

ONE INTERNATIONAL SCHOOL ANTI-BULLYING POLICY

ONE I.S. takes the issue of bullying very seriously whether amongst children or adults.

What is bullying?

In the UK, the Department for Education (DfE) defines bullying as behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups e.g. because of race, religion, gender or sexual orientation.

The United Nations Educational, Scientific and Cultural Organization (UNESCO) defines bullying as having three important components:

- repeated aggressive behaviour that involves unwanted, negative actions
- involves a pattern of behaviour repeated over time
- involves an imbalance of power or strength.

Bullying may include some or all of the following behaviours;

- Physical - pushing, kicking, hitting, pinching and other forms of violence or threats.
- Verbal - name calling, sarcasm, spreading rumours, persistent teasing.
- Emotional - excluding, tormenting, ridiculing or humiliating.
- Racist - Racial taunts, graffiti or gestures.
- Social - unwanted physical contact or abusive comments.
- Transphobic/Homophobic - any hostile or offensive action against hetero alternative individuals or those perceived to be hetero alternative.

All of the above forms of bullying need not be delivered on a personal, face to face basis, but also by using existing and new technology, known as cyber bullying. We can sum up bullying as actions taken by one or more people with the deliberate intention of hurting another person (in any of the above ways).

Bullying is about a pre-meditated act, which relies on a stage of cognitive development in order to think the process through, and occurs generally in children 5 years and over.

Aims and Objectives

- Bullying is wrong and is damaging to individual people. ONE I.S. proactively implements policies and procedures to prevent this, by developing a school in which bullying is regarded as unacceptable.
- We aim to deliver a safe and secure environment where all children can play and learn without fear or anxiety.
- This policy aims to produce a consistent response to any bullying incidents that may occur.

- We aim to make all those connected with the school aware of our opposition to bullying and staff have a responsibility to eradicate bullying in our school.
- We do not tolerate any kind of bullying as stated above, and support all parties involved to gain a full understanding of our ethos.

RESPONSE TO CHILDREN UNDER 5 YEARS:

With an understanding that very young children are often pre-verbal as well as 'egocentric' (they put their own feelings before others) we know that even the most considerate child will have the occasional outburst due to frustration, anger or over exuberance. We acknowledge that this is a developmental area that needs to be nurtured and supported and that the majority of very young children do not intentionally wish to cause hurt. If hurtful comments are made or physical altercations/incidents occur, our strategies are:

- To recognise that very young children are not always able to manage their own feelings and express them appropriately.
- Immediately assist all participants in managing their expression of feelings by giving them alternative strategies to enable them to achieve their aim.
- Offer support to both parties and to discuss the issues through play, story times and circle time activities.
- Inform parents of any incidents that result in their child receiving or administering physical harm (Incident Reports) and discuss the steps taken during school. Names of other children will not be released by staff or included in the Incident Report as action has already been taken by school.

Where a child's behaviour causes concern, for example, repeated physical incidents (more than 3 within a term), school and the family will work together to understand potential reasons behind this and support the child(ren) in expressing more appropriate responses.

RESPONSE TO CHILDREN 5-16 YEARS:

At this age children are understood to be more emotionally and morally developed. For this reason, and with the understanding of the devastating impact bullying can have on an individual, there are increased interventions and sanctions for children in KS1 and above (5-16yrs).

As well as the forms of bullying outlined above, older children's actions or behaviour may also involve complicity that falls short of direct participation by, for instance, manipulating a third party to tease or torment someone. It may be overt and intimidatory but is often hidden and subtle. It includes actions or comments that are racist, religious or cultural, homophobic, transphobic, sexist, sexual or which focus on disabilities or other physical attributes (such as hair colour or body shape) or any reference to Special Educational Needs.

Anti-bullying procedures

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school.

Members of staff and all members of the community must be alert to the signs of bullying; legal responsibilities are known and community members should act promptly and firmly against bullying, in accordance with school policy. Surveys have shown that in the vast majority of bullying incidents, MOST people knew that what was going on was wrong. Sometimes people, either through lethargy, peer group pressure, or tacit support for what is going on, fail to take action.

What to do

The way to stamp out bullying is for people to be aware of the issues involved, and to be clear in their own minds what action to take should cases arise:

If you are the child affected:

1. If you feel able to, confront the bully by verbally making him/her aware that you think that what he/she is doing is wrong.
2. Share your feelings with someone else.
3. If possible, talk to a member of Staff, your Teacher or the Head Teacher about the incident. If you would rather not go straight to a member of staff, talk to your friends; talk to older pupils or trusted adults. They may well be able to advise on an appropriate course of action, or will be able to involve other people who can.

Procedure if a pupil should witness bullying behaviour

1. Support the child affected by offering your friendship and make it clear that in your opinion what is happening to them is wrong.
2. Encourage them to speak out on their own behalf by confronting the bully, or with their permission, confront the bully yourself.
3. Accompany the victim to a trusted adult, or suggest that you see their Teacher or a Staff member on their behalf.

Procedure for members of staff should you witness an incident of bullying or it is reported to you

1. Reassure and support the pupils involved.
2. Advise them that you are required to pass details on to the relevant member of the school team. (Class Teacher, Head Teacher, Deputy Head).
3. Staff will maintain a central log of all complaints or incidences of bullying and record the way in which they were dealt with.

What will happen?

The child being bullied will be spoken to privately, by either their Class Teacher the Deputy Head or Head Teacher. Children will be asked if they would like a friend or parent to accompany them and the chat will be informal though recorded. Once it has been verified that a bullying incident has occurred, those who are named will be called to a similar interview that will also be recorded. Where the child who has been bullied is happy to

participate – there will be a group meeting of all involved parties where the feelings of the child affected are discussed as a consequence of the instigators behaviour. A formal warning will be given making it clear that any further incident (or discussion about the current incident) would be considered to be further bullying. It will also be made clear why the behaviour was inappropriate and unacceptable. Relevant documents will then be kept by DSL in locked cupboard.

Should any of the children request it, or if the incident is deemed by the Head Teacher as serious, then parents will be informed by telephone or email. This contact will occur automatically if this is a repeat occurrence.

The following sanctions may be applied :

- **Formal School Warning from the Head Teacher.** A permanent record of the incident will be placed on the aggressors’ files. This will be shared with future schools or other organisations, should a reference be applied for in the case of a school transfer or similar. The record will list the date of the incident and the fact it incurred a formal warning but will not include details of same.
- **Suspension** at the Head Teacher’s discretion (See School Removal and Suspension Policy)
- **Exclusion** at the Head Teacher’s discretion (See School Removal and Suspension Policy)

These are minimum sanctions. In very serious cases it may be necessary to make a report to the Police. However, it is the policy of the school to attempt to resolve such issues internally using our own disciplinary sanctions, unless the matter is of such gravity that a criminal prosecution is likely.

The Head Teacher and management body will review the record of bullying offences termly to watch for patterns and to check that the policy is effective.

<p>This policy is written with respect to the following UNCRC Articles: <i>*Italic text replaces original wording for policy relevance*</i></p>
<p>Article 1 (definition of the child) Everyone under the age of 18 has all the rights in the Convention.</p>
<p>Article 2 (non-discrimination) The Convention applies to every child without discrimination, whatever their ethnicity, sex, religion, language, abilities or any other status, whatever they think or say, whatever their family background.</p>
<p>Article 3 (best interests of the child) The best interests of the child must be a top priority in all decisions and actions that affect children.</p>
<p>Article 4 (implementation of the Convention) <i>Within the school’s remit, we must do all we can to make sure every child can enjoy their rights by creating systems and school policies that promote and protect children’s rights.</i></p>
<p>Article 12 (respect for the views of the child) Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child’s day-to-day home life.</p>
<p>Article 13 (freedom of expression) Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.</p>

Article 14 (freedom of thought, belief and religion)

Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights. *Within the school's remit, we must respect the rights and responsibilities of parents to guide their child as they grow up.*

Article 15 (freedom of association)

Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

Article 18 (parental responsibilities and state assistance)

Both parents share responsibility for bringing up their child and should always consider what is best for the child. *Within the school's remit, we will do our utmost to support parents by creating support systems for children and giving parents the help they need to raise their children.*

Article 19 (protection from violence, abuse and neglect)

Within the school's remit, we will do all we can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

Article 22 (refugee children)

If a child is seeking refuge or has refugee status, *within the school's remit, we will do our utmost to provide them with appropriate protection and assistance to help them enjoy all the rights in the Convention.*

Article 23 (children with a disability)

A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community.

Article 24 (health and health services)

Every child has the right to the best possible health. *Within the school's remit, we must provide good quality health care, clean water, nutritious food, and a clean environment and education on health and well-being so that children can stay healthy.*

Article 28 (right to education)

Every child has the right to an education. Discipline in schools must respect children's dignity and their rights.

Article 29 (goals of education)

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Article 30 (children from minority or indigenous groups)

Every child has the right to learn and use the language, customs and religion of their family, whether or not these are shared by the majority of the people in the country where they live.

Article 31 (leisure, play and culture)

Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

Article 34 (sexual exploitation)

Within the school's remit, we must protect children from all forms of sexual abuse and exploitation.

Article 39 (recovery from trauma and reintegration)

Children who have experienced neglect, abuse, exploitation, torture or who are victims of war must receive special support to help them recover their health, dignity, self-respect and social life.

Article 40 (juvenile justice)

A child accused or guilty of breaking the law must be treated with dignity and respect. They have the right to legal assistance and a fair trial that takes account of their age.

This policy was updated, reviewed and approved by ONE International School Board: February 2020