



Policy for ANTI-BULLYING at the Independent Bonn International School

This policy is compiled using the DfE advice ‘ Preventing and Tackling Bullying’ (2014)’

The policy applies to all pupils at IBIS including those in the Foundation Stage.

Principles and Values

As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.

Objectives of this Policy

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.

What is Bullying?

Bullying is behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally. It can be short term or continuous over long periods of time.

Bullying can be:

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| Emotional | Being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures) |
| Physical | Pushing, kicking, hitting, punching or any use of violence |
| Racial | Racial taunts, graffiti, gestures |
| Direct or indirect verbal | Intimidation, name-calling, sarcasm, spreading rumours, teasing |
| Online bullying | All areas of internet, such as email and internet chat misuse Mobile threats by text messaging/ sexting and calls Misuse of associated technology, i.e. camera and video misuse. This area belongs to e-safety and is addressed in our Safeguarding and Child Protection Policy 2018 Teachers are required to address this issue in their PSHE teaching. |

Bullying may be related to:

- Race
- Religion
- Culture
- SEN or disability
- Appearance or health condition
- Home circumstances
- Discordance between pupils or parents
- Sex
- Gender
- Homophobia
- Because a child is adopted or is a carer

Bullying can take place in the classroom, playground, toilets, on the journey to and from school, on residential trips and cyberspace. It can take place during the school day, in the classroom, in the corridor or toilets, on the playground, out of school whilst on residential visits, day visits, in group activities and between families in the local community.

Bullies and Victims

Bullying takes place where there is an imbalance of power of bully over victim. This can be achieved by:

- The size of the individual
- The strength of the individual
- The numbers or group size involved
- Anonymity – through the use of online bullying or using email, social networking sites, texts etc.

Research shows that children whose parents are over-protective, may fall into the category of bully or victim in almost equal numbers. This makes these children more vulnerable to being bullied or becoming bullies, but this group is not exclusive.

Staff must remain vigilant about bullying and approach this in the same way as any other category of Child Abuse; that is do not wait to be told before you raise concerns or deal directly with the matter. Children may not be aware that they are being bullied; they may be too young or have Special educational needs or disabilities.

Staff should be able to identify children who may be vulnerable and who could fall victim to bullying as well as those who may demonstrate bullying behaviour.

Provocative Victim – research shows that some children are provocative victims – this means that they actively seek responses from others, often using their own behaviours to insight a reaction from others to either bring attention to themselves or get others into trouble.

Why is it Important to respond to bullying?

Bullying hurts. No one deserves to be a victim of bullying. Bullying has the potential to damage the mental health of a victim. Everybody has the right to be treated with respect. Pupils, adults or any person older than the IBIS pupils who are bullying need to learn different ways of behaving.

Signs and Symptoms

A child may indicate by signs or behaviour that he or 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 school
- Doesn't want to go on the school / public bus
- Changes their usual routine
- Is unwilling to go to school (school phobic)
- Begins to truant
- Becomes withdraw, anxious or lacking in confidence
- Cries themselves to sleep at night or has nightmares
- Feels ill in the mornings
- Begins to do poorly in school work
- Has possessions which are damaged or 'go missing'
- Has lunch or other monies continually 'lost'
- Has unexplained cuts or bruises
- Becomes aggressive, disruptive or unreasonable
- Is bullying other children or siblings
- Stops eating
- Is frightened to say what's wrong
- Gives improbable excuses for any of the above
- Lack of eye contact
- Is becoming short tempered
- Changes in attitude to people at home.

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

Outcomes

1. All known/reported incidences of bullying will be investigated by the class teacher or by a senior member of staff. Any adult or older persons must observe the school policy of refraining from taking personal action against any pupil. Failure to adhere to this policy will result in the adult being banned from the school premises.
2. Parents of the victim may also be questioned about the incident or their general concerns.
3. The bully (bullies) may be asked to genuinely apologise. Other consequences may take place eg a parent being informed about their child's behaviour.
4. In serious cases, suspension may be considered.
5. If possible, the pupils will be reconciled.
6. After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.
7. In the most persistent cases of repeated bullying the bully may be asked to leave the school altogether.
8. Detailed records will be kept of any incidences of bullying in order to evaluate the effectiveness of the school's approach or to enable patterns to be identified.

Prevention

At IBIS we use a variety of methods for helping children to prevent bullying through class assemblies, Circle Time, PSHE lessons, and our buddy system.

The ethos and working philosophy of IBIS means that all staff actively encourage children to have respect for each other and for other people's property. Good and kind / polite behaviour is regularly acknowledged and rewarded.

Staff will reinforce expectations of behaviour as a regular discussion. Staff are to follow our policy of welcoming every child to our school. Staff must be careful not to highlight differences of children or an individual child, even if this is done in jest. This gives other children advocacy to use this difference to begin calling names or teasing.

Staff must reinforce a general message that children do not have to be friends with everyone else, but they must be respectful of everyone else's feelings.

Children are involved in the prevention of bullying as and when appropriate. These may include:

- Writing a set of school or class rules
- Signing a behaviour contract
- Writing stories or poems or drawing pictures about bullying
- Reading stories about bullying or having them read to a class or assembly
- Making up role-plays about what to do through scenarios of bullying

If a child feels that they are being bullied then there are several procedures that they are encouraged to follow:

- Tell a friend
- Confide in your buddy
- Tell your school council rep
- Tell a teacher or adult whom you feel you can trust. Miss Tann is our Wellbeing Lead.
- Tell a parent or adult at home whom you feel you can trust
- Discuss it as part of Circle Time

Advice to Parents

As the parent of a child whom you suspect is being bullied:

1. Report bullying incidents to the class teacher.
2. In cases of serious bullying, the incidents will be recorded in the Behaviour Book and the Headteacher notified.
3. In serious cases parents should be informed and will be asked to come in to a meeting to discuss the problem.
4. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly.
5. An attempt will be made to help the bully (bullies) change their behaviour.

Do not:

1. Attempt to sort the problem out by yourself by speaking to the child whom you think may be the bully or by speaking to their parents.
2. Encourage the child to be a bully back.

P. Wharton
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