



Anti-Bullying Policy

1 Introduction

1.1 To be in line with both the New York Board of Education and the UK Policy, this policy is intended to create a school environment that is free from discrimination or harassment. These guidelines aim to raise the awareness and sensitivity of school employees to potential discrimination or harassment and enable employees to prevent and respond to discrimination or harassment.

2 Definition

2.1 DfCFS guidance defines bullying as actions that are meant to be hurtful, and which happen on a regular basis. Bullying can be direct (either physical or verbal) or indirect (e.g. being ignored or not spoken to).

2.2 Bullying is a form of harassment, but one, which is not necessarily motivated by a specific factor. Harassment can be motivated by racial or sexual factors, but it can also be motivated by other factors, such as:

- Nationality, skin colour, race
- Sexual orientation
- Religious or political convictions
- Disability/ learning difficulties

2.3 Cyber bullying can be defined as the use of Information and Communications Technology (ICT), particularly mobile phones and the internet, deliberately to upset someone else. Cyber bullying can include such acts as making threats, sending provocative insults or racial or ethnic slurs, attempting to infect the victim's computer with a virus, and flooding an e-mail inbox with nonsense messages.

2.4 Homophobic bullying can involve physical or mental violence by a group or an individual. It is often aimed at someone who has poor defences and who, as a result, may be significantly upset. Victims may be male or female. What distinguishes it from other forms of bullying is the language that is used. Words like "queer" and "poof" and "lezzie" have been used abusively for many years. They have now been joined by words (such as "gay" and "lesbian") which were formerly descriptive but which now may be used as general insults. In some youth cultures, "gay" is now used as a derogatory adjective to describe objects and people that may have no connection whatsoever with homosexuality. Both boys and girls may be subjected to homophobic abuse.

3 Aims and objectives

- 3.1 Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.
- 3.2 We aim, as a school, to produce a safe and secure environment where all can learn without anxiety, and measures are in place to reduce the likelihood of bullying.
- 3.3 This policy aims to produce a consistent school response to any bullying incidents that may occur.
- 3.4 We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

4 The role of the Board of Directors

- 4.1 The Senior Leadership Team supports the Headmaster in all attempts to eliminate bullying from our school. The Board of Directors will not condone any bullying at all in our school, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately.
- 4.2 The Senior Leadership Team monitors incidents of bullying that do occur, and reviews the effectiveness of this policy regularly. The Headmaster is required to keep accurate records of all incidents of bullying, and to report to The Senior Management Team on request about the effectiveness of school anti-bullying strategies.
- 4.3 A parent who is dissatisfied with the way the school has dealt with a bullying incident can ask the Headmaster to look into the matter. The Headmaster responds within ten days to any request from a parent to investigate incidents of bullying.

5 The role of the Headmaster

- 5.1 It is the responsibility of the Headmaster to implement the school anti-bullying strategy, and to ensure that all staff (both teaching and non-teaching) are aware of the school policy, and know how to identify and deal with incidents of bullying. The Headmaster reports to the governing body about the effectiveness of the anti-bullying policy on request.
- 5.2 The Headmaster ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The Headmaster draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the Headmaster may decide to use an assembly as the forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.
- 5.3 The Headmaster ensures that all staff, including lunchtime staff, playground staff, receive sufficient training to be equipped to identify and deal with all incidents of bullying.
- 5.4 The Headmaster sets 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.

6 The role of the teacher and support staff

- 6.1 All the staff in our school take all forms of bullying seriously, and seek to prevent it from taking place.
- 6.2 Teachers keep their own records of all incidents that happen in their class, and that they are aware of in the school. If teachers witness an act of bullying, they will either investigate it themselves or refer it to the Headmaster. Teachers and support staff do all they can to support the child who is being bullied. If a child is being bullied over a period of time, then, after consultation with the Headmaster, the teacher informs the child's parents.
- 6.3 In the Headmaster's office there is an anti-bullying file in which staff record all incidents of bullying that occur both in and out of class. We also record incidents that occur near the school, or on the children's way between school and home. Any adult who witnesses an act of bullying should record it in the logbook.
- 6.4 When any bullying has taken place between members of a class, the teacher will deal with the issue immediately. This may involve counselling and support for the victim, and punishment for the offender. Time is spent talking to the child who has done the bullying, explaining to them why their action was wrong and how they should change their behaviour in future. If a child is repeatedly involved in bullying, we inform the Headmaster and the special needs coordinator. We then invite the child's parents into the school to discuss the situation. In more extreme cases, e.g. where these initial discussions have proved ineffective, the Headmaster may contact external support agencies, such as the social services. More detailed information can be found in the Parent Handbook under the Pupil Discipline Policy and below per the Pupil Discipline Structure.

British International School of New York Discipline Structure							Consequences
			Headmaster	Intentional physical harm Serious intentional vandalism			Expulsion Suspension
			Deputy Head	Persistent unacceptable behaviour on the bus Truancy Persistent bullying Racist behaviour			Examples include: After-school Detention Removal of Privileges Time Out Better Choice Chair Written Reflection
	Divisional Co-ordinator			Persistent classroom disruption Biting Flagrant disrespect towards staff Failure to follow school safety procedures (lock down/fire drill) Theft Consistent lateness to school			
	Class Teacher			Classroom disruption Unacceptable behaviour on the bus Homework not completed Willful defiance of an adult Disrespectful Behaviour/Bullying Possession of electronic devices			
<div style="display: flex; justify-content: space-around;"> <div style="background-color: yellow; padding: 5px; writing-mode: vertical-rl; transform: rotate(180deg);">Open dialogue between staff</div> <div style="background-color: green; padding: 5px; writing-mode: vertical-rl; transform: rotate(180deg);">Parents kept informed with process</div> </div>							

- 6.5 All members of staff attend training, which equips them to identify bullying and to follow school policy and procedures with regard to behaviour management.

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

6.7 **Changing Rooms** Some children (and adults, indeed) find the experience of changing for sports worrying and intimidating. The School is aware that changing rooms, unless properly and sensitively supervised, provide the opportunity for harassment and bullying, sometimes of a particularly malicious and insidious kind. Pupils will not be left unsupervised in changing rooms, be they on-site/classrooms or off-site, and the highest standards of supervision and discipline will be maintained in the changing rooms/classrooms at all times.

7 The role of parents

7.1 Parents 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. If they are not satisfied with the response, they should contact the Headmaster. If they remain dissatisfied, they should follow the school's complaints procedure, as detailed in the Parent Handbook.

7.2 Parents have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.

8 The role of pupils

8.1 Pupils are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must keep on letting people know.

8.2 Pupils are invited to tell us their views about a range of school issues, including bullying, in the annual pupil questionnaire.

9 Monitoring and review

9.1 This policy is monitored on a day-to-day basis by the Headmaster who reports to the governing body and the Senior Leadership Team on request about the effectiveness of the policy.

9.2 The anti-bullying policy is the Senior Leadership Team's responsibility, and they review its effectiveness annually. They do this by examining the school's anti-bullying logbook, where incidents of bullying are recorded, and by discussion with the teachers. The Senior Leadership Team analyses information for patterns of people, places or groups. They look out in particular for racist bullying, or bullying directed at children with disabilities or special educational needs.

9.3 This policy will be reviewed every two years or earlier if necessary.

Signed: Senior Leadership Team

Date: 12 October 2011

Next Review Date: September 2013

Approved by Board: