

# Baleares International College

BIC - an international community, caring, sharing and learning together



## Anti-bullying Policy

### Purpose

Baleares International College seeks to create a safe environment in which all members of the school community feel supported and free from bullying; we are working with staff, students and parents to create a school community where bullying is not tolerated. All types of bullying are harmful and can prevent students achieving their academic and personal potential.

As a school we endeavour to make sure that no one experiences any form of bullying, as described in Appendix 1. Baleares International College recognises that any student can be bullied but certain factors as listed below can make bullying more likely:

- A lack of close friends in school
- Shyness
- Race, religion, sexual orientation or social class
- A disability or some other obvious difference (for example acne or stammering)

This policy seeks to put into practice the shared values of the school community (students, parents and school staff). It is shared with the community so that not only teaching staff are aware of their responsibilities in tackling bullying, but students are also responsible for the safety of each other too.

### Content

As a school, we have expectations about acceptable standards of behaviour (see Behaviour Policy).

We have a "No Blame" approach to the issue of bullying (Appendix 2).

### Procedures

Staff acknowledge that there are common signs that indicate bullying might be taking place and endeavour to make sure that bullying is prevented from happening. We use a stepped approach to sanctions given to students who have been exhibiting bullying behaviour and provide guidance to students on what constitutes bullying and what to do if they are being bullied. The procedures used are listed in detail as Appendix 3.

### Monitoring

All members of staff will monitor the interactions that take place between students and act in accordance with this policy.

All parents and guardians are asked to be familiar with this policy and to raise concerns with regards bullying to their Class Teacher/Form Tutor.

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All students are asked to tell a member of staff immediately if they are bullied or if they witness another student being bullied.

## Evaluation

The policy is regularly reviewed. The review will include staff, students, parents and other stakeholders. Review date: February 2017

## APPENDIX 1

### TYPES OF BULLYING

- Verbal Bullying. This may include sustained: name calling, racist remarks, homophobic comments, derogatory comments about a student's disability, socio-economic status or academic ability.
- Physical Bullying. E.g. hitting, kicking, spitting or any other deliberate bodily harm.
- Cyber Bullying. E.g. offensive text messages, publishing hurtful comments on the internet, unkind or threatening emails, misuse of chat rooms, inappropriate phone calls, inappropriate use of video/picture clips.
- Indirect Bullying. E.g. deliberately excluding people from friendship groups on discriminatory grounds or spreading malicious rumours.

## APPENDIX 2

### "NO BLAME" APPROACH TO BULLYING

A teacher or member of the staff receiving a report of bullying should write down what they know and pass it to the student's tutor/class teacher, who will decide with the Head of Primary/Secondary who is to apply the procedure. In principle, any member of staff can follow the steps outlined here. The Head of Primary/Secondary in consultation with the class teacher/tutor and member of staff will also decide whether the incident should be considered as 'serious bullying' and is in need of further referral, possibly leading to exclusion.

The teacher interviews the person who feels bullied (X), and records who was involved in the bullying, and how the speaker feels. The teacher asks for clearance to report these things to those concerned.

The teacher then meets all involved. He/she explains the problem, and the feelings of a class member. He/she promises that no-one is to be blamed or punished, but states that she knows that the group are responsible and can do something about the problem. He/she asks all concerned for their suggestions about how to change the situation so that the class member feels happier. All names are kept confidential and no single student is identified as either a victim or perpetrator.

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The group offers suggestions about how the student could be helped to feel happier. The teacher responds positively but does not look for promises of improved behaviour. Then the problem is left with the group. An arrangement is made to see them again to see how things are going.

A week later or after a suitable agreed time, he/she checks how all the people concerned are getting on. A second meeting is occasionally needed.

If necessary a whole school assembly can be lead by either the Head of Primary/Secondary and in a further instance by the school Principal.

If in instances where the 'No Blame' approach has been unsuccessful, the school will adopt - after detailed and sustained investigation - the following stepped approach: (Appendix 4 for guidelines in collecting information)

## **STEP 1:** for minor/single incidents

An apology and assurance that bullying will stop and/or a detention including an extended piece of written work. A temporary exclusion from certain areas of the school site may also be considered. A formal letter will be sent home explaining the actions taken and the reasons why.

## **STEP 2:** for more serious cases

As Step 1 and parents will be asked to come into school to discuss the problem. If bullying persists a change of class may be considered.

## **STEP 3:** for very serious cases or incidents sustained over time

As Steps 1 and 2 and exclusion from lessons (internal exclusion) or temporary exclusion from school (external exclusion). In the most extreme cases a student may be permanently excluded from school and removed from the Baleares International College student roll.

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## APPENDIX 3

### PROCEDURES USED TO DEAL WITH BULLYING ISSUES

#### 1. Recognising the Signs of Bullying

Staff look out for the following signs that indicate bullying might be taking place:

- Student becomes withdrawn or anxious
- Student shows a deterioration in their work
- Student's attendance becomes erratic
- Student has spurious illnesses
- Student has sudden change in weight, loss or gain
- Student arrives persistently late for school
- Student prefers to stay with adults
- Student is consuming banned/illegal substances
- Student self-harms

#### 2. Preventing Bullying

- We take every opportunity to demonstrate to students, through the PSHE curriculum and by example, that it is totally opposed to bullying.
- Staff do not ignore bullying, they intervene to prevent bullying and report also suspected incidents of bullying.
- Students are encouraged to report any incidents of bullying following the "No Blame" procedure.
- Staff praise students when they show consideration and kindness to others.

#### 3. Dealing with Bullying Incidents

- Any incidents of bullying are taken seriously and are dealt with quickly.
- Any student who is being bullied is encouraged to speak to a member of staff.
- Any bullying incidents observed by staff or students are reported to the Class Teacher/Form Tutor or Head of Primary/Secondary.
- All people involved follow the guidelines of the school's "No Blame" Approach. This approach encourages students to:
  1. discuss what happened
  2. identify why students were involved
  3. establish what bullying is and why it is wrong (perpetrator)
  4. feel reassured and restore self-esteem (victim)
- Students and parents will be kept informed by staff

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## 4. Advice to Students

Students are given guidance on what to do if they are being bullied in PSHE lessons. The tutorial system also encourages students to make positive interactions with each other. Assemblies are also used to promote good behaviour and highlight the effects of antisocial and unjust behaviour.

## APPENDIX 4

### Staff guidance: if bullying is reported, or if staff notice a bullying incident.

- Minor incidents will be reported to the student's Class Teacher/Form Tutor, who should investigate the incident and inform the Head of Primary/Secondary in writing of the outcome.
- For serious incidents of bullying, staff will inform Head of Primary/Secondary directly who will then report to the Principal if necessary.

### 1. Interview the victim, alleged bully and any witnesses separately.

- Try to ensure that there is no possibility of contact between the students interviewed.
- If a student is injured, take the student immediately to the Office for a medical opinion of the extent of the injuries.
- Use a room that allows you to interview in privacy. A witness is recommended for serious incidents.
- Avoid making premature assumptions. It is very important not to be judgemental at this stage.
- Be non-confrontational.
- Ask the alleged bully and the alleged victim to write down details. This may need prompting with questions from you to obtain the full picture though these should not be leading.
- Ask additional witnesses/by-standers for information, preferably written.
- Listen carefully to all accounts - several students saying the same does not necessarily mean they are telling the truth, particularly if they have had an opportunity to discuss the incident in advance.
- Do not attach blame until your investigation is complete.
- Adopt a problem-solving approach which moves a bully on from justifying themselves. Ask the alleged bully to suggest ways in which the situation can be improved.
- If the bullied student might have provoked the bullying incident, help them to understand how.
- Tell all students interviewed that they must not discuss the interview with other students.

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## 2. Record details of the bullying

- Write a very brief summary of the incident and share with relevant parties.
- Write a more detailed single account and attach written statements of alleged victim, alleged bully and witnesses. Full names of all involved should be included in this account. (ISAMS)
- All written notes should have copies made and shared with Head of Primary/Secondary as well as the Principal if necessary and an entry is made into the student file.

## 3. Take appropriate action to deal with the bully

- If you are satisfied that bullying did take place, help the student to understand the consequences of their actions and warn them that there must be no further intimidation. Inform them of the type of sanction to be used if the bullying is repeated: STEP 1, STEP 2 and STEP 3 of the sanction procedure.
- If possible, try for reconciliation and genuine apology from the student.
- Realise that some students do not appreciate the distress they are causing and are willing to change their behaviour.
- Try to reach agreement on reasonable long-term behaviour.
- Inform parents about bullying incidents and what action is being taken - the School Office will send a letter/email to parents.

## 4. Support the victim - follow up checks

- The Class Teacher/Form Tutor should check informally on a weekly basis for a month after the complaint of bullying.
- If necessary, break up the group dynamics by asking staff to assign places in classes and in the form room.
- Discuss bullying in assembly or in the class/form or during PSHE delivery.
- If bullying is about a particular issue, mount an education programme during tutorial time, not focused on a particular child.
- Ask another student to befriend and support the victim.
- Give constructive advice if the victim seems to have been bullied because they are being a nuisance or intruding.
- Use peer mediation to resolve conflict if appropriate.

**Policy created: March 2016**

**Review date: March 2017**