

ANGLO EUROPEAN SCHOOL



ANTI-BULLYING POLICY

Policy	Anti-Bullying Policy
Received/first adopted*	
Origin	
Statutory/Non-Statutory	Deemed as Statutory
Reviewed/approved* by Leadership Team	Personnel
Ratified/Reviewed* by Committee FGB/Curriculum/F&R/Personnel	Personnel 01/10/2019
Ratified/Reviewed by FGB	04/12/2019
Published to Governor's area on Website	11/12/2019
Published in school	13/12/2019
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Reviewed	Biennial

Statement of Intent

This policy should be read in conjunction with the e-safety policy, behaviour policy and Child Protection Policy. This policy extends beyond the school premises and is also relevant when travelling to and from school, on the visits and exchanges programme, after school clubs and activities and in cyber-bullying incidents.

School Policy

Every student at the Anglo European School has the right to enjoy their learning and leisure time free from intimidation, both physical or verbal. Students should feel confident that if they are bullied, they will be listened to and every effort will be made to stop the bullying as soon as possible. It is the intention of this policy to explain to students, parents and staff what we will do when someone talks to us about bullying. The anti-bullying policy applies to *all* members of the school community.

In accordance with the 'Education Act 2002, the Education and Inspectors Act 2006 and the Equalities Act 2010,' our school ethos helps to create a secure and safe environment for all members of our school community to study and work within. Differences and cultural diversities are celebrated. Bullying will not be tolerated. Students who are targeted will be treated sympathetically if they tell someone it has happened to them. The Headteachers and all staff take the lead in creating a climate in which students will be encouraged to report any bullying incident immediately in the expectation that it will be dealt with urgently and fairly.

Members of the school community have a right to be treated equally and with respect. All staff must be kept informed of any concerns with regard to their performance in post and line managers are expected to be aware of the difference between bullying and normal protocol. Senior staff are available to all members of the school staff if they feel that bullying is taking place in their work area. The school recognises that issues of bullying can be complex and therefore deals with each incident on a case by case basis.

What is Bullying at AES?

There is no universally accepted definition of bullying and sometimes parents / carers and children can get confused between what is bullying and what is a friendship fall out or relational conflict between children. Bullying is generally considered to be behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.

Relational Conflict vs. Bullying

The following table provides a very simplistic guide to some of the differences between bullying and relational conflict.

Happens Occasionally	Repeated Hurtful Behaviour
Accidental	Deliberate
Equal Power	Imbalance of Power

Remorseful	No Remorse
Effort to solve problem	No effort to solve problem

Bullying may be peer to peer, teacher to student or student to teacher. There are many ways that bullying is defined, but it is almost always seen to be actions which are:

- Deliberately hurtful
- Repeated over a period of time
- Difficult for victims to defend themselves against

The main ways that bullying is seen to occur is:

- **Physical:** pushing, kicking, hitting, and any other forms of violence or threats.
- **Verbal:** name-calling, sarcasm, spreading rumours, persistent teasing.
- **Emotional:** excluding, tormenting (i.e. hiding books, threatening gestures), ridicule, humiliation.
- **Racist:** racial taunts, graffiti, gestures.
- **Sexual:** unwanted physical contact, abusive comments, homophobic abuse.
- **Cyber – bullying:** Cyber bullying is any form of bullying which takes place online or through smartphones and tablets. Social networking sites, messaging apps, gaming sites and chat rooms such as Facebook, Xbox Live, Instagram, YouTube, Snapchat and other social media sites.

- Indeed, any action which persistently makes a child feel uncomfortable, insecure or threatened, may be defined as bullying. Intentional behaviour of this kind will be regarded as particularly serious. Bullying may be peer to peer, teacher to student or student to teacher.

Symptoms

A child may be targeted for any number of reasons, for example, as a result their accent, their looks or behaviour, none of which are tolerated. A child may indicate through signs or behaviour that he/she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- Is frightened of walking to or from the school
- Doesn't want to go on a bus
- Changes their route to the School
- Is anxious to be driven in
- Changes their usual routine
- Is unwilling to go to school 'school anxious'
- Begins to truant
- Becomes withdrawn, anxious or lacking in confidence
- Starts stammering
- Feels ill in the morning
- Begins to do poorly in school work
- Comes home with clothes torn or books damaged
- Has possessions which are damaged or 'go missing'
- Asks for money or starts stealing money (to pay a bully)
- Has money continually 'lost'
- Has unexplained cuts or bruises

- Comes home starving (money/lunch has been stolen)
- Becomes aggressive, disruptive or unreasonable
- Is bullying other children and siblings
- Stops eating
- Is frightened to say what's wrong
- Gives improbable excuses for any of the above
- Is afraid to use the internet or mobile phone
- Is nervous and jumpy when a cyber-message is received
- Attempts or threatens suicide or runs away
- Cries themselves to sleep or has nightmares

These signs and behaviours sometimes indicate other problems, but bullying should be considered a possibility and should be investigated.

Equal Opportunities

This School is committed to working towards equal opportunities in all aspects of school life.

All resources used will support this commitment.

Prevention

It is the intention of the school to deal with bullying, but also to do all that we can to prevent it from happening in the first place. We aim to achieve this in the following ways:

- Time is given in the curriculum, in the PSHE/Citizenship programme, to examine issues in bullying.
- The school works with outside agencies as appropriate to develop the social skills of students and to promote understanding and support for each other.
- Where possible, students will be actively involved in helping both the target(s) and perpetrator(s) address the difficulties in a bullying issue, e.g. using our Helping Hand, (students are linked to Year 7 and 8 forms and are available for students to talk to if they have any concerns) Girls on Board, Restorative meetings and other strategies which can support both the victim and the perpetrator.
- Train Ambassadors and buddies support students at vulnerable times in school.
- Anti-Bullying will be discussed within tutor period and in assemblies. When available, outside groups with specialist skills will be invited into school.
- Make means available for students to 'tell' that there are problems e.g. via the anti-bully box, staff in student services, Girls on Board work, restorative meetings, Helping Hands students, Teachers, Year Leaders, Pastoral Manager and Form Tutors and senior members of staff.
- Before school, at break time and the end of the day, there are staff on duty who students can talk to if they have any concerns.

The school has a clear duty to:

- Create an environment that promotes a 'telling and listening' attitude. We use the strap line- 'Tell someone'.
- Promote respect and tolerance for each other and teach students to value diversity in all its forms.
- Ensure that students who bully understand that their behaviour is unacceptable and will be stopped.

- Develop assertive skills in students that will help them to avoid being bullied.

The school monitors and evaluates the levels and extent of bullying that takes place through the use of:

- Student well-being questionnaires
- Student Council support
- SHUE (Schools Health Education Unit) Survey - (this is conducted bi-annually)
- Analysis of bullying incidents in school bullying logs

We strive to ensure that bullying at AES is not tolerated. The good relationships that exist between staff and students encourage students to feel confident to report any incidents of bullying that happen to themselves or others. In the event of a bullying incident or situation, the following guidance should be followed:

Guidelines – responding to incidents

- When a bullying incident is reported, the disclosure will be taken seriously and acted upon promptly.
- Information from various sources will be gathered by the Year Leader or investigating officer, who will inform a senior member of staff. The bullying records will be regularly scrutinised for patterns of behaviour and are monitored as part of the SEF evaluation termly.
- Follow-up interviews with students will be implemented as appropriate.
- The relevant member of the senior leadership team will normally oversee the investigation and ensure that all those with an active concern in the incident, particularly, the student(s) and parents are kept informed both at the investigation stage and in the subsequent follow up.
- An assessment will be made for any immediate potential danger and suitable arrangements will be made for the student(s) as appropriate.
- When the investigation has been completed, the actions and outcomes are recorded on the Student Incident Record which is forwarded to the Assistant Headteacher (Achievement) for logging. This may include sanctions. When necessary and appropriate, police will be consulted.
- The student statement form and associated accounts related to the incident will be placed in the target's and perpetrator's file. These files will be held according to school policy.
- Arrangements will be put in place to assess whether the bullying has been stopped. This will continue for as long as necessary.
- Bullying incidents will be entered in the bullying logs on SIMs.

Resulting Actions

Students who have been targeted will be supported by one or more of the following, as appropriate:-

- Offered an immediate opportunity to discuss the experience with their Year Leader or member of the school community of their choice.
- Offered continuous support and reassurance.
- Restore self-esteem and confidence.

- Given opportunities to discuss their concerns with members of Helping Hands/Girls on Board session.
- Given safe areas to go to if the student feels vulnerable at particular times in the school day
- Offered a restorative meeting with the perpetrator.

Students who are the perpetrators of bullying will be supported by some of the following:

- Discussing what happened with a pastoral manager, Year Leader or senior member of staff.
- Working out why the pupil became involved and how they should act differently next time.
- Opportunities to discuss their concerns with a nominated member of staff.
- Establishing their wrong doing and need to change with some agreed targets and monitoring meetings established.
- Informing parents or guardians to help change the attitude/behaviour of the pupil.
- Restorative meeting with the victim/s.

The following disciplinary steps may also be taken:

- Official warnings to cease offending.
- Removal of privileges/activities.
- Detention.
- Parental meeting.
- Restorative meeting with victim and teacher (mediator).
- Exclusion from certain areas of school premises.
- Fixed term exclusion/permanent exclusions.

The role of the school

- The school issues a Home-School agreement, which sets out expectations of the school, parents and student, which is signed by all parties
- Regular training for all members of the school community is undertaken as part of the school's induction programme
- Students follow a programme throughout their PHSE programme including using resources from Kidscape and other named organisations
- The school monitors, evaluates and reviews its anti-bullying programmes and policies
- The school promotes positive behaviour and teachers follow the rewards system (see Behaviour and Rewards Policy)
- Anti-bullying work is undertaken as part of the Citizenship programme of study and during form time at selected periods during the year
- The school will not tolerate any form of bullying, including Cyber-bullying (see e-safety policy)
- The schools assembly system addresses issues of bullying/cyber-bullying and e-safety – this is conducted on a termly basis
- The school will send parents via In-Touch copies of resources shared in form class with students on a monthly/half termly basis.

- Parents are all informed of e-safety issues at ‘Settling in Evening’ and Progress Evenings
- The school reserves the right to report any inappropriate behaviour to the police and recognise the right of parents to refer matters to the police

The role of the governors

- There is a named Anti-Bullying Governor
- Anti-bullying strategies are discussed as part of the policy review at Governors’ Personnel Committee.
- The Governing Body and the school are aware of their statutory duties with regard to behaviour and bullying (note: this includes compliance with equalities legislation)
- The governing body and the wider school community have a shared definition of bullying; an anti-bullying policy that is understood by all; and that pupils, staff and parents and carers have access to the polices

The role of the parents

- Parents are required to make the school aware of any incidents of bullying
- Parents are expected to support the school’s anti-bullying policy and support any sanctions awarded by the school towards the perpetrator and implement any preventative measures or home sanctions as advised.
- Threatening or intimidating behaviour by parents will not be tolerated. In the event of such an occurrence, all communication with the school will be restricted to an allocated member of the Senior Leadership Team and the adult may have restricted access to the school site
- Parents have the right to refer matters to the police

The role of the students

- Students are to report any incidents of bullying which they witness or have heard of to a member of staff in the school.
- Students are expected to participate fully in the anti-bullying programme within school.
- In Year 10, students have the opportunity to become a Helping Hands mentor, Girls on Board Ambassadors or Train Ambassadors to support students who may be vulnerable.
- Students should share any e-safety/on-line bullying concerns with the school.

Training

- Year Leaders and pastoral managers should have regular training updates from professional bodies who support anti-bullying.
- Helping Hands students and Train Ambassadors undertake annual training.
- Staff are made aware of the Anti-Bullying Policy via the schools’ induction programme, training days and policy review process.
- Girls on Board Ambassadors are trained by the Girls on Board team and Staff Representatives.

Monitoring, Evaluation and Review

- The school will review this policy and assess its implementation and effectiveness annually.
- All bullying incidents are logged on SIMs and monitored for consistency of application and patterns of behaviour by Assistant Headteacher (Achievement) and Headteacher through the SEF Evaluation termly.
- The policy will be promoted and implemented throughout the school.

The Role of External Agencies and Procedures for their Involvement

- The school will report serious incidents to the police or where there is a safe-guarding concern, a referral will be made to Social Services.
- External Agencies will be used to support and assist the teachers in the development of the classroom-based work and on a one to one basis as appropriate. They will be required to work within the school's moral framework outlined earlier.
- Every individual who has contact with the students on a one to one basis will be DBS checked.

Confidentiality

Students will be made aware that some information cannot be held confidentially and that their best interests will be maintained.

Disclosure or Suspicion of Possible Abuse

The Anglo European School has a Child Protection Policy and procedure for dealing with child abuse based on DfE guidelines and recommendations.

Complaints

If there is a concern about the anti-bullying procedures in place, then parents have the right to make a formal complaint. Please see the school's Complaints Procedures.

HELP ORGANISATIONS:

Advisory Centre for Education (ACE)	020 7354 8321
Children's Legal Centre	01206 873820
KIDSCAPE (Parents Helpline, Mon-Fri 10-4)	020 7730 3300
Parentline Plus	08088 002222
Youth Access	020 8772 9900
CEOP (Child Exploitation and Online Protection)	0870 000 3344