International School of London

Anti-Bullying Policy

Date reviewed:
August 2025

To be reviewed:
August 2026

Mission statement

Since 1972, we have established a welcoming and inclusive community. Our diverse cultures and languages drive all our learning experiences.
We nurture creativity and curiosity to stimulate deep thinking. We foster insight, compassion and resilience to enable us to play a meaningful part in a changing world.

Vision statement

We celebrate our stories, our worth and our purpose to make a difference in a shared world
At the International School of London, we believe in:
Empowering students to maximise their learning opportunities and to fulfil their potential.
Actively integrating cultural diversity in the curriculum.
Creating inclusive, vibrant and innovative learning communities.
Offering a diverse and extensive international programme that supports personal, social and professional growth.

Relevant policies:

- Children Act 1989
- School Standards and Framework Act 1998
- Education Act 2002
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 2011
- Education (Independent School Standards) (England) Regulations 2014
- Preventing and Tackling Bullying July 2017
- Keeping Children Safe in Education 2021

The following documentation is also related to this policy:

- Bullying: Effective Action in Secondary Schools (Ofsted)
- Cyberbullying: Supporting School Staff (DCSF)
- No Place for Bullying (Ofsted 2012)
- Preventing and Tackling Bullying - Advice for School Leaders, Staff and Governing Bodies (DfE)
- Safe from Bullying: Guidance for Local Authorities and Other Strategic Leaders on Reducing Bullying in the Community (DCSF)
- Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE)
- Mental Health and Behaviour in Schools: Departmental Advice (DfE 2014)
- Working Together to Safeguard Children: A Guide to Inter-agency Working to Safeguard and Promote the Welfare of Children
- Behaviour and Discipline in Schools Guidance (DfE)
- Counselling in schools a blueprint for the future: advice for school leaders and counsellors (DfE)

We acknowledge the School Standards and Framework Act 1998 that clearly states that all maintained schools must have in place an Anti-Bullying Policy that outlines procedures in order to prevent bullying among pupils.

We will ensure all school personnel are aware of this policy and that it is a working document referred to when dealing with incidents of bullying.

We have a duty of care to protect pupils from bullying as part of our responsibility to provide a safe, secure, caring and friendly school environment for all the children in order to protect them from those who wish to deliberately hurt them either physically or emotionally. We believe all our safeguarding procedures are in line with current legislation and advice and that we promote the welfare of all children in our care.

We believe 'bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, peer-on-peer, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences' (DfE).

We work hard to eliminate all forms of bullying, to keep records of all incidents of bullying and the different types of bullying that occur in this school.

We acknowledge that if bullying is left unaddressed it 'can have a devastating effect on individuals. It can be a barrier to their learning and have serious consequences for their mental health' not only in childhood but also into adulthood.

We are aware that bullying can cause anxiety, depression, hyperactivity and behavioural problems but the results from recent research show that anxiety and depression caused by childhood bullying decreases over a period of time. Bullying does cause suffering but the impact on mental health decreases over time, so that children are able to recover in the medium term. Research results also show the potential for resilience in children exposed to bullying.

We work hard to prevent bullying from happening and to support children who have been bullied by having in place resilience processes in order to help their recovery.

We believe it is our moral and legal duty to protect lesbian, gay, bisexual, transgender pupils and school personnel from all forms of bullying and to educate all pupils about the important role that lesbian, gay, bisexual, and transgender people play in society. All forms of homophobic and transphobic bullying must be challenged, dealt with and recorded.

We believe by creating a safe, secure and caring school environment we will encourage all pupils to report any incident of bullying to a member of the school personnel.

We are aware that under Sections 90 and 91 of the Education and Inspections Act 2006 that we have the power to discipline pupils for misbehaving off the school premises such as on school or public transport, outside local shops or in a town or village centre. All reported incidents of bullying outside school will be investigated and acted on.

Under no circumstances will we tolerate any form of bullying and all incidents of bullying will be dealt with promptly and effectively as we wish to promote the wellbeing of all pupils.

We work hard to demonstrate the effectiveness of this policy by ensuring all incidents of bullying are investigated, are dealt with and the outcome of each incident.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

Following KCSIE 2021, we are aware of the growing issues around online bullying and peer to peer. We recognise that that even if there are no reported cases of online peer-on-peer abuse, such abuse may still be taking place and is simply not being reported.

ISL takes peer-on-peer abuse seriously and we do not accept it in any manifestation. Peer-on-peer abuse should never be passed off as “banter”, “just having a laugh”, “part of growing up” or “boys being boys” as this can lead to a culture of unacceptable behaviours and an unsafe environment for children.

Staff are expected to be cognisant of, and vigilant in reporting, the different forms peer on peer abuse can take (see below). Manifestations of such abuse include:

- Bullying, including cyber-bullying, prejudice-based and discriminatory bullying
- abuse in close or intimate personal relationships between peers
- consensual and non-consensual sharing of semi-nude and nude images and/or videos (referred to in previous guidance as sexting or youth produced sexual imagery).
- upskirting (now noted as a criminal offence)

Aims and Objectives

- To protect pupils from all forms of bullying as part of our responsibility to provide a safe, secure, caring and friendly school environment for all children.
- To look out for all signs of bullying and to take the appropriate action to stop it.
- To develop a school environment that is both safe and secure for all pupils.
- To have in place established systems that will deal with incidents of bullying.
- To develop confident children who will notify staff of any incident of bullying.
- To inform everyone connected with the school of the school's anti-bullying policy.
- To ensure compliance with all relevant legislation connected to this policy.
- To work with other schools and the local authority to share good practice in order to improve this policy.

Responsibility for the Policy and Procedure

Role of the Board

The Board will not condone any bullying and has:

- appointed a member of staff to be responsible for promoting positive pupil behaviour;
- delegated powers and responsibilities to the Head of School and Principals to tackle all forms of bullying, to keep records of all incidents of bullying and the different types of bullying, including but not limited to peer-on-peer;
- Delegated responsibility to the Head of School to ensure that the school complies with all equalities legislation;
- nominated a designated Equalities Governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- responsibility for the effective implementation, monitoring and evaluation of this policy

Role of the Head of School and Principals

Under Section 157 of the Education and Inspections Act 2006 the Head of School and Principals have a duty to encourage good behaviour, the respect for others and to prevent all forms of bullying among pupils.

Therefore, the Head of School will work with the Principals of each section and the Designated Safeguarding Lead to:

- implement this policy;

- ensure that all school personnel are aware of the policy;
- work to create a safe, secure, caring and friendly school environment for all children;
- ensure school personnel have a clear understanding of the extent and nature of bullying that may take place in school;
- work hard with school personnel to create an ethos of good behaviour;
- encourage school personnel to 'proactively gather intelligence about issues between pupils which might provoke conflict and develop strategies to prevent bullying occurring in the first place';
- ensure that personal and social education curriculum and the religious education curriculum helps to deal with anti-bullying;
- investigate all reported incidents of bullying;
- ensure that all pupils understand that bullying is wrong;
- ensure that all parents aware of this policy and that we do not tolerate bullying;
- raise awareness of bullying with pupils, parents, school personnel and governors on the grounds of protected characteristics;
- consult with pupils and parents to identify the extent and nature of bullying in the school;
- inform parents of any incident of bullying and how it has been dealt with;
- ensure school personnel report and record incidents of bullying;
- ensure records of all incidents of bullying are:

  - ☐ stored in a secure place;
  - ☐ kept for a specific period of time;
  - ☐ kept in a central log in order to build up a picture of concerns of individual pupils and in identifying patterns of behaviour;
  - ☐ kept in a uniform and systematic way
  - ☐ kept as well as specific types of bullying and their outcomes;
  - ☐ are categorised according to the protected characteristics which gives a clear picture of patterns of behaviour over each term / academic year;
  - ☐ used to effectively track pupils through school;

- ensure counselling and support mechanisms are in place to help those who have been bullied;
- ensure all perpetrators of bullying are given time to discuss why they have bullied and why their actions were wrong;
- discuss with the student council:

  - ☐ A definition for bullying.
  - ☐ Are students aware of this policy?
  - ☐ How can bullying be effectively dealt with?
  - ☐ How good are school personnel in dealing with incidents of bullying?
  - ☐ How good are school personnel in identifying the symptoms of bullying amongst pupils?

- support any pupil who has been bullied;
- encourage any bully to change their behaviour;
- impose sanctions on any pupil who continues to bully;
- consider permanent exclusion in the most serious incidents of bullying;
- make effective use of relevant research and information to improve this policy;
- work closely with external agencies to support pupils who experience bullying;

- work with anti-bullying organisations when dealing with certain forms of bullying;
- ensure effective supervision is in place between lessons, break times and lunchtimes;
- work with the wider community to deal with bullying that takes place outside school;
- deal with any form of bullying that takes place to and from school;
- proactively work with the police, parents/carers and the local community to help reduce local tensions;
- work closely with the link governor and coordinator;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy by monitoring:

  - ☐ the number of recorded incidents in an academic year;
  - ☐ the types of bullying that occur in an academic year;
  - ☐ how swiftly incidents of bullying are dealt with

Role of the MYP Heads of Year and DP Head of Student Wellbeing

The above Middle Leaders will:

- lead the development of this policy and all linked polices throughout the school
- work closely with the Principals and Designated Safeguarding Lead;
- provide guidance and support to all school personnel to understand the signs or behaviour of someone being bullied;
- work with children to determine those parts of the school where they do not feel safe;
- have in place good systems at playtime and lunchtime to reduce the risk of bullying such as:

  - ☐ friendship stops
  - ☐ playground buddies
  - ☐ peer mentors
  - ☐ safe places for vulnerable groups

- organise an anti-bullying week;
- plan age-appropriate opportunities in the curriculum to discuss issues related to the protected characteristics;
- Work with the PYP, MYP and DP Student Counsellors to engage the ISL Peer Mediation Programme in supporting students
- build pupils' resilience to bullying, including but not limited to peer-on-peer;
- develop philosophy sessions to provide children with opportunities to discuss equality and diversity;
- ensure good arrangements are in place for pupils transferring from the primary to the secondary phase
- work closely with external agencies to support pupils who experience bullying;
- collaboratively work with other schools to identify common issues related to the protected characteristics;

- display posters of national and local help lines and where help is available in school;
- make effective use of relevant research and information to improve this policy;
- keep up to date with new developments and resources;
- provide training for all staff on induction and when the need arises;
- help counsel children who have been bullied and those who use bullying behaviour;
- review and monitor;
- annually report to the School Council on the success of this policy.

Role of School Personnel

School personnel will:

- comply with this policy;
- be aware of all other linked policies and Safeguarding
- be aware of the signs of bullying in order to prevent bullying taking place;
- report all incidents of bullying;
- investigate all reported incidents of bullying;
- take all forms of bullying seriously;
- make sure that all pupils know what to do if they are bullied;
- encourage pupils to report any incidents of bullying to any member of the school personnel;
- support any pupil who has been bullied;
- raise awareness of the wrongs of bullying through personal and social education and religious education;
- use preventative strategies such as circle time and buddy systems;
- undertake the appropriate training;
- implement the School's Equalities Policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community.

Role of Students

Students must:

- be aware of and comply with this policy;
- report if they are being bullied;
- report if they see someone being bullied;
- discuss ways of preventing bullying through the School Council;
- follow the following instructions if they are bullied:

  ☐ get away from the situation as quickly as you can
  ☐ report what happened to you to one of the school personnel by telling them:

    - what has happened to you
    - how you feel
    - if you have been bullied before

- who bullied you
- where the incident happened
- when it happened

☐ make sure that your report is dealt with and who you told
☐ tell your parents or another family member
☐ ask for counselling if you are really upset

- treat others, their work and equipment with respect;
- talk to others without shouting and will use language which is neither abusive nor offensive;
- support the school Code of Conduct and guidance necessary to ensure the smooth running of the School;
- liaise with the School Council;
- take part in questionnaires and surveys.

Role of Parents

Parents must:

- be aware of and support this policy;
- be involved in agreeing a definition of bullying with pupils, school personnel and the Board;
- report to the school any concerns they have of their child being bullied;
- be assured that the school will deal with all incidents of bullying;
- be assured that they will be informed of incidents and will be involved in discussions;
- be asked to take part periodic surveys conducted by the school;
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school.

Training for School Personnel

All school personnel:

- have equal chances of training, career development and promotion
- receive training on this policy on induction which specifically covers:

☐ What is bullying?
☐ How to identify, prevent and manage bullying
☐ Types of bullying such as cyberbullying, peer-on-peer bullying, bullying of children with special educational needs, homophobic bullying and bullying around race, religion and culture
☐ Recognising bullying
☐ Anti-bullying strategies
☐ How to deal with a bullying incident
☐ Counselling the bullied and the bullies
☐ Iplementing an ‘Anti-bullying week’
☐ Tackling homophobia
☐ Building pupils resilience to bullying.
☐ Working and co-operating with parents and carers

- receive periodic training so that they are kept up to date with new information;
- receive equal opportunities training on induction in order to improve their understanding of the Equality Act 2010 and its implications.

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the School Handbook/Prospectus
- the school website
- the Staff Handbook
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- school events
- meetings with school personnel
- communications with home such as weekly newsletters and of end of half term newsletters
- reports such annual report to parents and Headteacher reports to the Governing Body
- information displays in the main school entrance

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

At ISL London, Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.