



RUGBY SCHOOL THAILAND



ANTI-BULLYING POLICY

THE WHOLE PERSON THE WHOLE POINT

The health, safety and well-being of young people are of paramount importance to all the adults who work at Rugby School Thailand. Children have the right to protection, regardless of age, gender, race, culture, sexual orientation, or disability. They have a right to be safe in our school. Members of staff in the school have a legal and moral obligation to safeguard and promote the welfare of the students, taking all reasonable steps to protect them from harm whether from physical injury, abuse, neglect, emotional harm or from anything that interferes with their general development.

The Rugby School Thailand Anti-Bullying Policy and all arrangements referred to herein have regard to the DfE advice ‘Preventing and Tackling Bullying 2014’

Version Control

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1. INTRODUCTION

- 1.1. At Rugby School Thailand, our community is based on respect, good manners and fair play. In accordance with the DfE's guidance 'Safe to Learn', we are committed to providing a secure, safe and caring environment that is free from disruption, violence or any other form of harassment so that every student can develop to his/her potential. Students and staff are expected to treat other people as they would like to be treated themselves. This means being kind, generous, thoughtful and sensitive; above all else, kindness is key.
- 1.2. Rugby School Thailand prides itself on respect and mutual tolerance. Ours is a diverse community, with students / children from a variety of cultural, religious and ethnic backgrounds. Some students require additional support and help. Parents also have an important role in supporting the School to achieve high standards of behaviour. Good communication between home and School is therefore essential.
- 1.3. The PSHE (Whole Me) programme, school assemblies and during Tutor/class teacher sessions, students are given clear guidance as to their social and moral responsibilities as they progress through the School.
- 1.4. Bullying must be dealt with promptly and firmly whenever it is met. It is the responsibility of the whole School community to try to prevent bullying from happening.

2. DEFINITION: WHAT IS BULLYING?

- 2.1. Bullying is when a student's life is made unhappy – or worse – by the actions or words of another person or a group of persons. Bullying varies according to age and school, but may include any or all of the following on a regular basis:
 - Physical assaults (to persons or property);
 - Verbal abuse (name calling, racist taunts, threats, swearing; it may involve actions or comments which focus on disabilities, gender, Special Educational Need or other physical attributes such as hair colour or body shape);
 - Exclusion from peer groups;
 - Extortion;
 - Aggressive or insulting gestures;
 - Psychological bullying – the spreading of nasty statements or rumours about someone; excluding someone from social groups;
 - Cyber bullying (including chat room, email, e-photos and SMS messages)
- 2.2. The above can include: outright physical attacks, theft, vandalism, persistent teasing, swearing, nasty nicknames, personal insults, racial and sexual taunts, malicious gossip.
- 2.3. Bullying can take place regularly or occasionally. It can sometimes occur sporadically over a period of some years. It is always damaging however, and can also be a corrupting influence on other children who witness it happening.

The Bully

- 2.4. Bullies can have low self-esteem, despite an appearance of confidence. They will generally seek to have their own way and will respond to stressful situations impulsively. Although it is impossible to generalise, bullies often:
 - Display aggression towards other students and adults;

- Have a tendency to break rules and engage in anti-social behaviour;
- Have an inability to recognise faults in themselves;
- Have an ability to communicate well and have an answer for everything;
- Display some leadership qualities and wish to dominate others.

The Bullied

- 2.5. Students can be passive or provocative victims. The bullied are often:
- New to the school (and may have been bullied at their previous school);
 - Different in appearance, speech or behaviour;
 - Suffering from low self-esteem;
 - Amusing to others in their reactions when bullied (loss of control etc);
 - Nervous, anxious or timid.

3. EVIDENCE OF BULLYING

- 3.1. Of themselves, the following are not evidence of bullying but may suggest it if several occur together or else are recurring:
- Repeated minor injuries;
 - Deterioration in schoolwork or significant changes in behaviour which have no apparent explanation;
 - Tantrums;
 - An air of detachment;
 - Wariness;
 - A reluctance to return to school after a break;
 - An increasing lack of self-confidence: a withdrawal from voluntary activities or few friends;
 - An unhealthy attachment to members of staff;
 - Frequent complaints of being unwell;
 - Eating problems.
- 3.2. It is worth noting that adults can be bullies too: humiliation of a student by using sarcasm or harassment is a serious misuse of the power one holds over a student. Such behaviour condones bullying by the students themselves.
- 3.3. Factors that contribute to bullying:
- Lack of parental guidance, warmth or love;
 - Lack of adult supervision;
 - Harsh physical or emotional treatment by adults;
 - A poorly run discipline system (rules, rewards and punishments);
 - Lack of moral education;
 - The behaviour of other students.
- 3.4. Bullies thrive when:
- There is inadequate staff presence;
 - There is a change of staff – and hence a change in habits and relationships;
 - Boredom is prevalent in free time;
 - There is overcrowding and no haven;
 - Student leaders are ill-advised or left to their own devices;
 - The gulf between staff and students is too great for the sharing of problems;
 - There is a lack of trust.

4. CYBER BULLYING

- 4.1. Cyber bullying involves the use of information and communication technologies to support deliberate, repeated hostile behaviour by an individual student or group of students that is intended to harm the victim or victims. This misuse of electronic equipment can torment, threaten, harass, humiliate or embarrass an individual student or group of students.
- 4.2. At Rugby School Thailand we set out very clear rules and guidelines:
 - Through education in Computing lessons and advice from the ICT Manager;
 - Through reinforcement of rules by Tutors/class teachers;
 - Through talks and lectures to students, parents and staff;
 - At School Assemblies.

5. CHILDREN WHO HAVE SUPPORT FOR LEARNING (SfL) AND DISABILITIES

- 5.1. Children who have SfL and disabilities may:
 - Be adversely affected by negative attitudes to disability and perception of peers;
 - Find it more difficult to resist bullies;
 - Be isolated and not have many friends.
- 5.2. To help children who have SfL:
 - Make sure there is a quiet place in school to talk;
 - Understand the communication needs of the child;
 - Give the child time to calm down;
 - Make another adult available as a supporter;
 - Provide appropriate, comfortable support mechanisms for the child;
 - Look to introduce a befriending scheme;
 - Create a supportive and non-threatening environment;
 - Aim to promote a sense of disability equality throughout the school.

6. ANTI-BULLYING: THE POLICY

- 6.1. The staff must wholeheartedly support this policy. While bullying is not common, it does occur and must be controlled.

Prevention

- 6.2. A positive atmosphere and a spirit of cooperation within a school creates an environment in which helpfulness and kindness will flourish. To that end, 'Work Hard, Play Hard & Be Kind', are principles of behaviour which are reinforced in Assemblies, Tutor periods and elsewhere. This provides the students with a framework for the right approach towards living and interacting with others in a school community.
- 6.3. Effective discipline is also essential. Particular attention must be paid to the times when students are together in unsupervised groups: before a lesson, in a queue, in free time etc.
- 6.4. Students should be encouraged to recognise that bullying is unacceptable. 'Telling tales' may be one thing, but students should feel able to speak to members of staff should they so desire. All our students are encouraged to tell a member of the teaching or pastoral staff at once if they know that bullying is taking place. Every member of staff is trained on how to respond to such allegations as part of their INSET Safeguarding training.

- 6.5. When staff are on duty during the School Day, they are trained to be alert to inappropriate language or behaviour. Particularly areas such as toilets and changing rooms.
- 6.6. Staff should draw attention to any undesirable developments among the students by reporting the concern to the Tutor/class teacher or House staff and recording on MyConcern.
- 6.7. The PSHE (Whole Me) programme is structured to enforce the message about community involvement and taking care of each other. It specifically tells students whom they should inform if they are being bullied, or are worried that another student is being bullied.
- 6.8. We display advice on where students can seek help – ‘Support for students’, which includes details of confidential helplines such as:
 - Childline Thailand (Tel: 1387 – 24 hour or Email: info@childlinethailand.org)
 - Office of Child Protection Tel: 02-214-6030 / 081-930-3419 24 Hour or Email: cct.ero.advisor@gmail.com

Student reporting

- 6.9. Students know to report cases of bullying to any member of staff. Specifically, this might include:
 - Their Tutor/class teacher, Houseparent or Head of Year;
 - Any member of teaching staff they trust;
 - The School Counsellors;
 - A matron or member of nursing staff.
- 6.10. They can also contact:
support@rugbyschool.ac.th
safeguarding@rugbyschool.ac.th

Response

- 6.11. The allegation of bullying should be heard by the Tutor/class teacher etc and opportunities to discuss matters in private should be organised. The appropriate staff must try to ascertain the facts and observe, rather than rely upon hearsay. A written record should be kept.
 - Take every incident seriously and make sure allegations are substantiated before taking action;
 - Refer the matter to the appropriate staff;
 - Speak sensitively to both bully and bullied, adopting a “no blame approach”;
 - Attempt to ensure some measure of protection for the bullied;
 - The bullied may require advice on how to avoid similar incidents in the future;
 - The bully must feel the disapproval of the school and understand that his/her acts must stop;
 - Explanation must accompany any punishment. Confront the bully with his/her deeds and ask why he/she felt that he/she had to behave in the way he/she did;
 - A written record will be made of any incident recorded;
 - Appropriate staff will report any bullying incidents to other staff so that they are aware and keep an eye out for any further incidents;
 - It may be felt necessary that students be referred to a Counsellor. Students may also request to be referred to a Counsellor.

Action

- 6.12. Any bullying behaviour and threats of bullying must immediately stop. Repetition of an offence will be treated very seriously and a student will be punished. The seriousness of the

punishment, which may involve suspension, will be proportional to the offence and age of the child.

6.13. Parental involvement will take place where deemed appropriate.

6.14. The Head will be involved where there is any serious occurrence or repetition of bullying by a child or group of children.

6.15. In very serious cases, suspension or even exclusion will be considered.

Parental Concerns

6.16. Rugby School Thailand will strive to achieve the highest standard of pastoral care for its students. If parents do have any concerns regarding the bullying of their child, they should make immediate contact with the relevant School. The relevant staff will be made aware of the concern and a thorough investigation will be carried out before reporting back to the parent and Head.

Staff Training

6.17. New staff are made aware of anti-bullying procedures via communication from appropriate staff, this policy and other routine communication.

6.18. There are regular updates during INSET and CPD sessions.

Pre-Prep (only)

6.19. In Pre-Prep School children are supported through the daily PSHE (Whole Me) programme. Children are encouraged to follow the Koala Way rules and talk about saying “No” to things that they find upsetting. They are asked to use their words (when able) to say “Please don’t do/say that” if someone is doing or saying something they don’t like. They are encouraged to talk about things that upset them and to explain their feelings to each other and to staff. The staff play a pivotal role in this, and expectations are made clear to everyone. Children and parents are offered sessions on the different types of bullying and take part in ‘anti-bullying week’. There is a focus on positive friendships, working together and celebrating differences.



Conclusion

6.20. We should always be on the lookout for bullying and should respond to it at once. We must always stress that it is not wrong to tell an adult about incidents of bullying. Moreover, once an incident has been reported, both the bully and the bullied must be dealt with immediately.