TASIS

THE AMERICAN SCHOOL IN ENGLAND

Anti Bullying Policy

Document

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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.

1. Introduction

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

1.2. TASIS seeks to create an environment where bullying is not tolerated, where every student is respected, welcomed and valued. Central to our strategy is the development of trusting student-teacher relationships, which is fundamentally based upon a culture of listening. Through assemblies, morning meeting time, our school wide PSHEE program and advisory students are taught their rights and responsibilities and know how to seek help if these rights are infringed. This can include the use of an anonymous online reporting system called Tootoot. Teachers receive regular training in how to recognise, address and report bullying issues. The use of the safeguarding CPOMS data base supports this process and ensures that all such incidents are appropriately recorded. The school leadership team looks for patterns of behaviour and seeks to provide contextual safeguarding solutions to perceived issues.

1.3. 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.

1.4. The legal framework that has informed this policy:
   a. Complies with Part 3, paragraph 10 of The Education (Independent School Standards) (England) Regulations 2014;
   b. 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;
   c. Has regard to the Equality Act 2010 and the Public Sector Equality Duty

1.5. This policy applies to all:
   a. activities undertaken by the School inclusive of those outside of usual school hours and away from the School site;
   b. who, work, volunteer or supply services to the School - that is all staff (teaching and support staff), students on placement, the Board of Directors and volunteers working in the School.

1.6. Related documents, procedures and processes:
   a. Behaviour Management, Discipline and Sanctions Policy;
   b. Safeguarding Policy and Procedures;

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c. e-Safety Policy including Cyber-Bullying and Acceptable Use, including Mobile Phone and Camera Policy;
d. Personal, Social, Health, Economic Education (PSHEE) and Citizenship;
e. Spiritual, Moral, Social and Cultural (SMSC) Development;
f. Whistleblowing Policy;
g. Staff Code of Conduct;
h. Student Handbooks and Codes of Conduct.
i. Data Protection Policy

1.7. Issues of bullying among or between the staff team are dealt with under the Staff Code of Conduct.

2. Designated Member of Staff Responsible for Anti-Bullying

2.1. The Member of Staff with overall responsibility for Anti-bullying in the whole school is the Director of Pastoral Care including oversight of Behaviour Management.

2.2. The Head of the Lower School has responsibility with regard to the Early Years Foundation Stage.

3. Aims and Objectives

3.1. 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.

3.2. 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.

3.3. Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves.

3.4. Bullying includes (mainly repetitive):
a. name-calling;
b. taunting;
c. mocking;
d. making offensive comments;
e. kicking;
f. hitting;
g. pushing;
h. taking belongings;

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i. inappropriate text messaging and emailing;
j. sending offensive or degrading images by phone or via the internet;
k. producing offensive graffiti;
l. gossiping;
m. excluding people from groups;
n. spreading hurtful and untruthful rumours.

3.5. A single incident of bullying can have precisely the same impact as persistent behaviour over time.

3.6. Bullying can occur through several types of anti-social behaviour. It is often motivated by prejudice against particular groups.

3.7. 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.

3.8. Bullying in any form will not be tolerated. 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.

3.9. We aim to create an environment that is happy and encourages good behaviour and respect for teachers, peers and everyone around the students.

3.10. TASIS is a TELLING SCHOOL. This means that anyone who knows that bullying is happening is expected to tell a member of staff.

3.11. As a TELLING SCHOOL, we are all responsible as individuals, both students and staff for reporting any bullying we know about or see to ensure that everyone in our school community is safe. All students are encouraged to report incidents so that even if the victim is too frightened to say anything the bully will know they cannot get away with bullying behaviour because someone will tell.

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4. Bullying – Safeguarding and Child Protection Related Issues

4.1. A bullying incident may be treated as a child protection concern if there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm.

4.2. 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.

5. What is Bullying?

5.1. 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.

5.2. It may occur directly or through cyber-technology such as social websites, mobile phones, text messages, photographs and e-mail.

5.3. 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.

5.4. 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 a criminal offence may have been committed, we will seek assistance from the police.

5.5. Bullying may involve complicity that falls short of direct participation, such as the manipulation of a third party to tease or torment someone.

5.6. 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.

5.7. 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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5.8. **Bullying can be:**

a. *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.

b. *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 weapons (or any object which could be used as a weapon), intimidation through physical gestures and actions.

c. *Cyber* – not occurring face to face but rather through electronic means including, but not limited to, social networking sites, app's, 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.

d. *Racist* - Racist bullying can range from ill-considered remarks, which are not intended to be hurtful, to deliberate physical attacks causing serious injury. Racist bullying can be identified by the motivation of the bully, the language used, and/or by the fact that victims are singled out because of the colour of their skin, the way they talk, their ethnic grouping or by their religious or cultural practices. This is an area where schools are required to keep statistics about incidents.

e. *Cultural* – focusing on and/or playing off perceived cultural or other similar differences.

f. *Sexist* – sexism is a behaviour, language or prejudice, which expresses institutionalised, systematic and comprehensive discrimination. It is based on a stereotypical view of masculine and feminine roles. Sexism limits the options of women and girls and can lead to discrimination or less favourable

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treatment. It is learned behaviour, however, and can therefore be 'unlearned'. Sexist bullying covers a wide range of behaviour from name calling to physical sexual assault.

g. *Sexual* - is unwanted or inappropriate physical contact or sexual innuendo.

h. *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.

i. *Transphobic*: discriminatory behaviour towards someone because they are, or are perceived to be 'transgender' (a person who believes their true gender is different to that given to them at birth). Young transgender people are often bullied by people who think 'boys should act like boys' and 'girls should act like girls'. Sometimes people are bullied because they have a transgender friend or family member.

j. *Perceived Status* – This is bullying that can be related but not limited to grade level, physical size, appearance and economic status.

k. *Religious* – Attacking faith, belief, religious practice or custom.

l. *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).

m. *Verbal* - name-calling, sarcasm, spreading rumours, making nasty comments, teasing, humiliating others, threatening others, inciting others to humiliate and threaten others.

n. *Written* – spreading rumours, writing, printing unkind or malicious articles or comments on paper or excluding someone from social groups.

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6. How Does Bullying Occur?

6.1. Bullying can take place between student and student; staff and staff; and staff and student.

6.2. 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.

6.3. 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, toilets or any other part of the School.

6.4. A common code of behaviour is expected from everyone at TASIS (please refer to our Behaviour Policy).

6.5. All staff and volunteers at TASIS are expected to treat each other with a professional level of respect in accordance with the School 'Staff Code of Conduct'.

7. If You Are A Victim of Bullying

7.1. **Do Not Fight Back!** It can be hard, and some may tell you to fight back, but it's never the answer. If you give in to a bully and fight back, you may get into trouble instead of the bully! Don't bully a bully, because in the end you become a bully yourself.

7.2. **If you feel able to, confront the bully**. You can do this by verbally making him/her aware that you think that what he/she is doing is wrong. Practice with a friend, an adult, or with yourself in a mirror on things you can say. Practice saying it in a firm and direct way with confidence in your voice. Believing in yourself and telling others what you think can earn you respect and encourage others to stand up for themselves as well.

7.3. **Share your feelings with someone else.** If you would rather not go straight to a member of staff, talk to your friends or any trusted adult. We often fear telling someone because we don't want to look weak or feel embarrassed. It may be scary at first, but an adult can help stop the bullying and make things better. If the person gets into trouble, that's their problem because it was their fault for bullying. Not yours!

7.4. **Do not blame yourself – it is not your fault.** No one deserves to be bullied - EVER! No matter what is going on in your life, being bullied is not your fault. Either try to

stop it with the above tips or with the help of an adult. Don't ignore the problem and hope it will go away. Bullies bully because they can. Make it so they can't.

7.5. There are also people outside the School who would be willing to help:

a. Childline: 0800 1111
b. The Independent Listener – 0808 164 4084
c. Anne Longford - The Children's Commissioner – 0800 528 8330
d. NSPCC Helpline 0808 800 5000

8. Witnessing Bullying Behaviour

8.1. Support the victim of bullying by offering your friendship and make it clear that in your opinion what is happening to them is wrong.

8.2. 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.

8.3. Remember, TASIS is a TELLING SCHOOL which means that anyone who knows that bullying is happening is expected to tell a member of staff.

9. Signs of Bullying

9.1. The term 'bullying' is commonly associated with acts of violence, but non-physical bullying is experienced by many students at some period during their school life.

9.2. All staff must be alert to the signs of bullying. These may include:

a. unwillingness to return to school;
b. displays of excessive anxiety, lacking concentration, becoming withdrawn or unusually quiet;
c. failure to produce work, or producing unusually bad work, or work that appears to have been copied, interfered with or spoilt by others;
d. books, bags and other belongings suddenly going missing, or are damaged;
e. a change in established habits (e.g. giving up music lessons, change to accent or vocabulary);
f. psychological affects and diminished levels of self-confidence;
g. feigning illness, with frequent visits to the Health Centre with symptoms such as stomach pains, headaches and so on;
h. unexplained cuts and bruises;

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i. frequent absences, erratic attendance and late arrivals to class;
j. nervousness or being jumpy when an electronic message is received;
k. asking for extra pocket money or starts stealing money (to pay bully);
l. choosing the company of adults
m. displaying repressed body language and poor eye contact, difficulty in sleeping, experiencing nightmares;
n. verbal taunts;
o. students sitting on their own and students left out of activity groups during lessons or play activities and
p. talking of self-harm, suicide or running away.

9.3. 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 staff.

9.4. 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 School policy.

10.Implementation

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

a. If bullying is suspected or reported, the incident will be dealt with immediately by the member of faculty who has been approached.
b. A clear account of the incident will be recorded and given to the appropriate administrator.
c. The incident will be recorded and if appropriate all concerned will be interviewed.
d. Teachers will be kept informed.
e. Parents will be kept informed.
f. Corrective measures will be used as appropriate and in consultation with all parties concerned.

10.2. Please refer to Appendix A for the Faculty Protocol for addressing issues of bullying

10.3. Students who have been bullied will be supported by:

a. Offering an immediate opportunity to discuss the experience with a member of staff of their choice.

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b. Reassuring the student.
c. Offering continuous support.
d. Restoring self-esteem and confidence.
e. Discussing what happened.
f. Discovering how or why the student became involved.
g. Establishing the wrong doing and need to change.
h. Informing parents or guardians to help change the attitude of the student.

10.4. Appropriate disciplinary steps may be taken according to age and circumstance, and in accordance with the School Behaviour Management Policy. Refer to the Behaviour Management Policy For appropriate appendices.

10.5. At TASIS we implement disciplinary sanctions that reflect the seriousness of an incident and convey a preventive effect.

10.6. If necessary, strong sanctions, such as exclusion, would be used in cases of severe and persistent bullying.

11.Allegations of Bullying

11.1. Allegations against members of staff of bullying students will be reported to the Head of School immediately and investigated thoroughly.

11.2. Members of staff to whom disclosures about bullying are made should report the matter directly and without delay to the Head of School.

11.3. In the absence of the Head of School the report should be made directly and without delay to the person deputising in their absence.

11.4. All disclosures, whether from a student, a parent, a member of staff or a volunteer should be taken seriously and treated in confidence and with sensitivity.

11.5. The victim(s) of the allegation should be made aware that their safety is considered to be of paramount importance in accordance with the School Safeguarding Policies.

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12.Good Practice for Staff

12.1. Be continually aware, watchful and available; promoting good behaviour and encourage the care of others.

12.2. Ensure students are appropriately supervised.

12.3. Report all cases of bullying to their Divisional Head, the Designated Safeguarding Lead (or deputy) and/or Head of School accordingly and if deemed necessary and appropriate, to external agencies such as the police/children's social care.

12.4. Parents' involvement and cooperation should be sought and parents of students involved kept informed.

12.5. 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.

12.6. 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.

12.7. It is incumbent upon 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.

12.8. 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.

12.9. The 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).

12.10. Bullying instances are reported and recorded so that patterns can be identified.

12.11. 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.

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

13.1. In accordance with legislative requirements we have a whole school approach to e-safety including online radicalisation which can be located in the School e-Safety Policy published on the School website.

14. Staff Training

14.1. 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.

14.2. 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 (LGBT) students.

15. Classroom Management

15.1. 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.

15.2. The skills of self-discipline must be learnt early in life. All students should know that their teacher is the person to whom they can raise issues with that are affecting them.

15.3. 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.

15.4. This includes a review of what friendship is and how to treat people with dignity and respect.

15.5. Teachers should be aware that they can radically affect the incidence of bullying and that it must always be taken seriously.

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Appendix A

Faculty Protocol for Addressing Issues of Bullying

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 on CPOMS, linking all of the students that are involved in the incident. The CPOMS log is categorized as a bullying incident.

The divisional DSL will acknowledge receipt of the report and address the issue in line with the outlined procedures in the anti-bulling policy, relevant to that division. The incident will be logged in the divisional anti-bullying log.