

	Written by:	Deputy Head (Whole School)
	Approved by: Signature:	Headmaster
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## **ANTI-BULLYING POLICY**

### **1. Aims**

This policy will ensure that the school provides an environment where every child can feel:

- safe
- healthy
- able to enjoy and achieve
- able to contribute to future economic well-being
- able to make a positive contribution.

To protect the rights of all children to have a safe and secure learning environment Haileybury Astana will continuously work towards preventing acts of bullying, harassment, and other forms of aggression and violence as these behaviours are unacceptable and interfere with both our school's ability to educate children and a child's ability to learn. If such a case arises, the staff at Haileybury Astana will follow the anti-bullying guidelines laid out in this policy. This will enable staff to:

- Identify children displaying unacceptable behaviour and know how to support them in order that they develop the necessary skills to participate in the school community effectively and positively
- Keep all other children safe, happy and confident

### **2. Clarification of terms**

#### **Definition of bullying**

A bully is defined as someone who deliberately sets out to hurt, harass, threaten, embarrass, intimidate or target a child or other person on more than one occasion. All children have upsets and squabbles; these are not classed as bullying and are dealt with through the Behaviour Policy.

#### **Definition of cyber-bullying**

Cyber-bullying is the use of technology such as mobile phones, email, chat rooms or social media sites such as Facebook and Twitter to harass, threaten, embarrass, intimidate or target a child.

Unlike physical bullying, cyber-bullying can often be difficult to track as the cyber-bully (the person responsible for the acts of cyber-bullying) can remain anonymous when threatening others online, encouraging them to behave more aggressively than they might face-to-face.

#### **Types of bullying**

**Physical:** Deliberately hurting particular children on a regular basis

- **Verbal:** Deliberately hurting feelings through name-calling etc.
- **Ostracising:** Making someone feel left out and different by deliberately setting out to exclude them

### **Types of cyber-bullying**

- **Flaming:** Online fights usually through emails, instant messaging or chat rooms where angry and rude comments are exchanged.
- **Denigration:** Putting mean online messages through email, instant messaging, chat rooms, or websites set up to make fun of someone.
- **Exclusion:** Intentionally leaving someone out of a group such as instant messaging, friend sites, or other online group activities.
- **Outing:** Sharing secrets about someone online including private information, pictures, and videos.
- **Trickery:** Tricking someone into revealing personal information then sharing it with others.
- **Impersonation:** Pretending to be someone else when sending or posting mean or false messages online.
- **Harassment:** Repeatedly sending malicious messages to someone online.
- **Cyber-stalking:** Continuously harassing and denigration including threats of physical harm.

### **Reasons for bullying**

Some reasons why children might bully someone include:

- They think it's fun, or that it makes them popular or cool
- They feel more powerful or important, or they want to get their own way all the time
- They feel insecure or lack confidence or are trying to fit in with a group
- They are fearful of other children's differences
- They are jealous of another child
- They are unhappy
- They are copying what they have seen others do before, or what has been done to them.

### **The effects of bullying**

All forms of bullying cause psychological, emotional and physical stress. Each child's response to being bullied is unique, however some signs that may point to a bullying problem are:

- depression and anxiety
- increased feelings of sadness, helplessness, decreased self-esteem and loneliness
- loss of interest in activities they used to enjoy
- unexplainable injuries
- lost or destroyed clothing, books, electronics, or jewelry
- frequent headaches or stomach aches, feeling sick or faking illness
- changes in eating habits, like suddenly skipping meals or binge eating. Children may come home from school hungry because they did not eat lunch
- difficulty sleeping or frequent nightmares
- declining grades, loss of interest in schoolwork, or not wanting to go to school
- sudden loss of friends or avoidance of social situations
- self-destructive behaviours such as running away from home, harming

themselves, or talking about suicide.

### **3. Roles and responsibilities**

During school hours, including while pupils are taking part in school visits, after school clubs and cyber bullying the school has direct responsibility to ensure children feel safe and secure.

The school reserves the right to investigate alleged bullying which takes place outside school hours if it is having a negative impact on a child's well-being or academic progress in school.

#### **The role of the Headmaster**

It is the responsibility of the Headmaster to implement the school's anti-bullying strategy, to ensure that all stakeholders are aware of the school policy, and that they know how to identify and deal with incidents of bullying. The Headmaster will report to the governing body annually and about the effectiveness of the anti-bullying policy on request.

It is the Headmaster who must ensure that all children know that bullying is wrong, and that it is unacceptable behaviour in school. The Headmaster will draw the attention of children to this fact at suitable moments. For example, the Headmaster may decide to use an assembly as the forum in which to discuss with the children why bullying is wrong.

The Headmaster will ensure that all members of staff receive sufficient training to be equipped to identify and deal with all incidents of bullying.

The Headmaster will set the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

#### **The role of the staff**

Members of staff will do all that they can to eradicate bullying; they will ensure that they follow the school's anti-bullying policy.

Staff will use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They will use drama, role-play, stories etc. within the curriculum, to help pupils understand the feelings of bullied children and to practise the restraint required to avoid lapsing into bullying behaviour. Class time will also be used to praise, reward and celebrate the successes of all children, and thus to help create a positive atmosphere.

Members of staff will keep a vigilant watch on suspected 'bullies'; any incidents will be handled carefully. It is important that the child responsible for initiating the bullying is dealt with appropriately. The person dealing with the incident will need to collect all the relevant information and then provide the Headmaster with a copy in order that he/she can decide on an action. All cases are individual and various strategies will be employed by the Headmaster to address the issue. Teachers and support staff will do all they can to support a child who is being bullied.

#### **Bullying in the workplace**

Incidents, where it has been deemed that a member of staff has been bullying a child, will be taken very seriously. The Headmaster will deal with this; formal action will be taken where necessary. Such action will also be taken if it is deemed that a member of

staff is bullying other members of staff.

In the event of the Headmaster being involved in such incidents, reports will be given immediately to the chair of governors who will also take formal action where necessary.

### **The role of parents/carers**

Parents/carers, who are concerned that their child might be being bullied or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately in a calm manner. If they are not satisfied with the action taken they should contact Deputy Head Whole School / Head of Junior School. If they remain dissatisfied, they should arrange to meet the Headmaster. Parents/carers have a responsibility to support the school's anti-bullying policy by actively encouraging their child to be a positive member of the school and this expectation of support is outlined in the home/school agreement.

### **The role of pupils**

Pupils are encouraged to tell somebody they trust if they are being bullied, and if the bullying continues they must keep on letting people know; the children are taught a number of strategies to help them with this.

Pupils are also encouraged to participate fully in activities that raise their awareness about bullying in order that they clearly understand what to do if they, or another child, are being bullied.

## **4. Cyber bullying**

Haileybury Astana has a separate policy related to Social Media (and e-safety) addressing the use of mobile technology, social media, appropriate online activity, security, access and monitoring procedures in place. The ICT code of conduct is displayed prominently in all ICT classrooms and is explained and discussed with pupils in assemblies, PSHCE classes and IT classes.

## **5. Reporting, sanctions and monitoring**

### **How to report bullying**

1. The Deputy Head (Wole School) / Head of Junior School has overall day-to-day responsibility for dealing with reported incidents and will forward details to the relevant member of staff to investigate.
2. Alternatively, any member of staff can be approached to report incidents of bullying, and they in turn will report to the Deputy Head Whole School / Head of Junior School.

### **Procedures**

The following steps must be taken when dealing with incidents of bullying:

1. If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached, or who suspects/observed the bullying.
2. The Housemaster or Head of Mile Post must be informed.
3. A clear account of the incident will be recorded in writing either by the victim or the member of staff recording the victim's verbal statement. CCTV footage may be used to corroborate statements made by pupils and staff. CCTV footage may only be viewed by the Headmaster, Deputy Head Whole School, Head of Junior School. Parents may be permitted to see CCTV footage once a decision has been taken about sanctioning a pupil for bullying.
4. The relevant Housemaster or Head of Mile Post will ensure that all relevant staff

and pupils have been spoken to and an appropriate written record kept of these conversations. (S)he will then collate this information and discuss only the more serious concerns with the Deputy Head Whole School / Head of Junior School. They will then make a decision about what should happen as a next step, consulting the Headmaster if necessary as a final step.

5. Parents will be kept informed
6. A range of sanctions will be used. These sanctions could include: verbal or written warnings, restrictions of break and lunchtime activities, fixed term and in the event of persistent bullying, permanent exclusion. Permanent exclusion requires the approval of the Chair of Governors (or nominated governor representative).
7. Where disciplinary action is taken as a result of bullying, the Deputy Head Whole School / Head of Junior School will invite parents of any pupils found to have been bullied to a meeting.

### **Monitoring, evaluation and review**

1. The Deputy Head and Headmaster will review this policy regularly and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.
2. A pupil questionnaire will be given to a representative cross section of students every year. The resulting data will be considered in the annual policy review and reported to governors.
3. A record of all such incidents will be kept both centrally and on students' files
4. The number of serious bullying incidents will be reported annually to governors.
5. Bullying data will be analysed to reflect and re-design further strategies to improve procedures.

### **6. Strategies to reduce bullying**

Haileybury Astana has adopted a range of strategies to prevent and reduce bullying, to raise awareness of bullying and support victims and those displaying bullying behaviour, including:

- the consistent promotion of the school's code of behaviour which requires all pupils to respect the rights of others
- the reinforcement of the clear message that violence has no place at Haileybury Astana
- consultation with the pupils on appropriate action
- take part in initiatives such as Anti-Bullying Week
- training for all members of staff on anti-bullying policy and strategy
- the supervision by school staff of all play areas at lunch times and breaks
- providing information to all parents on the symptoms of bullying and the steps to take if they suspect their child is being bullied
- a clear policy of mobile phones not permitted to be in use during school hours
- the celebration of all student's backgrounds and cultures through assemblies
- during assemblies and PHSE learning sessions discuss and explore bullying issues with the children
- raising awareness of cyber bullying and teaching children to safely use technology (including mobile phones, email, internet)
- all websites accessed in school are screened. This software screens the language used in all documents, emails and websites. Rude or offensive emails, websites, documents are sent to the Headmaster. Action will be taken and recorded
- effective recording systems
- contact the parents of both the child being bullied and the bully

[www.nspcc.org.uk](http://www.nspcc.org.uk)

[www.stoptextbully.com](http://www.stoptextbully.com)

[www.beyondbullying.com](http://www.beyondbullying.com)

[www.childnet-int.org](http://www.childnet-int.org) [www.cyberbullying.org](http://www.cyberbullying.org)