

TASIS THE AMERICAN SCHOOL IN ENGLAND
ANTI-BULLYING POLICY

This policy applies to the whole school including Boarding and the Early Years Foundation Stage (EYFS)

For purposes of this document, the term “Board of Directors” is deemed to have the same meaning as “Proprietor” in accordance with the ISSR, and is used interchangeably. This policy, which applies to the whole school, is publicly available on the school website and on request; a copy may be obtained from the Business Office. All who work, volunteer or supply services to our school have an equal responsibility to understand and implement this policy and its procedures, both within and outside of normal school hours, and including activities away from school. This policy should be read and understood in conjunction with our Safeguarding – Child Protection Policy; Behaviour Management, Discipline and Sanctions Policy; Whistleblowing Policies; and the Staff Code of Conduct.

Legal Status:

- This is a Statutory Policy.
- Complies with Part 3, paragraph 10 of The Education (Independent School Standards) (England) Regulations 2014 in force from 5th January 2015
- Prepared with reference to: [Advice for parents and carers on cyberbullying \(DfE- November 2014\)](#), [Cyberbullying: Advice for headteachers and school staff \(DfE- November 2014\)](#), [Preventing and tackling bullying: Advice for headteachers, staff and governing bodies \(DfE- October 2014\)](#) and [School support for children and young people who are bullied \(DfE- March 2014\)](#)
- Has regard to the Equality Act 2010 and the Public Sector Equality Duty

Applies to all:

- activities undertaken by the school inclusive of those outside of the normal school hours and away from the school site
- who, work, volunteer or supply services to our school - that is all staff (teaching and support staff), students on placement, the Board of Directors and volunteers working in the school.

Related documents:

- Anti-Bullying: Parents and Pupils Information Sheets, Anti-Bullying Code, What to do if you are Worried
- Positive Behaviour Management Policy (including Sanctions, Rewards, and Exclusions), The School Rules
- Safeguarding Policy and Procedures including Child Protection
- e-Safety Policy including Cyber-Bullying and Acceptable Use, including Mobile Phone and Camera Policy
- Personal, Social, Health, Economic Education (PSHEE) and Citizenship
- Spiritual, Moral, Social and Cultural (SMSC) Development

Designated Member of Staff responsible for Anti-Bullying

The Member of Staff with overall responsibility for Anti-bullying in the whole school is Mr Jason Tait, Head of Upper School Student Life, and Head with oversight of Pastoral Care at the school including Behaviour Management. Ms Debbie Fassee, Head of the Lower School, works in conjunction with Ms Maria McAllister, who has responsibility with regard to the Early Years Foundation Stage.

Monitoring and review: This policy is subject to continuous monitoring, refinement and audit by Dr Mindy Hong (Head of School), Mr Anthony Jones (Deputy Head of School) and Ms Donna Fearn who is the Designated Safeguarding Lead (DSL). The Board of Directors will undertake a full annual review of this policy and procedures, inclusive of its implementation and the efficiency with which the related duties have been discharged. This discussion will be formally documented in writing. Any deficiencies or weaknesses recognised in arrangements or procedures will be remedied immediately and without delay.

Signed: 

Dr Mindy Hong
Head of School

Date: October 2016

Mr Ben Dorman
Chairman, Board of Directors

TASIS is committed to safeguarding and promoting the welfare of students and expects all staff and volunteers to share this commitment. It is our aim that all students fulfil their potential.

This policy was last reviewed by the Board of Directors of the school in October 2016 and will next be reviewed no later than October 2017 or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require. All staff will be informed of the updated/reviewed policy and it is made available to them in either a hard copy or electronic format.

Principles - Aims and Objectives: The aim of the anti-bullying policy is to ensure that students learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed will students be able to fully benefit from the opportunities available at the school. Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. Bullying includes: (mainly repetitive) name-calling; taunting; mocking; making offensive comments; kicking; hitting; pushing; taking belongings; inappropriate text messaging and emailing; sending offensive or degrading images by phone or via the internet; producing offensive graffiti; gossiping; excluding people from groups; and spreading hurtful and untruthful rumours.

Bullying can occur through several types of anti-social behaviour. It is often motivated by prejudice against particular groups. For example, this may include cyber-bullying and prejudice-based bullying on the grounds of race, culture, sex, sexual orientation, homophobia, gender reassignment, special educational needs or disability (as defined in the Equality Act 2010), the use of discriminatory language, religion and belief, or because a child is adopted or is a carer. Bullying in any form will not be tolerated. We are a 'TELLING SCHOOL.' We treat all our students and their parents fairly and with consideration and we expect them to reciprocate towards each other, the staff and the school. We aim to create an environment that is happy and encourages good behaviour and respect for teachers, peers and everyone around the students.

Bullying – Child Protection Related Issues: A bullying incident is treated as a child protection concern when there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm. In such cases the school reports its concerns to the Surrey Safeguarding Children's Board by telephone on 0300 123 1630 during office hours or the out of hours Duty Team (evenings and weekends) on 01483 517898. Any kind of bullying is unacceptable.

Definition of Bullying: Bullying can be defined as a deliberate, unprovoked and a repeated (over time) action, to intentionally hurt, humiliate, threaten, frighten or hurt an individual or group physically or emotionally. However, at times a single incident can have precisely the same impact as persistent behaviour over time. Bullying often involves an imbalance of power, leaving someone feeling helpless to prevent or stop the behaviour. It can lead to feelings of distress, fear, isolation, loneliness and a lack of confidence in those who are at the receiving end. *It may occur directly or through cyber-technology such as social websites, mobile phones, text messages, photographs and e-mail. A feature of bullying in schools is that its existence is not always immediately known or suspected by those in authority. The school recognises the seriousness of both physical and emotional bullying in causing psychological damage and even suicide. The term 'bullying' is commonly associated with acts of violence, but non-physical bullying is experienced by most students at some period during their school career. If our staff feel that an offence may have been committed, we will seek assistance from the police.*

Bullying may involve complicity that falls short of direct participation, such as the manipulation of a third party to tease or torment someone. It may be overt and intimidating, but is often hidden and subtle. A feature of bullying in schools is that its existence is not always immediately known or suspected by those in authority. The school recognises the seriousness of both physical and emotional bullying in causing psychological damage, eating disorders and self-harm, and can even lead to suicide.

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Bullying can be:

- *Emotional (indirect bullying) including isolation of others by a refusal to co-operate with them and exclusion -* being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures), deliberately excluding from social groups or an activity by refusal to sit next to/ talk to/ work/ co-operate with others and refusal to follow staff instructions to do the above, or malicious rumours, e-mails or text messages, and also exclusion from play/discussions etc. with those whom they believe to be their friends.
- *Physical harm or its threat including the abuse of personal property –* jostling, serious fighting, pushing, kicking, hitting, taking or hiding belongings, punching or any use of violence; deliberately destroying or damaging work or possessions or removing personal property, use of weapons/threatening use of weapon (or any object which could be used as a weapon), intimidation through physical gestures and actions.
- *Cyber –* not occurring face to face but rather through electronic means including, but not limited to, social networking sites, internet and intranet sites, email, instant messaging, by mobile phone including through text messages and phone calls, photographs both real and manipulated and so on. For more details of this see the specific ICT-Based forms of abuse (including Cyber Bullying) Policy.
- *Racist -* Bullying directed at individuals of a certain race, culture, ethnicity, language, faith, community, national origin or national status. The distinctive feature of racist bullying is that the victim is attacked not as an individual but as the representative of a family, community or group. This is an area where schools are required to keep statistics about incidents.
- *Cultural –* focusing on and/or playing off perceived cultural or other similar differences.
- *Sexist –* covers a wide range of behaviour from name calling to physical sexual assault. It is the use of sexual language or negative stereotyping on the basis of gender.
- *Sexual -* is unwanted or inappropriate physical contact or sexual innuendo.
- *Homophobic -* This is bullying which is directed towards people who are openly gay, bisexual, are perceived as gay, or show characteristics. Heterosexual young people subject to homophobic bullying are more reluctant to report it as this may enforce the stereotypical way that they are already viewed by others, so sensitivity and positive support is required for victims.
- *Perceived Status –* This is bullying that can be related but not limited to grade level, physical size, appearance and economic status.
- *Religious –* Attacking faith, belief, religious practice or custom.
- *Special Educational Needs and Disability –* remarking upon, drawing attention to, or discriminating against persons with physical disabilities or learning difficulties or other identified special educational needs such as emotional and behavioural disabilities (EBD) and Specific Learning Difficulties (SLD) - (Dyslexia, Dyscalculia and Dyspraxia).
- *Verbal -* name-calling, sarcasm, spreading rumours, making snide comments, teasing, humiliating others, threatening others, inciting others to humiliate and threaten others and
- *Written – –* spreading rumours, writing, printing unkind or malicious on paper or excluding someone from social groups.

Bullying can take place between student and student, staff and staff and staff and student. We consider the pastoral care of the students and staff to be of prime importance. In class, this role largely rests with the class teacher. It is school policy that any misdemeanour will be dealt with by the member of staff present when it occurs, whether in the playground, classroom, cloakroom or any part of the school. A common code of behaviour is expected from everyone at TASIS (please refer to our Behaviour Policy). All staff and volunteers at TASIS are expected to treat each other with a professional level of respect.

If you are the victim

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- 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.
- Share your feelings with someone else. Do not blame yourself – it is not your fault.
- If possible, talk to a member of the Staff. If you would rather not go straight to a member of staff, talk to your friends or any trusted adult. They may well be able to advise on an appropriate course of action, or will be able to involve other people who can. There are also people outside the School who would be willing to help. Childline: 0800 1111

If a pupil has witnessed bullying behaviour

Support the victim of bullying by offering your friendship and make it clear that in your opinion what is happening to them is wrong. Encourage them to speak out on their own behalf by confronting the bully, or with their permission, confront the bully yourself. Accompany the victim to a trusted adult.

Signs of Bullying

The term 'bullying' is commonly associated with acts of violence, but non-physical bullying is experienced by most students at some period during their school career. All staff must be alert to the signs of bullying. These may include:

- unwillingness to return to school;
- displays of excessive anxiety, lacking concentration, becoming withdrawn or unusually quiet;
- failure to produce work, or producing unusually bad work, or work that appears to have been copied, interfered with or spoilt by others;
- books, bags and other belongings suddenly go missing, or are damaged;
- a change in established habits (e.g. giving up music lessons, change to accent or vocabulary)
- psychological damage and diminished levels of self-confidence;
- feigning illness, with frequent visits to reception with symptoms such as stomach pains, headaches and so on;
- unexplained cuts and bruises;
- frequent absences, erratic attendance and late arrivals to class;
- nervousness and jumpy when an electronic message is received;
- asking for extra pocket money or starts stealing money (to pay bully)
- choosing the company of adults
- displaying repressed body language and poor eye contact, difficulty in sleeping, experiences nightmares;
- verbal taunts;
- students sitting on their own and students left out of activity groups during lessons or play activities and
- talking of suicide or running away.

Although there may be other causes for some of the above symptoms, a repetition of, or a combination of these possible signs of bullying should be investigated by parents and teachers. Students 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. Students must be encouraged to report bullying in schools. All school staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with college policy.

IMPLEMENTATION

At TASIS the following steps may be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of faculty who has been approached.
- A clear account of the incident will be recorded and given to the appropriate administrator.
- The incident will be recorded and if appropriate all concerned will be interviewed.
- Teachers will be kept informed.

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- Parents will be kept informed.
- Punitive measures will be used as appropriate and in consultation with all parties concerned.

Students who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with a member of staff of their choice
- Reassuring the student
- Offering continuous support
- Restoring self-esteem and confidence.
- Discussing what happened
- Discovering why the student became involved
- Establishing the wrong doing and need to change
- Informing parents or guardians to help change the attitude of the student

Age and circumstance-appropriate disciplinary steps may be taken, in accordance with the school behaviour management policy. Please refer to Appendix 1 for Upper School, Appendix 2 for Middle School and Appendix 3 for Lower School, inclusive of EYFS.

- At TASIS we implement disciplinary sanctions that reflect the seriousness of an incident and convey a deterrent effect.
- If necessary, strong sanctions, such as exclusion, would be used in cases of severe and persistent bullying.

In the event of bullying taking place among the staff, the Head of School should be informed and appropriate decisions made with possible reference to the relevant school Employment Policies and Procedures. Accusations of bullying of a student (students) by members of staff will be investigated thoroughly. Each student is treated fairly and with respect. Members of staff to whom disclosures are made should initiate the following procedures themselves and/or consult with the relevant staff as appropriate. All disclosures, whether from a student, a parent, a member of staff or a volunteer should be taken seriously and treated with sensitivity. The victim(s) should be made aware that their safety is considered to be of paramount importance.

Good Practice for Staff:

- Be continually aware, watchful and available promoting good behaviour and encourage the care of others.
- Ensure students are appropriately supervised.
- Report all cases of bullying to the Head of School and if deemed necessary, to external agencies such as police/children's social care.
- Parents' involvement and cooperation can be sought and parents of students involved will be kept informed. Within the curriculum, TASIS will raise the awareness of the nature of bullying through inclusion in PSHEE, assemblies and subject areas, as appropriate, in an attempt to eradicate such behaviour.

TASIS's Anti-bullying Policy is dovetailed with the Behaviour Management, Discipline and Sanctions Policy (with support for the victim and the bully) and clearly states the sanctions for bullying. It is incumbent on TASIS to have clear policies that are communicated to parents, students and staff, along with creating an environment of good behaviour and respect, with helpful examples set by staff and older students. Integral to our policy is involving parents and making sure students are clear about the part they can play to prevent bullying, including when they find themselves as bystanders. Handling of a bullying incident is given much thought to ensure that the facts are fully known, agreed and understood by the bully/ies and the victim(s). Bullying instances are reported and recorded so that patterns can be identified. Records are also kept to evaluate the effectiveness of the approach TASIS has adopted. As always, our management of personal data is in line with statutory requirements.

E-safety - Cyber-Bullying Preventative Measures Please refer to the E-safety policy

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In accordance with legislative requirements we have a whole school approach to e-safety including online radicalisation. This includes annual update training for staff regarding e-safety. The school also organises annually an awareness session for parents with regards to e-safety. We expect all students to adhere to the safe use of the internet as detailed in our ICT-Based Forms of Abuse (including Cyber-Bullying) Policy. The active management of hardware, software and connectivity and vigilance of teachers and parents has an active part to play in the protection of students from Cyber-Bullying incidents. Students will have access to technologies that have both positive and negative potential. Our policy of the use of technology within the school setting and beyond is understood and respected by staff, and it is important the students and the wider school community also respect this policy. Within our e-safety policy, we have clearly defined roles and responsibilities for online safety as part of the school's wider safeguarding strategy and how this links with other safeguarding policies (please refer to safeguarding policy cited in related documents). There is clear guidance on the use of technology in the classroom and beyond for all users within the school's e-safety policy (please refer to e-safety policy including ICT acceptable use policy). The school's e-safety policy also delineates detail into the school's technical provision and infrastructure, including the safeguards in place to filter and monitor inappropriate content and alert the school to safeguarding issues (please refer to e-safety policy). Our staff receive professional development training of safeguarding techniques which include online safety (please refer to e-safety and safeguarding policies).

Staff Training

We raise awareness of staff through training, so that the principles of the anti-bullying policy are understood, legal responsibilities are known, action is defined to resolve and prevent problems and sources of support are available. Where appropriate we can invest in specialised skills to understand the needs of the students, including those with special educational needs and disabilities, and lesbian, gay, bisexual and transgender (LGB&T) students.

Classroom Management

Teachers' classroom management will link strongly to the School Behaviour Policy. This includes a positive ethos with emphasis on the dignity of each student, on praise and reward, rather than punishment. The skills of self-discipline must be learnt early in life. All students will know that their teacher is the person to whom they can talk in confidence. Students will be given the opportunity in class to discuss bullying and how to deal with it. Students will be encouraged to discuss how they get on with others and how to form positive attitudes towards them. This includes a review of what friendship really is and how to treat everyone with dignity and respect. Teachers will be aware that they can radically affect the incidence of bullying and that it must always be taken seriously.