, are stated in the school's Behaviour and Discipline Policy. Other circumstances which could also lead to exclusion include breaches of the law, dangerous or reckless behaviour, and a persistent attitude or behaviours which are inconsistent with the school's expectations.

3) Procedure for investigation of behaviour that may result in serious sanctions

1. An investigation and any subsequent meetings will be conducted fairly and appropriately, in a way that supports all parties, without formal legal procedures.
2. The investigation of an incident, allegation or rumour of serious misconduct will normally be co-ordinated by a member of the Senior Leadership Team and its outcome will be reported to the Head of School. If the investigation is of a nature that could result in permanent exclusion, parents will be informed as soon as possible.
3. An appropriate search of a student's space and belongings may be made as part of an investigation and, if deemed necessary, the local authorities be called. However, forced personal searches or intimate searches will not take place.
4. Students may be interviewed by a member of the Leadership Team about an incident, allegation, complaint or rumour. In such cases, arrangements will be made for the students to be accompanied by a member of staff, such as a tutor or teacher. If a student who is waiting to be interviewed needs to be in isolation for a short time, he/she will be accompanied or visited regularly by a member of staff and will be made as comfortable as possible.
5. The member of staff conducting the investigation will present their findings to the Head of School for consideration. Before deciding if a 'serious sanction' is appropriate, the following steps will have been taken:
 - a. An appropriate investigation will have been conducted
 - b. All the relevant evidence will have been considered.
 - c. The student will have had an opportunity to be heard
 - d. Other relevant individuals will have been consulted, as required

4) Issuing of sanctions

If a student is to be excluded for a fixed term, a member of the School Leadership Team will issue a serious sanction. This may be an internal or external exclusion from the school for a defined period. Exclusions are recorded on a student's disciplinary record and in school records. The Head





of School may alert an appropriate senior governing body.

The student's parents will be informed about the nature and duration of the exclusion and any discussion of permanent exclusion will first involve a meeting with the Head of School. In making decisions about fixed term exclusions, the Head of School and Leadership Team will consider any special educational needs, disabilities, gender, and cultural differences that may be relevant to the case.

Permanent exclusion would only take place once all other options had been explored and exhausted, including one-to-one interventions. Some circumstances may require immediate exclusion for the safety of others in the school community.

An external exclusion constitutes a clear warning about continued membership of the school and this warning may be regarded as final. Our schools are very reluctant to sanction students with an external fixed term exclusion more than twice in any stage of their school career.

During a temporary or fixed-term internal exclusion, students will typically undertake some reflective work to reflect on and consider their actions. Student may also access homework and details about work missed.

Following any external exclusion the Head of School will consider the evidence, the nature of the incident and the student's record in the school. If a temporary exclusion is deemed sufficient the student will normally meet with the Head of School before returning to lessons.

In no circumstances shall the school or its staff be required to divulge to parents or others, any confidential information or the identities of students or others who have given information that has led to serious sanctions.

5) Absence from school during disciplinary investigations

In some instances, the school may require parents to withdraw their child from school pending the investigation of an allegation, complaint or incident. This is a neutral, not disciplinary, measure to allow an unimpeded investigation and may also be taken for the good of the student by separating him or her from school pressures. The Head of School will make any such decision in consultation with senior staff.

6) Permanent exclusion / withdrawal of a student from school

The decision to permanently exclude a student is not taken lightly and the best interests of all members of the school community must be given weight whilst making every effort to act with due regard for the future of the student who has engaged in significant misconduct. A student may be permanently excluded if, after appropriate consultation, the Head of School is of the opinion that:

- the student's conduct (whether on or off school premises, in or out of term time) has been prejudicial to good order or School discipline or to the reputation of the school.
- it is not in the best interests of the student or of the school, that he/she remains at the school.





In making decisions about a permanent exclusion, the Head of School will consider any special educational needs, disabilities, gender, and cultural differences that may be relevant to the case.

Some parents, after due consideration, may choose to voluntarily withdraw their child rather than the school imposing permanent exclusion. However, it must clearly be understood that the Head of School reserves the right to insist on permanent exclusion. In addition, if a parent has treated the school, members of its staff or any member of the school community unreasonably to a point that leaving the school is in the best interests of the student or the school, the Head of School can ask the parents to remove their child from the school. This would also be considered as voluntary withdrawal, not permanent exclusion.

Following the permanent exclusion of a student or following their withdrawal from the School, the Head of School will write to the parents to communicate the following:

1. The student's status as a leaver
2. Arrangements for transfer of any course or project work to the student, parents or another school
3. The conditions under which the student may re-enter school premises in the future.

7) Financial aspects

There will be no refund of school fees following permanent exclusion of a student on disciplinary grounds and payment of any outstanding fees and extras is required. The refund of prepaid fees will be made.

8) Directors' review of a permanent exclusion on disciplinary grounds

Parents aggrieved at the Head of School's decision to exclude their child permanently may make a written application for a Directors' Review. In their application the parents must state the grounds on which they are asking for a review and the outcome which they seek. A directors' review of the Head of School decision should take place within seven working school days. The nominated director will communicate directly with the parents prior to conducting the review. The director has the authority to uphold the permanent exclusion, rescind the exclusion, convert the exclusion into a further fixed-term exclusion or change the leaving status to 'withdrawn'. Parents will be informed in writing of the outcome.

This document contains policies, for use by Globeducate schools.

