Policy Name	Anti Bullying				
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Author	Head of School				

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Version	**Approved by**	**Revision Date**	**Details of Changes**	**Author**

Policy Statement

Bullying behaviour goes against our core value of respecting others and the IB Learner traits of being Principled, Caring, Open Minded and Balanced. As such, firm action will always be taken against incidences of bullying.

Bullying in all its forms can cause high levels of distress, affecting young people's well-being, behaviour, academic and social development right through into adulthood.

Definitions

There is no legal definition of bullying, however it is usually defined as behaviour that is:

> Repeated, intended to hurt either physically or emotionally, often based on prejudice of some kind and includes an imbalance of power.

It takes many forms and can include:

> Teasing, social exclusion, physical assault, name calling, cyber-bullying, threatening behaviour. It also includes taunts, graffiti or gestures that are focused on race, culture, religion, gender, sexuality.
>
> Peer on Peer abuse - see the Whole School Safeguarding Policy for when matters have gone beyond poor behaviour and into unwanted sexual contact or sexually abusive comments.

It can occur during or outside school time. Many acts can be subtle and difficult for an outsider to perceive. When bullying occurs between ICS pupils outside of school time, the school will still intervene.

The following policies should be read in conjunction with this:

- Behaviour Policy
- Whole School Safeguarding and Child Protection Policy
- Online Safety Policy

Prevention

Please refer to our Behaviour Policy for ways in which we promote positive behaviour for learning.

Roles and Responsibilities

Staff

Will undergo training on induction to the school via the Educare online Preventing Bullying Course. Throughout the year they will receive ongoing training to help them be sensitive to the needs of specific students, e.g. those on the SEN register or from the LGBT community. A key message for staff to communicate is that dismissing actions as 'Banter', or 'Just a joke' is unacceptable and not in keeping with our school values.

See Appendix 1 for Signs and Symptoms of Bullying.

Students

Within the PSHE (Personal Social Health Economic) Programme students will have opportunities to:

- Develop their empathy towards and understanding of diverse community groups
- Discuss the importance of avoiding prejudicial language.
- Explicitly discuss the impact of bullying on individuals
- Discuss the value of being an 'upstander' rather than a bystander if they observe unkind behaviour
- Develop communication skills and awareness of how they may be perceived by others
- Know who they can speak to if they are concerned that they or others are being bullied.

See Appendix 2 for Guidance for Students

Parents

- Have access to the Behaviour and Anti-Bullying Policies
- Will be encouraged to discuss any concerns with Class Teachers / Form Tutors
- Will be encouraged to support the school approach to positive behaviour.

The message of school community cohesion will be reinforced through assemblies, guest speakers, focus days, posters and peer mentoring as appropriate.

Alongside this educational approach, the School will ensure the following initiatives are also in place:

- A zero tolerance Policy in the School with clear sanctions that are understood by students and parents (See behaviour policy)
- Staff will praise and encourage students when they show kindness and consideration to others

- Active supervision of students during unstructured times.

Measures to Prevent Cyber-Bullying

Online, the school monitors and filters anything connected to the ICS London network. Through our PSHE curriculum, students are educated as to good and safe use of digital technologies.

The school has regularly evaluates and updates its approach to take account of developments in technology, for instance by updating 'acceptable use' policies for computers and regularly reviewing and updating this policy.

Detection

Staff observation

All staff, including support staff - are educated to have an awareness of the signs of bullying and social exclusion and to feed these concerns to Class Teachers / Form Tutors and DSL/DDSL.

Pupil action

Through our PSHE programme, as detailed above, pupils are encouraged to be upstanders and to inform a member of staff should they have concerns for themselves or others.

Pupil voice

Is also encouraged through the student council and pupil assessments which focus on student well-being in school (PASS GL Assessment).

Parents

Are encouraged to develop open communication with the school, in order that they feel able to bring concerns to the appropriate staff. Parents will also be surveyed on how safe their child feels at the school.

Procedure for when Bullying is Detected

- Deputy Head of School/Primary Principal/DSL/DDSL and other appropriate staff meet with all individuals involved to ascertain events
- Incident entered on iSAMS (Secondary) or Reflection Spreadsheet (Primary)
- Incident entered on MyConcern
- Parents are informed as appropriate
- The wider faculty is informed
- The following supports are put in place:

Support for Students who have been involved with Bullying

Bullying incidents are often more complex than a simple Victim / Perpetrator division. Each case will be dealt with consistently whilst considering the specific circumstances involved.

Students will:

- Have an immediate opportunity to speak to the School Counsellor or staff member of their choice.
- Have access to on-going support via Form Tutor/Class Teacher check-ins and / or counselling.
- Have opportunities to work with appropriate staff to build self esteem.
- Where appropriate, work with all parties to rebuild friendships and trust.
- Where required, consider their role and any need for changes to their behaviour.
- Have their parents informed of the incident/s
- Have the incident considered when returning to class eg seating plan may have to be altered.

Where Bullying has a Severe Impact

If the bullying incident leads to a child or young person experiencing pronounced social, emotional or mental health difficulties, the school will work together with the family to ensure that the necessary supports are in place to help the child recover.

The school will work with the wider community, such as the police and children services, where bullying is particularly serious or persistent and/or where a criminal offence may have been committed, including working with other agencies and the wider community to tackle bullying that is happening outside of the school.

The school may draw on the experience and expertise of anti-bullying organisations (such as Stonewall) with proven track records and which provide resources for dealing effectively with certain forms of bullying.

Pupils with a Particular Vulnerability to Bullying

We are aware that some pupils are more likely to be the target of bullying because of the attitudes and behaviours of some people towards those they perceive to be different for reasons including:

- Special education needs or disabilities
- Sexuality, race or religion
- Health problems or with care responsibilities
- Children who are frequently on the move

- Having been bullied previously

These young people may also require greater support to deal with the impact of bullying. Children with special educational needs or disabilities may lack the social or communication skills to report such incidents or to manage the aftermath. Our staff are particularly vigilant on behalf of these students and, where appropriate, work to develop their communication skills including assertiveness.

The zero-tolerance message, and methods of reporting cases of bullying, will be reiterated throughout the school year to ensure that it is accessible to all.

Recording and Monitoring

- All incidents will be entered on iSAMS, Reflection Spreadsheet and MyConcern
- Details of protected characteristics eg race, gender will be noted that allow us to identify patterns
- A detailed record will be kept of the investigation process, including written evidence from pupils.
- The frequency of bullying incidents will be measured by regular data analysis.
- Safeguarding meetings provide an opportunity to review current cases and the impact of interventions

Appendix 1: Signs and Symptoms of Bullying

A child may indicate, by different signs or behaviour, that he or she is being bullied.

Adults should be aware of these possible signs and investigate further if a child:

- is frightened of walking to or from school
- doesn't want to go on the school/in the taxi
- begs to be driven to school
- changes their usual routine/route to school
- begins truanting
- becomes withdrawn, anxious or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to underperform in school work
- comes home with clothes torn or books damaged
- has possessions go "missing"
- asks for money or starts stealing money (to pay the bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home very hungry (money/snack/sandwiches have been stolen)
- becomes aggressive, disruptive or unreasonable
- starts swearing or using aggressive language for no apparent reason
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be taken seriously and investigated as soon as possible.

Appendix 2: Guidance for Students

What can you do if you are being bullied?

Wherever you are in school, you have the right to feel safe. Nobody has the right to make you feel unhappy. If someone is bullying you, it is important to remember that it is not your fault and there are people who can help you.

- Try not to let the bully know that he/she is making you feel upset.
- Be assertive – stand up to them, look them directly in the eye, tell them to stop and mean it.
- Get away as quickly as you can.
- Tell someone you can trust – it can be a teacher, a teaching assistant, a midday supervisor, a parent, a friend or a relative.
- If you are scared, ask a friend to go with you when you tell someone.
- When you tell an adult about the bullying, give them as many facts as you can (What? Who? Where? When? Why? How?).
- Keep a diary of what's been happening and refer to it when you tell someone.
- Keep on speaking out until someone listens and helps you.
- Don't suffer in silence.
- Don't blame yourself for what is happening.
- Call a helpline.

What can you do if you see someone else being bullied?
(The role of the bystander or upstander)

Ignoring bullying is cowardly and unfair to the victim. Staying silent means the bully has won and gives them more power. There are ways you can help without putting yourself in danger.

- Don't smile or laugh at the situation.
- Don't rush over and take the bully on yourself.
- Don't join in.
- If safe to do so, encourage the bully to stop bullying.
- If you can, let the bully know you do not like his or her behaviour.
- Let the victim(s) know that you are going to get help.
- Tell a member of staff as soon as you can.
- Try and befriend the person being bullied.
- Encourage the person to talk to someone and get help.
- Ask someone you trust about what to do.
- If you don't feel you can talk to someone about it, write it down and pass to a trusted adult.
- Call a helpline for some advice (Childline 0800 1111.

References

Anti-Bullying Policy Guide - Diana Award
Preventing and Tackling Bullying Government Advice 2017
NSPCC advice on bullying and cyber bullying