



**Tenby Schools, Tropicana Aman**

**Whole School Policy**

<b>Policy</b>	TTA Anti-Bullying Policy			
<b>Approval Date</b>	August 2022	<b>Next Review</b>	August 2023	
<b>Review Cycle</b>	12 months			
<b>Scope</b>	<b>Whole Group</b>	<input type="checkbox"/>	<b>Whole School</b>	√
	<b>International Primary</b>	<input type="checkbox"/>	<b>International Secondary</b>	<input type="checkbox"/>
<b>Ownership</b>	Tenby Schools, TTA	<b>Approved by</b>	TTA SLT	

Part of



## 1. Rationale

Safeguarding the well-being of our students is the first priority at Tenby International School, Tropicana Aman. We are committed to providing a caring, friendly and safe environment for all of our pupils so they can enjoy an education free from fear and distress.

The purpose of this policy is to set our guidelines and procedures to achieve this important objective. At our school, we have zero tolerance of bullying and have put in measures to prevent all forms of bullying. It is underpinned by our 'Choose Respect Charter' by which every member of the school community is expected to abide.

## 2. Principles and Objectives

- We believe promoting excellent values, positive behaviour and relationships between all members of the community can act as a preventative measure for bullying.
- All members of the school are expected to follow our Choose Respect Charter to recognise, reduce and, wherever possible, eradicate instances in which learners or staff are bullied.
- The school will react firmly and promptly to cases of bullying. If instances do occur, it is essential that early intervention takes place by staff, students and parents/carers to prevent recurring or serious cases.
- Interventions will be applied fairly, consistently, and reasonably, taking into account all circumstances of the case,
- Guidance and advice will be provided for dealing with bullying to all members of our community. We are a *TELLING* school. This means that anyone who knows that bullying is happening is expected to tell the staff.
- We aim to raise awareness and allow learners to consider and discuss key issues through the curriculum and key events throughout the academic year.

## 3. Definitions of Bullying

Bullying, both physical and emotional, is totally unacceptable. It can lead to worry, confusion and despair, as well as fear. It can undermine a student's self-value and impede his or her education.

### a) ***Bullying is behaviour that is:***

- Deliberately hurtful
- Repeated over time
- Difficult for victims to defend themselves against.

### b) ***Bullying behaviours may take many forms, such as:***

- Emotional: being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical: pushing, kicking, hitting, punching or any use of violence
- Racist: racial taunts, graffiti, gestures
- Sexual: unwanted physical contact or sexually abusive comments
- Homophobic: focussing on the issue of sexuality
- Verbal: name-calling, sarcasm, spreading rumours, teasing
- Cyber: all areas of the internet, such as MS Teams, email & Internet chat room misuse, mobile threats by text messaging & calls, misuse of associated technology e.g., filming on camera phones
- Emotional- being unfriendly

### 3.1 Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- changes their usual routine

- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in schoolwork
- comes home with clothes torn or books damaged
- has possessions which are damaged or " go missing"
- asks for money or starts stealing money (to pay the bully)
- has lunch or other monies continually "lost"
- has unexplained cuts or bruises
- comes home hungry (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber message is received.

### **3.2 Cyber Bullying**

Cyber bullying refers to the use of (mobile) technology as a media for any of the purposes of above. Cyber bullying is a different form of bullying and can happen at all times of the day., with potentially a bigger audience and more accessories as people forward on content at a click. Bullying via social networks, emails and texts will be addressed according to the same procedures as other forms of bullying in school.

Please refer to our IT Acceptable Use Policy for further details on the responsible and acceptable use of technology by our staff and students.

## **4. Prevention and Intervention**

### **4.1 The Whole School will:**

- Adopt the *Choose Respect Charter* to which students and staff sign to agree.
- Promote International Mindedness
- Develop student leadership opportunities
- Join in with Anti-bullying / Kindness week activities
- Promote pro-social behaviour through weekly PSHE and assemblies.
- Present policy in key areas of the school and on the server for reference.

### **4.2 In classrooms we will:**

- Develop supportive and inclusive classrooms
- Implement effective classroom behaviour management approaches that teach and encourage positive behaviours and address negative behaviours effectively
- Recognise and reinforce positive communication, empathy tolerance and social problem solving
- Promote the use of cooperative learning strategies
- Encourage help seeking and effective bystander behaviour understand
- Teach understanding of cyber-bullying, including strategies for the promotion of cyber safety and positive cyber citizenship

#### **4.3 In recreational spaces we will:**

- Ensure there is a highly visible and active approach to supervision
- Offer a range of organised activities during break times that encourage positive peer relations and networks
- Provide developmentally appropriate unstructured playground activities and equipment
- Recognise and reinforce positive playground and pro-social behaviour

#### **4.4 Staff Training**

- Staff will have dedicated INSET sessions for teaching and non-teaching staff, including annual Child Protection and Health and Safety training.
- Discuss issues arising in staff meetings

#### **4.5 Students**

The school will work to combat bullying by teaching pupils about bullying and appropriate strategies to combat bullying through:

- weekly PSHE lessons
- regular whole school and class assemblies
- older children supporting younger children as playtime 'buddies'
- displays of appropriate work and special events in the school calendar
- students are given opportunities to take leadership as prefects, house captains and School Council representatives
- Positive reinforcement of behaviour through praise, house points and certificates for demonstrating positive social skills.

Students will understand the various roles within bullying cycles and how to act:

#### **4.6 Victims:**

- always tell someone that you trust (an adult or friend)
- remember you are not the one who is acting incorrectly.
- inform the bully that they are acting inappropriately and you would like them to stop
- if you can, ignore the bully and do not show that you are upset
- if possible, avoid being alone in places bullying happens
- be assertive, if you can
- walk away quickly and confidently, even if you do not feel that way inside
- your safety is more important than your possessions. If you are in danger,
- don't hold onto them
- if you are different in some way, be proud of who you are.

#### **4.7 Friends:**

- listen to your friend and talk it through
- be sensitive and understand their situation
- avoid leaving them on their own
- advise the person being bullied to talk to an adult
- in serious cases speak directly to an adult yourself on behalf of your friend.

#### **4.8 Bystanders:**

- even if you don't take part in bullying but see it and walk away, you are ignoring your responsibilities
- report directly to an adult any bullying that you have observed
- give sympathy and support to the person being bullied.

#### **4.9 Recognising the signs.**

Someone who is being bullied may:

- be frightened of getting on the school bus
- be unwilling to go to school
- regularly have books or clothes damaged
- have possessions 'go missing'
- continually 'lose' money
- begin doing badly in schoolwork
- have unexplained bruises, scratches, cuts
- ask for money or begin stealing money
- become withdrawn or start stammering
- have noticeable and prolonged changes in mood
- become distressed
- become bad-tempered
- refuse to say what is wrong
- lose appetite, or start overeating
- cry himself/herself to sleep or have nightmares
- attempt or threaten to harm him/herself.

#### **4.10 For Parents**

Any of the behaviour above may indicate other problems. But, if you become aware of and are concerned by any of this behaviour, and think your child is being bullied:

- encourage him/her to talk about the problem
- reassure him/her of your support
- listen calmly and not overreact
- attempt to find out when and where the bullying takes place. Is there a pattern?
- contact the class teacher to discuss the problem
- work with the class teacher to support your child within or outside the school

#### **4.11 For Staff**

All members of staff, teaching and non-teaching, should deal with any incident of suspected or observed bullying by:

- talking to the pupil and giving reassurance
- taking appropriate action using sanctions in line with the behaviour policy
- in serious instances producing a written statement of what has happened, and the action taken
- reporting any serious or recurring incidents to their line manager.

### **5. Serious or recurring bullying**

The appropriate member of staff will do the following:

- arrange for support and reassurance for the pupil being bullied
- interview the person(s) accused of the bullying, always giving them an opportunity to explain their actions.
- ensure that the appropriate disciplinary action is taken in line with the Choose Respect Charter / Positive Behaviour Policy of the school.
- contact parents/carers when necessary
- work with pupils, parents/carers and other teachers to support those involved to prevent future instances of bullying.

#### **5.1 Outcomes**

1. Using *Choose Respect Charter* as a template, the bully (bullies) will apologise in a genuine manner
2. Wherever possible, the pupils will be reconciled

3. In serious cases, suspension or even exclusion will take place in line with the school's Choose Respect Charter / Positive Behaviour Policy.
4. After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.
5. All disciplinary measures in cases of bullying must be applied fairly, consistently and reasonably in line with our Choose Respect Charter.

## 6. Procedures

All staff and students are encouraged to report incidents using the following systems:

- Form/Class teacher
- Key Stage Leader
- Heads of School / Campus Principal
- School Nurse
- Any member of staff in whom the student feels confident to invest their trust.

### 6.1 Reporting

Tenby International School, Tropicana Aman is committed to acting promptly, consistently and sensitively. On receiving a complaint staff should log the incident using the **Incident Report Form**.

The relevant school leaders should be informed and if there are Child Protection implications the Designated Safeguarding Lead (DSL) and Campus Principal must be informed.

### 6.2 Investigating

The relevant leader(s) must conduct a thorough investigation of the alleged bullying incident. This will involve interviewing separately the victim, the perpetrator and the witnesses.

A detailed, factual written record must be made of each interview which must be signed and dated by the witness and the interviewer.

Following a thorough investigation action can be taken as follows:

<p>The incident, although unpleasant and hurtful was a 'one-off' incident and was, therefore not strictly speaking a bullying incident (using the definitions above). The offender was in the wrong, has hurt the victim and broken the Choose Respect Charter</p>	<p>Follow the school's Positive Behaviour Policy. Possible restorative meeting conducted between victim and perpetrator Possible referral to the school counsellor.</p>
<p>The incident was a genuine incident of bullying. It forms part of a pattern of deliberate and repeated hurtful behaviour towards the victim.</p>	<p>Referral straight to Heads of School / Campus Principal and DSL who will between them decide the punishment and also the support to help the perpetrator change their behaviour.</p>

## 7. Range of Sanctions and Support Available

The school will always bear in mind, when sanctioning and supporting students that perpetrators are more likely than their classmates to suffer from low self-esteem, depression, and behavioural problems from early childhood and through primary school.

They are more likely to suffer from mental health problems later in life and are likely to be victims of bullying themselves. Our job is to teach students how to become better communicators and to develop respect.

A range of options are available these include:

- Support and counselling offered to both the victim and the perpetrator
- Recording and monitoring of incidents
- ATL report
- Withdrawal of privileges
- Restorative conferences
- Internal seclusion
- External exclusion (fixed term)
- Permanent exclusion

This policy was written based on the principles outlined in DfES Guidance “Preventing and Tackling Bullying” 2014, ‘Bullying: Don’t Suffer in Silence’ and ‘Anti-bullying for schools’ by Kidscape 2005. This policy is in line with and embraces the Race Relations Amendment Act (2000) and the Equality Act (2010).

For further information, please refer to:

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

Reviewed April 2022