SAFA
BRITISH
SCHOOL

Secondary:
Anti-Bullying Policy

This procedure is reviewed annually to ensure compliance with current regulations

Approved/reviewed by	
Head of Secondary	
Date of review	June 2024
Date of next review	June 2025

TABLE OF CONTENTS:

1. Purpose

At Safa British School, we are committed to creating a safe, caring, and inclusive environment where all students feel valued and respected. Bullying in any form is unacceptable and will not be tolerated. This policy outlines our commitment to preventing and addressing bullying, including relational conflict and the various roles individuals can play in bullying situations.

2. Definition of Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can take many forms, including:


- Physical: Hitting, kicking, pushing, or other forms of physical aggression.
- Verbal: Name-calling, insults, threats, or derogatory comments.
- Emotional: Spreading rumors, excluding someone from social groups, or other actions that harm someone's social reputation or cause emotional distress.
- Cyberbullying: Bullying that takes place over digital devices like mobile phones, computers, and tablets. This includes sending, posting, or sharing negative, harmful, false, or mean content about someone else.

A. Relational Conflict vs. Bullying
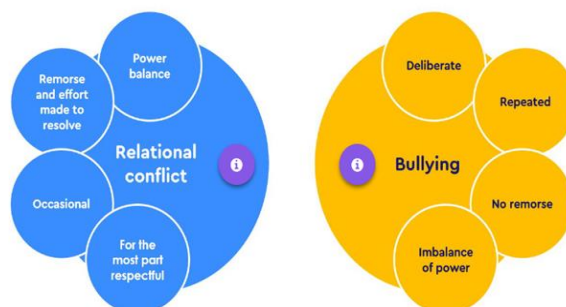
Relational Conflict: This involves disagreements or disputes between peers that do not involve a power imbalance or repeated intentional harm. It can often be resolved through mediation and conflict resolution strategies.

Bullying: This involves repeated, intentional harm where there is a power imbalance. It requires a more structured approach to address the behavior and support the victim.

Relational conflict involves disagreements and disputes between peers, which are not necessarily bullying unless they involve repetitive and intentional harm. Bullying, on the other hand, involves four key elements:

1. Intentional: The behavior is deliberate and meant to cause harm.

2. Hurtful: The behavior causes physical or emotional pain.

3. Repetitive: The behavior occurs repeatedly over time.

4. Power Imbalance: The person bullying has more power (physical, social, or psychological) over the person being bullied.

B. Banter vs. Bullying

While banter can be a normal part of social interaction, it is vital to recognize when it crosses the line into bullying. By understanding the elements of bullying and being vigilant about language and behavior in our interactions, we can create a safer and more inclusive environment for everyone. Our teachers are equipped to identify and address inappropriate banter, ensuring that all individuals feel respected and valued.

Here are some key points to consider when determining if banter has crossed the line:

- **Offensive Language:** Any language that is offensive, threatening, violent, or abusive is always unacceptable, regardless of the context or the roles of those involved.
- **Protected Characteristics:** Negative language or behavior relating to protected characteristics under the Equality Act 2010 (age, disability, race, religion or belief, gender) is never acceptable.

- **Context Matters:** The meaning of language and behavior can vary in different contexts. If unsure, it's important to ask what was meant.
- **Self-Referential Language:** Just because someone uses certain language to refer to themselves doesn't make it acceptable for others to use it.
- **Perception of Banter:** What one person considers banter or a joke may not be perceived the same way by others.
- **Confidence to Speak Up:** Not everyone will feel confident enough to speak up if they are offended by something. They might even go along with it to avoid drawing attention to themselves.
- **Impact on Third Parties:** Third parties might be offended even if they are not part of the conversation.

C. Roles in Bullying

In bullying situations, individuals can take on various roles:

- The Bully: Initiates and actively engages in bullying behavior.
- The Target: The person who is being bullied.
- Bystanders: Witnesses to the bullying, who can either contribute to the problem by encouraging the bullying or help stop it by intervening or seeking help.
- Upstanders: Individuals who actively take steps to stop the bullying and support the target.

Aims and Objectives

- Ensure that children learn in a supportive, caring, and safe environment without fear of being bullied.
- Promote positive attitudes in students.
- Demonstrate that the safety and happiness of children and staff is paramount.
- Develop their rights and responsibilities to create a safe and secure environment.
- Establish systems to deal with incidents of bullying.

- Develop confident children who will notify staff of any incident of bullying.
- Inform everyone connected with the school of the school's anti-bullying policy.
- Ensure that all staff are aware of their duty of care and the need to be alert to signs of bullying.

3. **Preventative Measures**

To prevent bullying, SBS will:

1. Promote a Positive School Culture: Encourage mutual respect, kindness, and inclusivity through school values, assemblies, and classroom activities.
2. Educate Students: Provide education on bullying, its effects, and prevention strategies through the curriculum and targeted assemblies and MSCS curriculum.
3. Empower Upstanders: Teach and encourage students to be upstanders rather than bystanders.

Reporting and Responding to Bullying

All members of the school community, including staff, students, and parents, are encouraged to report any incidents of bullying. Reports can be made directly to a teacher, member of pastoral, SLT or school administrator.

When bullying is reported, the school will:

1. Investigate Thoroughly: Gather information from all involved parties.
2. Provide Support: Offer pastoral/counsellor support to the target of bullying and, where appropriate, to the bully.
3. Implement Consequences: Apply appropriate disciplinary actions for the bully, which may include warnings, detentions, suspensions, or other measures.
4. Involve Parents: Communicate with the parents of both the target and the bully to ensure a supportive approach.

4. **Staff Guidance and Roles**

The Headteacher will:
- Ensure that all staff have an opportunity to discuss strategies and review them regularly.
- Determine the strategies and procedures.
- Discuss the development of the strategies with the Senior Leadership Team.
- Ensure appropriate training is available.
- Ensure that the procedures are brought to the attention of all staff, volunteers, parents, and pupils.
- Report to the governing body.
- Ensure that any reports of bullying at SBS are investigated.

Senior Leadership Team (SLT), Heads of Key Stage (HOKS) and Head of Year Leaders (HOY) will:
- Be responsible for the day-to-day management of the policy and systems.
- Ensure that there are positive strategies and procedures in place to help both the bullied and bullies.
- Keep SLT informed of incidents.
- Arrange relevant staff and student training.
- Determine how best to involve parents in the solution of individual problems.
- Ensure proper record-keeping.

Specialist Teachers:
- Be responsible for ensuring that the school's positive strategies are adhered to.
- Know the school's procedure and deal with any incidents that are reported.

Classroom Teachers:
- Be responsible for liaising with the Head of Year over all incidents involving pupils in their classes.
- Be involved in any agreed strategy to achieve a solution.
- Teach the anti-bullying program in Moral Social Cultural Studies (MSCS) lessons.
- Provide opportunities for students to discuss the importance of including others and taking a stand against unfair treatment of others.

All Staff:
- Know and follow all relevant policies and procedures.
- Record the details of incidents on the major incident section on CPOMS (using categories – physical or verbal bullying).
- Be observant and talk to pupils.
- Deal with incidents according to the policy.

- Never let any incidence of bullying go unreported, whether on-site or during an off-site activity.
- Be vigilant and take action to reduce the risk of bullying at all times, especially in places where it is most likely.
- Inform the Senior Leadership Team if they feel that extra staff might be needed in a particular area.
- Inform Year Leaders of any incidents occurring that need immediate action.

5. **Dealing with Incidents**

- If bullying is suspected or reported, the incident will be investigated and dealt with promptly by the appropriate member of staff.
- If a more serious and/or dangerous element to the bullying is suspected, AHT/HOKS/HOY/FT/Counsellor must be informed immediately.
- The staff member will record the details of the incident on CPOMs
- The AHT/Counsellor/HOKS will lead and direct the handling and recording of the incident(s). All parties will be interviewed, and a record made.
- Staff teaching the bullied pupil will be informed to monitor the student and report any further concerns to the pastoral team.
- The appropriate strategy and plan of action to combat bullying will be decided upon using the behavior policy. The AHT/Counsellor/HOKS/HOY will also decide upon the level of parental involvement.
- The follow-up and after-care will be coordinated by the AHT and HOKS, including monitoring the student's wellbeing and reporting any further incidents.
- Parents will be kept informed by the relevant staff appointed by the HOY/AHT.
- Any sanctions will be determined by the HOY/SLT or the HT.

Immediate Action (Within 24 Hours)

- **Reporting**: Any member of the school community (staff, students, or parents) who witnesses or experiences bullying should report the incident immediately. Reports can be made directly to a teacher, member of the Senior Leadership Team (SLT), or school administrator.
- **Acknowledgment**: The recipient of the report acknowledges it and assures the reporter that the incident will be investigated promptly.

Initial Investigation (Within 48 Hours)

- **Information Gathering**: The teacher/AHT who received the report will begin gathering information. This includes talking to the victim, the alleged bully, and any witnesses.
- **Documentation**: The details of the incident are recorded on CPOMs.

Interim Measures (Within 48 Hours)

- **Safety Plan**: If necessary, interim measures are put in place to ensure the safety and wellbeing of the victim while the investigation is ongoing. This could include changes to seating arrangements, additional supervision, or temporary separation of the parties involved.

Full Investigation and Decision Making (Within 5 School Days)

- **Comprehensive Review**: The investigating staff member conducts a thorough review of all gathered information, speaking with all relevant parties.
- **Parent Communication**: Parents of both the victim and the alleged bully are informed about the incident and the ongoing investigation.
- **Decision**: Based on the findings, a decision is made regarding the validity of the bullying claim and the appropriate actions to be taken.

Implementation of Actions (Within 1-2 School Days Post-Decision)

- **Consequences for the Bully**: If bullying is confirmed, appropriate sanctions are implemented in accordance with the school's anti-bullying policy and behavior for learning policy. Possible actions include warnings, detentions, loss of privileges, behavior report cards, or in severe cases, exclusion (internal/external)
- **Support for the Victim**: The victim is provided with necessary support, which may include counseling, peer support groups, or other interventions to ensure their well-being.

Follow-Up (Within 1-2 Weeks Post-Implementation)

- **Monitoring**: Both the victim and the bully are monitored to ensure the effectiveness of the actions taken and to prevent recurrence. This includes regular check-ins and observations by staf
- **Feedback**: Parents of both parties are updated on the progress and any further steps being taken.

Ongoing Support and Review (1-3 Months Post-Incident)

- **Review Meetings**: Periodic review meetings with the victim, bully, and their respective parents to assess the long-term effectiveness of the interventions and support provided.
- **Adjustments**: Any necessary adjustments to the support or disciplinary measures are made based on the reviews.

By adhering to this timeline, Safa British School ensures a prompt, thorough, and fair response to any reported bullying incidents, thereby fostering a safe and supportive environment for all students.

6. **Sanctions for Bullying**

When preventative strategies and educational measures are not sufficient to stop bullying, SBS employs a range of sanctions. These are designed to address the behavior, support the victim, and ensure a safe and positive learning environment for all students. Sanctions are determined by the nature and severity of the bullying, and each case is evaluated individually. The following sanctions may be applied:

1.**Verbal Warning:** The student will receive a verbal warning from the pastoral team. The warning will include an explanation of why the behaviour is unacceptable and a discussion about the impact on the victim.

2.**Written Apology:** The student may be required to write a letter of apology to the victim, demonstrating an understanding of the harm caused and expressing remorse.

3.**Detentions: Lunchtime** or after-school detentions may be given to the student. During this time, the student might be asked to reflect on their behavior and complete tasks related to understanding and preventing bullying.

4.**Loss of Privileges:** The student may lose certain privileges, such as participation in extracurricular activities, school trips, or special events. This aims to reinforce the seriousness of their actions and encourage better behavior.

5.**Behaviour Report Card:** The student may be placed on a behaviour report card. This involves daily monitoring of their behaviour by teachers and regular meetings to discuss progress and set goals.

6.**Parental Involvement:** Parents or guardians will be informed of the bullying incident and may be asked to attend a meeting with the pastoral team to discuss the student's behaviour and agree on a plan for improvement.

7.**Internal Exclusion:** The student may be removed from their regular classes and placed in an internal exclusion room for a set period. This provides a time-out from normal school activities while allowing the student to continue their education in a controlled environment.

8.**External Exclusion:** For severe or persistent bullying, the student may be excluded from school for a fixed period. This sends a clear message about the seriousness of their actions and provides a period for reflection.

9.Permanent Exclusion: In extreme cases where bullying is particularly severe or persistent, and where other sanctions have failed to bring about a change in behavior, the student may face permanent exclusion from SBS. This is a last resort and is only considered when the safety and wellbeing of other students and staff are at risk.

All sanctions for bullying will be in line with the SBS Behaviour for Learning Policy. This ensures that:

- **Consistency:** All students are subject to the same standards and consequences, providing a fair and transparent approach to discipline.
- **Proportionality:** Sanctions are proportionate to the nature and severity of the bullying behavior, ensuring that responses are appropriate and effective.
- **Educational Focus:** Sanctions aim not only to punish but also to educate the student about the impact of their actions and encourage positive behavioral changes.
- **Support:** Both the victim and the perpetrator receive appropriate support. Victims are supported to recover and feel safe, while bullies are guided to understand their behaviour and learn more constructive ways of interacting with their peers.

7. **The Curriculum: Preventing and Tackling Bullying**

Anti-bullying education is integrated into the curriculum through:
- Moral Education Program (MSCS) lessons.
- ACHIEVES and Elements of Well Being
- School assemblies.
- School Council and Leadership.
- Form time discussions.
- Specific lessons on anti-bullying strategies.

Guidance, Advice, and the Role of Parents
Parents should:
- Be aware of and support this policy.
- Report any concerns they have about their child being bullied.
- Be assured that the school will deal with all incidents of bullying.
- Understand that bullying is not a "one-off" occasion and support the school's efforts to educate and prevent bullying.

Role of Students
Students must:
- Engage with anti-bullying procedures.

- Report if they are being bullied or see someone being bullied.
- Use their rights and responsibilities to help guide them towards making the correct moral choice.
- Treat others, their work, and equipment with respect.
- Talk to others without shouting and use respectful language.

8. **Monitoring the Effectiveness of Our Approach**

The effectiveness of sanctions and the overall anti-bullying strategy will be monitored regularly by the Senior Leadership Team. Feedback from students, parents, and staff will be sought to ensure the policy remains effective and responsive to the school community's needs. Regular training and updates for staff will be provided to maintain a consistent and informed approach to tackling bullying in line with Anti-Bullying Alliance UK.

By integrating these sanctions with our Behaviour for Learning Policy, SBS aims to create a safe, supportive, and respectful environment where all students can thrive.

This anti-bullying policy integrates principles and language from the Anti-Bullying Alliance UK and aims to create a safe, inclusive, and supportive environment for all students at Safa British School.

Appendix 1:

Student action plan - Bullying.docx