

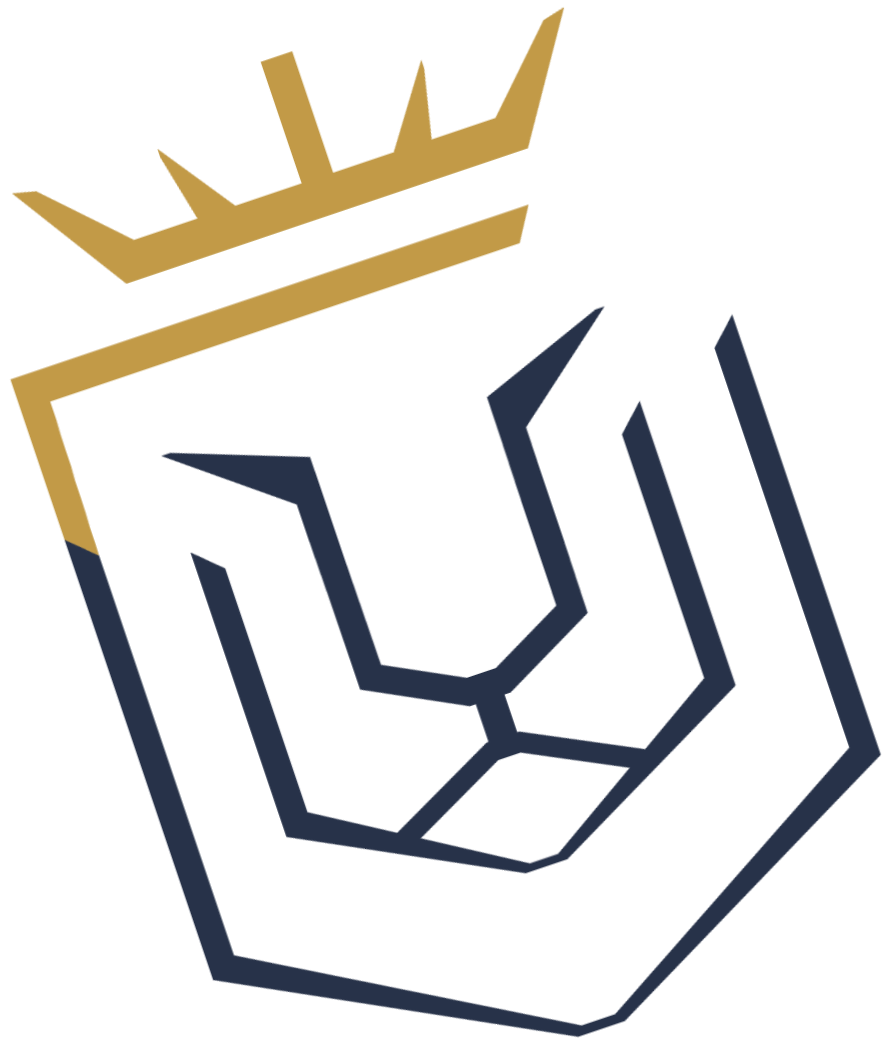


Nobel Algarve
BRITISH INTERNATIONAL SCHOOL
ALMANCIL

Anti-Bullying Policy

Date: 2025

Review: 2026





1. STATEMENT OF INTENT

Nobel Algarve British International School is committed to providing a caring and safe environment for all pupils so that they can learn and thrive in a secure atmosphere.

1. We recognise that bullying in schools is widespread and has a significant negative impact on young people's mental health. Bullying of any kind is unacceptable in our School and will not be tolerated. At Nobel Algarve, the safety, welfare and well-being of all pupils and staff is a key priority. If bullying does occur, all pupils should feel safe to talk to staff and know that incidents will be dealt with promptly and effectively.
2. Anyone who knows that bullying is happening is expected to tell the staff. We take all incidences of bullying very seriously and it is our duty as a whole school community to take measures to prevent and tackle any bullying, harassment, or discrimination.
3. We actively promote values of respect and equality and work to ensure that difference and diversity is celebrated across the whole school community. We want to enable our pupils to become responsible citizens and prepare themselves for life in an equitable and fair society.
4. No form of bullying will be tolerated, and all incidences will be taken seriously.

We recognise and acknowledge the findings by **The Diana Awards Foundation** in September 2019 that:

- Over half (57%) of young people have been bullied at some point in their school lives, with nearly three quarters (74%) having witnessed bullying behaviour in their schools
- Over three quarters (78%) of young people who have been bullied at school have been made to feel anxious, over half (56%) have not been able to sleep at night and nearly a fifth (17%) have been made to feel suicidal.
- 2 in 5 (40%) young people who have been bullied avoid social media
- 54% of children aged 11-16 who have been bullied have avoided social events, 35% have missed school and a fifth (20%) have changed schools or become home-schooled because of it
- 40% of young people are worried about going back to school because of bullying and nearly a quarter (23%) think their school doesn't tackle bullying well

This policy also draws upon the guidance contained in:

- "London Child Protection Procedures" and DfE Guidance "Keeping Children Safe in





Education, 2021"; and specifically, DCSF Resources "Learning Together to be Safe".

- The Behaviour for Learning Policy
- The Equalities Act Policy

What are the highlighted changes to KCSIE from the last statutory guidance (related to bullying)?

ALL employees should be aware of how KCSIE impacts on how we at Nobel British International School prevent bullying and harassment in all its guises. This is particularly pertinent and apposite in the current work we have done and are doing on sexual harassment and racial and ethnic targeting.

ALL employees need to be cognisant of these changes in KCSIE:

Paragraphs 46-50 - Peer on peer abuse, which can include bullying, has had additional information added which highlights the importance of staff recognising the signs of peer-on-peer abuse and knowing how to respond to reports.

Paragraph 63 - New paragraph which highlights the importance of social care assessments considering children being harmed outside the home on contextual safeguarding - which includes measures to prevent bullying (including cyberbullying, prejudice-based and discriminatory bullying).

Paragraph 145 - Further clarification on peer-on-peer abuse, which can include bullying, and makes clear there should be a zero-tolerance approach to abuse.

Paragraphs 172-175 - Additional information about DfE's programme to help schools with preventing and tackling bullying, mental health, and behaviour in schools.

Further, the Anti-bullying Alliance highlight these issues of which employees and children need to be aware.

Definitions and Indicators which refer to bullying in the report:

- Bullying (including cyberbullying) is listed as an indicator for emotional abuse - page 11
- Sexualised online bullying is listed as a form of sexual harassment - page 139
- Peer on peer abuse is described as likely to include bullying (including cyberbullying, prejudice-based and discriminatory bullying) - page 15
- Online safety is categorised into four areas of risk. One area is 'conduct'. Conduct includes the personal online behaviour that increases the likelihood of, or causes, harm. For example, making, sending, and receiving explicit images (e.g., sharing explicit images and online bullying). - page 33





What is bullying?

Bullying is intimidating, aggressive or insulting behaviour by an individual or group, often repeated over a period of time, which hurts or harms. The STOP acronym can be applied to define bullying - Several Times On Purpose.

The nature of bullying can be:

Verbal name-calling, sarcasm, spreading rumours, teasing

Emotional being unfriendly, excluding, tormenting (e.g., hiding books, threatening gestures)

Physical pushing, kicking, hitting, punching or any use of violence

Racial racial taunts, comments, graffiti, gestures

Sexual unwanted physical contact or sexually abusive comments because of, or focusing on the issue of sexuality, this will include transphobic, biphobic, homophobic or other derogatory comments related to gender identity.

Cyber all areas of the Internet, such as email, Apps, Internet chat room, social media misuse; threats by text messaging, calls, social media messaging or any other form of contact; misuse of associated technology, i.e., camera, microphone, or video facilities

Bullying can be based on any of the following things:

- Race (racist bullying)
- Religion or belief
- Culture of class
- Gender (Sexist bullying)
- Sexual Orientation (homophobic, biphobic bullying)
- Gender identity (transphobic bullying)
- Special Educational Needs (SEN) or disability
- Appearance or health conditions
- Related to home or other personal situation
- Related to another vulnerable group of people

No form of bullying will be tolerated, and all incidences will be taken seriously.

We are a Telling-School.

The new guidance in KCSIE (2021) makes clear that:

“All staff should be aware of systems within their school or college which support safeguarding, and these should be explained to them as part of staff induction. This should include... the behaviour policy (which should include measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying).”





2. STAFF PROCEDURES

All school staff, both teaching and non-teaching have a duty to report bullying, to be vigilant to the signs of bullying and to play an active role in the schools' measures to prevent bullying.

What to do if you think a pupil is being bullied:

Watch for early signs of distress in pupils, remembering that younger children may not understand that they are being bullied. Encourage the pupil to talk about his/her experiences. It may help the pupil just to be aware that someone else knows.

What to do if a pupil complains of being bullied

- Get a complete account of the incident or incidents. Are there friends, classmates or witnesses who can verify any accounts?
- Get a written statement from the pupil(s), scribing if necessary.
- If you can identify the perpetrators as other pupils from the school, talk to your Head of Section or phase lead.
- The perpetrators should be spoken to regarding the complaint. An informal warning may be sufficient.
- The pupil's Phase Leader/ Head of Section must be informed as to what has happened.
- The pupil's Phase Leader/ Head of Section will arrange for a member of staff, chosen by the pupil either being bullied or at risk of being bullied, to offer support on a continual basis until such time as the pupil and his/her parent are satisfied that conditions have returned to normal
- It may be appropriate to get the perpetrators and victims together to give their respective accounts and propose/agree to a solution – propose that sorting out the problem informally as individuals is preferable to the following scenarios:
 - further sanctions (detention, exclusion)
 - a written record on pupil's School file (affecting future references)
 - parents being contacted
 - contacting the police (if the incident is serious)
- It may be appropriate to conduct separate follow-up meetings with the victim and perpetrator to ensure that the problems have been sorted out.





What to do if you see a pupil being bullied

- Challenge the pupils' responsible – recording names and tutor groups/class.

Record the incident in writing.

- Depending on the nature of the incident, it may be necessary to call a senior member of staff who will follow the procedures outlined in the policy.
- Arrange for a meeting to discuss the incident – pointing out possible scenarios
 - further sanctions (detention, exclusion)
 - a written record on pupil's School file (affecting future references)
 - parents being contacted
 - contacting the police (if the incident is serious)
- The meeting may involve pupils (perpetrators and victims) and any such staff as may be considered appropriate.
- A follow-up meeting with the victim must take place to ensure that the situation has been resolved and that the pupil knows that he or she is supported by the School.
- A follow-up meeting with the perpetrator must take place to ensure that the pupil is supported in modifying his or her behaviour. Targets may be set and progress towards them reviewed.

Support for the perpetrator may involve referral to another agency.

**KCSIE is clear on pages 110 and 113 that when reporting incidents to the police, any conviction (even with legal anonymity reporting restrictions) is potentially going to generate interest among other pupils or students in the school or college. "It will be important that the school or college ensure both the victim and perpetrator(s) remain protected, especially from any bullying or harassment (including online)." "It is important that the school or college do everything they reasonably can to protect the victim from bullying and harassment as a result of any report they have made"

**The new KCSIE (2021) is clear that sexualised online bullying is classified as a form of sexual harassment.

As such, the guidance advises the following response to a report of sexual harassment: "It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe.

A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. If staff have a concern about a child or a child makes a report to them, they should follow the referral process as set out from paragraph 55 in Part one of KCSIE.





As is always the case, if staff are in any doubt as to what to do, they should speak to the designated safeguarding lead (or a deputy).” – (KCSIE, page 139).

****Any disclosure of or allegation of sexual assault or harassment needs also to be reported to the Head of School so they can triage the response with the DSL.**

Sanctions

Once any form of bullying has been established, a “bullying incident” form should be completed and logged in our log. The information should be shared with all pastoral staff that work with the pupils involved.

Sanctions serve two purposes:

- To provide a message to the community about what the school promotes and what we permit
- To educate the perpetrator of an act in how they should behave

As such any sanction is balanced on these two points – the need to send a message and the need to amend can change behaviour. There needs to be a very clear reflection in giving a sanction as to whether is punitive or whether it will actually be effective at doing what it intends – to ensure the behaviour or act never happens again.

In general, and depending on the nature of bullying and the context of the child in terms of age and capacity to understand what they have done, the following sanctions should be considered and applied and recorded on the pupil's file:

Step 1 Perpetrators identified and will receive a warning and/or sanction.

Step 2 For continued bullying a written warning to be sent home alongside detentions and/or internal expulsion.

Step 3 For further or extreme or violent bullying, Fixed Period external expulsion.

Step 4 For further or extreme or violent bullying, Long fixed period, or permanent expulsion.

Possible signs that a pupil is being bullied

- A pupil may appear unusually withdrawn and uncommunicative
- They may be unable to concentrate in class
- Their behaviour may change e.g., a pupil's participation in school and other activities may be lowered
- They may experience psychosomatic complaints
- They may have unexplained cuts/bruises – or give unconvincing explanations
- There may be unaccountable and repeatable damage or loss to bags, books, equipment, and money
- There may be intermittent and long-term absences from school
- A pupil may truant from school





Strategies to change the behaviour of the perpetrator

- We believe that the perpetrator can be helped to develop better ways of behaving. To promote this, we try always to ensure that: -
- Everyone knows and understands what bullying is and why perpetrators bully
- Everyone knows and understands that bullying is unacceptable
- Pupils are taught through the annual whole school anti-bullying week and also through PSHE sessions the difference between bullying and general falling out
- Pupils are taught how to be assertive
- Pupils are taught how to spot bullying and intercede or report it
- Incidents of bullying are dealt with in a timely fashion
- The perpetrator is called to account in a firm, but kind, supportive manner
- The perpetrator is subsequently supervised and supported in learning more appropriate ways of interacting with other children
- Pupils are empowered to help both the target and the perpetrator

Nobel Algarve British International School works towards high self-esteem for all its children. Those who have been involved in bullying or harassment are helped to find alternative ways of gaining status and self-esteem.

Victims are supported and given access to ways of regaining self-esteem and confidence.

Bullying outside of school

Bullying is unacceptable and will not be tolerated whether it takes place inside or outside of school. Bullying can take place on the way to and from school, before or after hours, at the weekends or during the holidays, or in the wider community. The nature of cyber bullying in particular means that it can impact on pupil's well-being beyond the school day. Staff, parents and carers, and pupils must be vigilant to bullying outside of school and report and respond according to their responsibilities as outlined in the policy.

Derogatory language

Derogatory or offensive language is not acceptable and will not be tolerated. PSHE and assemblies should make clear from Year 7 onwards what this means.

This type of language can take any of the forms of bullying listed above. It will be challenged by staff and recorded and monitored on our bullying log, and follow up actions and sanctions, if appropriate will be taken for pupils and staff found using any such language.

Prejudice-based incidences

A prejudice-based incident is a one-off incident of unkind or hurtful behaviour that is motivated by a prejudice or negative attitudes, beliefs or view towards a protected characteristic or minority group. It can be targeted towards an individual or group of people and have a significant impact on those targeted. All prejudice-based incidences are taken seriously and recorded and





monitored in school, with the Head of School regularly reporting incidents to the Globeducate. This not only ensures that all incidents are dealt with accordingly, but also helps to prevent bullying as it enabled targeted anti-bullying interventions.

Note should be made of any victim of a legal defined protected characteristic.

School Initiatives to tackle bullying

We use a range of measures to prevent and tackle bullying including:

- A pupil friendly anti-bullying policy, which ensures all pupils, understand, and uphold the antibullying policy.
- The PSHE programme of study includes opportunities for pupils to understand about different types of bullying and what they can do to respond and prevent bullying.
- School assemblies help raise pupil's awareness of bullying and derogatory language.
- Differences and diversity are celebrated across the school through diverse displays, books, and images. The whole School participates in events including Anti-bullying Week.
- The School values of equality and respect are embedded across the curriculum to ensure that it is as inclusive as possible.
- Stereotypes are challenged by staff and pupils across the School.
- Tutor time provides regular opportunities for pupils to understand about different types of bullying and what they can do to prevent and respond to bullying.
- Working with parents and carers, and in partnership with community organisations to tackle bullying where appropriate.

Training

It is the responsibility of the onsite Head of School, David Jenkins to ensure that all school staff, both teaching and non-teaching receive regular training on all aspects of the anti-bullying policy.

Monitoring and reviewing

The Head of School is responsible for reporting to Globeducate on how the policy is being enforced and upheld.

