



Oporto British School

To Strive for Success and to Serve *Est. 1894*

Anti-Bullying Policy

Introduction

The spirit of our School Mission and the guidelines established in our School Behaviour Policy, as well as the unwritten rules of civilized behaviour, all dictate that there should be no place in the School for bullying. All our actions and teaching should reinforce the principles of thought and consideration of others; tolerance; equality of opportunity; and the recognition and acceptance of others. It is readily recognised, however, that in any community, human nature is such that there are likely to be times when these principles are breached. Universal and constant vigilance are necessary for all staff so that potential bullying is noticed and acted upon immediately.

Aims and Objectives

The aims of the policy are:

- To ensure that our children are provided with a safe and secure learning environment
- To ensure that all children are aware of the psychological damage that bullying can inflict on others
- To ensure that staff raise awareness amongst our children that bullying, threats and violence are not acceptable in society and in our school community (staff are encouraged to develop their awareness of anti-bullying strategies through training e.g. **Educare courses and focused meeting*)
- To support children who are being bullied and to help them feel safe again, to rebuild their confidence and self esteem
- This policy aims to produce a **consistent** school response to any bullying incidents that may occur

Definitions

While there is no single definition of bullying, the Department for Education provides the following guidance:

‘Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school’s first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.’ “Preventing and Tackling Bullying” DfE July 2017

Bullying is behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group, either physically or emotionally. It has serious consequences that can be physical (e.g. bruises, scratches), emotional (e.g. misery, despair) or psychological (e.g. depression or mental breakdown). Some people who have been bullied have attempted suicide.



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Bullying occurs when, repeatedly, someone is intentionally made to feel physically or mentally injured.

Procedures

- Treat all incidents reports seriously and sympathetically
- Act straight away
- Inform other staff/ document incident on SIMS
- Remain totally objective and helpful. Take reports from both parties involved
- If the incident is minor and can be handled on the spot, do so, discussing the implications with all parties (record on SIMS)
- Cyber bullying: where incidents of cyber bullying are reported the school will intervene and investigate and deal with the alleged incident
- If a serious incident occurs the school counsellor/ psychologist will be told of the incident and will talk to those involved
- If the incident is major, take the matter to Head of Pastoral and parents should be contacted
- Disciplinary action, in line with the school's range of consequences, will be taken where appropriate

Prevention

- Make it clear to pupils, and parents that bullying is unacceptable. In our actions and words we must show that we care and that we listen to and act upon all complaints
- Encourage all pupils to talk to a friend or trusted adult
- Make sure standards of patrolling and supervision out of classrooms are maintained
- Establish potential "danger areas" and patrol them frequently
- Identify potential bullies and victims — monitor them
- Ensure pupils know staff are available and accessible at any time
- Keep a full record of incidents, discussions, resolutions by recording in SIMS. This should include recording of person bullied as well as the bully
- Education and awareness through assemblies, tutor time and PSHE
- Tutor-pupil mentor meetings

DO NOT

1. Be overly protective
2. Be unduly biased
3. Keep the whole incident a secret

ALWAYS TAKE ACTION. ALWAYS REPORT



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Role of the Teachers

Teachers will always listen to pupils who need to report an incident of unacceptable behaviour.

- Teachers will make every effort to supervise pupils carefully especially the ones who were involved in bullying incidents in the past or are new to school
- Teachers will be **consistent** when dealing with instances of bullying and will use the School's procedures to log (on SIMS) and deal with any incidences they are aware of
- Teachers will work with those involved in bullying, to try to find strategies for them both to use until the conflict is resolved

Role of the Tutor

Central role. Form Tutor has overall knowledge of pupils in their care and all communication related to bullying should in the first instance be referred to the Form Tutor.

Role of the Primary Pastoral Coordinator

- The Primary Pastoral Coordinators should liaise with teachers, pupils and parents to ensure the best intervention strategies are put into place to support the victims and educate the perpetrators of bullying
- The Primary Pastoral Coordinator should ensure all concerns are logged and report all cases to the Head of Pastoral
- When required, the Primary Pastoral Coordinator should take charge of the intervention in response to a serious or ongoing bullying situation (working closely with the School Councillor, the relevant tutors and teachers)
- Other proactive anti-bullying initiatives

Role of the Head of Houses

- The relevant Head of House should liaise with, tutors, teachers, pupils and parents to ensure the best intervention strategies are put into place to support the victims and educate the perpetrators of bullying
- The relevant Head of House should ensure all concerns are logged and report all incident to the Head of Pastoral
- When required, the relevant Head of House should take charge in dealing with a serious or ongoing bullying situation (working closely with the School Counsellor and the relevant tutors and teachers)
- Other proactive anti-bullying initiatives

The Role of the School Counsellor/ Psychologist

The School Counsellor/ Psychologist may be one of the professionals involved in acknowledging the bullying situation and the individuals who are part of it. Some private conversations can be conducted individually with the parties involved, and their parents. Also, the School Counsellor/ Psychologist may choose to conduct individual/group role playing of non-aggressive behaviour with those demonstrating bullying behaviour and assertive behaviour with the bystanders and those suffering from bullying. Teachers/tutors and parents may consult with the School Counsellor/ Psychologist in order to obtain guidelines for specific situations.



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Role of the Head of Pastoral

- Should over see the entire pastoral system to ensure all concerns are logged and flowed up
- Should maintain a colour coded confidential pastoral file which logs all bullying incidents in red (highest priority) along with other pastoral and child protection concerns
- Should work with Head of Houses, the Primary Pastoral Coordinator, pupils and parents to ensure the best intervention strategies are put into place to support the victims and educate the perpetrators of bullying
- Should take the lead in serious cases
- Other proactive anti-bullying initiatives

Ways of educating about bullying through the curriculum

The curriculum of the school is a medium to raise awareness of the nature and causes of bullying and how it impacts on individuals and communities. Assemblies, Personal, Social and Health Education (PSHE), projects, stories, literature, current affairs, class or group social awareness initiatives such as campaigns, focus days/ weeks and specialist lessons can also have a focus on anti-bullying. The Class Representatives may also raise anti-bullying issues/ concerns at the Pupil Council. It is important that bullying is addressed directly in the school and proactively throughout the school's curriculum. All class teachers and specialists need to work on this area of pastoral care.

A buddy system and the use of buddies in the playground is a proactive way of ensuring that there is a positive climate in the school and that bullying issues are minimalised. All new children have access to a buddy support system in the school as part of our pastoral care provision.

Monitoring, Evaluation and Review

In the first instance, Primary Pastoral Coordinator, Seniors Tutors and the School Counsellor/ Psychologist will be responsible for the monitoring and review of this Policy on an annual basis. They will ascertain the views of members of the Curriculum Committee and thereafter provide recommendations to the Headmaster.

**All academic/administrative staff are required to complete the Educare Child Protection for International Schools on-line course (or similar equivalent) and are encouraged to complete other related courses such as the Educare Preventing Bullying Behaviour course. Throughout the year in Board, SLT, Whole Staff, Section Meetings and INSET, Child Protection and Anti-Bullying Policies and Procedures are discussed and reviewed.*

Useful references:

www.anti-bullyingalliance.org.uk/

www.bullyonline.org/index.htm

www.bullying.co.uk

www.bullying-in-school.info

www.teachernet.gov.uk

www.childline.org.uk

www.nobully.com

www.bbc.net.uk/schools/bullying

Last Reviewed May 2020