



Anti-bullying Policy

THIS POLICY IS REVIEWED ON AN ANNUAL BASIS

This Policy has been reviewed and approved by: Robert Graves as Director of Schools and nominated representative of the Board.

Review date: August 2019

Policy actioned from: August 2019 – August 2020

Next review date: August 2020

This policy is reviewed on an annual basis.

Please note: 'School' refers to Instituto Thomas Jefferson; 'parents' refers to parents, guardians and carers.

Anti-Bullying Policy

The School Ethos

"At Instituto Thomas Jefferson we aim to provide a supportive and disciplined environment in which children are encouraged to pursue high academic and personal goals as happy and secure individuals".

The policy reflects the school ethos and the curriculum. Its emphasis is on helping children to take responsibility for their own behaviour and caring for others. Educational elements are also included in assemblies, projects, drama, stories, literature, historical events, current affairs and discussion of differences between people and the importance of avoiding prejudice-based language.

Instituto Thomas Jefferson seeks to have effective procedures for dealing with bullying and demonstrate that concerns raised by children or parents will be taken seriously.

This is a whole-school policy, which includes Preschool through 12th grade, as well as the holiday club/play scheme.

This policy should be read in conjunction with the Programa Nacional de convivencia escolar de la SEP (Secretary of Education National Program for School Coexistence), Cyber-Bullying Policy, the E-Safety Policy, the Behaviour Policy, the Safeguarding and Child Protection Policy (including Prevent) and the Code of Conduct.

Aims

1. To raise awareness amongst pupils that we must respect all people no matter what their beliefs or persuasions are.
2. To raise awareness amongst pupils and parents about bullying behaviour and that they should report bullying, including when they find themselves as by-standers.
3. To raise awareness about the school's attitude to bullying behaviour via the anti-bullying policy.
4. To challenge attitudes about bullying type behaviours and help build an anti-bullying ethos in school.
5. To raise awareness that hurtful behaviour in young children can develop into bullying in older children and that psychological damage can even result in suicide.

To prevent pupils being subjected to radicalisation (as part of the Prevent duty of all schools, following the corresponding *Ley sobre violencia y acoso escolar* (Law Regarding Violence and School Bullying) from each state. Counter-Terrorism and Security Act 2019 – see Safeguarding Policy and Anti-Terrorism Policy).

1. To foster a positive caring atmosphere.
2. To ensure good supervision in all areas of the school at all times so far as is reasonably practical, including off-site visits and activities and holiday clubs/play scheme.
3. To raise staff awareness by involving them in training.
4. To talk openly about bullying with the children so that they can understand the feelings of someone who is being bullied and learn to deal with bullying.

Objectives

1. All directors, staff, parents and pupils have an understanding of what bullying is.
2. All directors, teachers and non-teaching staff know what the school policy is on bullying, and follow it when bullying is reported.

3. All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.
4. Pupils and parents should be assured that they will be supported, and given appropriate counselling, if necessary, when bullying is reported.
5. All students will have a designated mentor, labelled as their "GO-TO", who will provide support and follow protocols with affected students.
6. Each campus will additionally have a Bullying Prevention Specialist on site.

Bullying is defined as behaviour, which is:

1. Being deliberately hurtful to others (physical, mental or through exclusion).
2. Repeated over time.
3. Difficult for those being bullied to defend themselves against such attacks.
4. This includes racist, cultural, sexist and homophobic bullying, bullying on the basis of being lesbian, gay, bisexual or transgender, and cyber-bullying e.g. via mobile phones, text messaging, websites, photographs and e-mail, or disability discrimination.
5. Bullying someone because they are adopted or a carer.
6. Frightening someone into doing something they do not want to do.
7. Invading someone's personal space to make him/ her feel uncomfortable or unhappy.
8. Taking or damaging someone's property.
9. Spreading rumours about someone.
10. Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. (Preventing and Tackling Bullying, Advice for Head Teachers, Staff and Governing Bodies, DfE, July 2017, p. 8)

Cyber Bullying

Cyber bullying is perpetrated via a technological medium, e.g. using social media. It can be an extension of 'face-to-face' bullying, with technology providing the bully with another route to harass their target. However, it differs in several ways from other kinds of bullying because of the invasion of home and personal space and the size of the audience, and that it can take place at any time of the day. It takes different forms;

1. threats and intimidation
2. harassment
3. cyber stalking, e.g. repeatedly sending unwanted texts, defamation
4. exclusion or peer rejection
5. impersonation

Commented [OMM1]: The Department for Education (DfE) is a [department of Her Majesty's Government](#) responsible for [child protection, education](#) (compulsory, further and higher education), apprenticeships and wider skills in England. The DfE is also responsible for women and equalities policy.

6. circulation of private information or images.

Research into cyber bullying indicates that it is a feature of many young people's lives. Cyber bullying can extend into non-school time. We advise parents to contact the police if this is the case. Instituto Thomas Jefferson should be informed of the details if the incident is likely to have repercussions in school.

Cyber bullying, like all other forms of bullying, should be taken very seriously. It is never acceptable.

Responsibilities

(Preschool to Third Grade)

Children are asked to

1. Say "don't do that" / "stop" / "leave me alone" if someone does something they don't like.
2. Tell an adult, i.e., their GO-TO, a teacher, classroom assistant, helper, lunchtime or After School supervisor or parent if someone's behaviour is hurtful to them.
3. To step in to help children in distress or tell an adult (i.e. not to ignore it).

Parents are asked to

1. Tell their child's teacher or member of staff if their children are telling them about hurtful behaviour in school.

Staff will

2. If children hurt other children the school, having ascertained the full facts, record the incident and report it to the Principal.
3. Ensures that perpetrators make a meaningful apology, and help children to plan how they can put things right.
4. Sanction them by taking them to the Principal or member of the Senior Management Team.
5. Monitor the situation to prevent it happening again, by supervising areas and times where incidents could happen covertly.

(Third Grade and above)

The Anti-Bullying Reporting Chain

1. The victim should speak to a friend (a student volunteer may act as a mediator giving verbal information), who will then inform an adult (homeroom teacher, counselor). Alternatively, the teacher may be spoken to directly. All incidences are recorded (on a 'Record of Incidents of Bullying' form, a copy of which will be held centrally by the Principal for monitoring purposes and to evaluate the effectiveness of the approach adopted, or to enable patterns to be identified. A further copy will be added to the pupil's file.) Both the bullied and the bully are

spoken to by the appropriate Bullying Prevention Specialist on site Form Tutor(s) and the Principal is informed. It should be made clear that the bully's behaviour is unacceptable, and dependent upon the nature of the event, parents may be informed at a very early stage. The victim must be aware that action has been taken against the bully, and they are encouraged to develop strategies if they find themselves in similar situations outside the school. Vigilance is taken by staff members at all times, especially during movements between buildings and during lunch and break times.

2. If incidences reoccur the parents will be invited to a meeting with the Bullying Prevention Specialist on site appropriate Form Tutor and Principal and the bully's future within the school will be reviewed.
3. The Principal and/ Bullying Prevention Specialist on site or DSL have received training as to what constitutes a child protection issue, as far as bullying is concerned, i.e. any bullying that puts the child at personal, mental or physical risk.
4. The threshold for reporting a bullying issue to external agencies (e.g. Secretaria de Educaci3n Publica, police, social care) is known by all staff. This includes all issues where a child is at risk of further bullying, particularly outside the school area, or where the bullying involves a criminal act.
5. Records of any incidents of bullying are kept centrally by the school to evaluate the effectiveness of the approach adopted or to enable patterns to be identified. The **number** of incidents are available for parents to be seen.

Staff Guidelines

The Bully

1. Make the bully aware that their behaviour is unacceptable.
2. Explain clearly and precisely what behaviour is causing distress to the victim.
3. Discuss the difference between assertive and aggressive behaviour.
4. Make the bully aware of the consequences if bullying continues.
5. Discuss ways by which the bully must change their behaviour.
6. Always inform the Principal.
7. Monitor the bully's behaviour over the next few weeks.
8. Whatever the cause, bullying is usually a signal that the bully also needs help.

Strategies

1. Pupils are encouraged to talk to peers and teachers who can then give feedback. Teachers support in a confidential manner.
2. All pupils undergo training into the effects of bullying and its prevention.
3. Curriculum areas, such as English and Drama, provide opportunities to explore relationships with bullying as the theme.
4. Creating an inclusive environment and a school, which builds on positive self-image and commends good and appropriate behaviour in all areas and ages.
5. Ensuring staff are trained on how to watch for signs, react to and deal with instances of bullying or suspected bullying. This needs to include training on the needs of the pupils, including those with special educational needs or disabilities.

6. Having comprehensive internet security, with the appropriate filters.
7. Teaching children how to stay safe in the online and real world.
8. Senior Management, teachers and pupil groups regularly present 'Anti-Bullying Assemblies'.
9. Our key message will always be prevention, by teaching pupils that everyone in our school has the right to feel safe and happy, and that bullying of any kind will not be tolerated.

Exclusion¹

Parents may be required, during or at the end of a term, to remove a pupil, without refund of fees, temporarily or permanently from the school if, after consultation with a parent, the Principal is of the opinion that the conduct of the pupil has been unsatisfactory.

These sanctions will be imposed in severe or persistent cases of bullying.

¹ The school will inform the local authority (where the child is resident) where a pupil's name is going to be deleted from the admission register on certain grounds, e.g. when the child has been taken out of school to be home educated, when the family has apparently moved away, when the child has been certified as medically unfit to attend, when the child is in custody for more than four months, or has been permanently excluded. The school recognises that it must do this as soon as the grounds for deletion are met and in any event before deleting the child's name. (Regulation 8(1)(d),(e),(g),(i) and (m) and 12(3) of The Education (Pupil Registration) (England) Regulations 2006, and see also KCSIE 2015).

Evaluation and Assessment

By the Principal, Bullying Prevention Specialist on site, the named GO-TO, Senior Management Team and class teachers. To be read in conjunction with the Student Manual, Behaviour & PSHEE policies. Source document: 'Preventing and Tackling bullying, Advice for Head teachers, Staff and Governing Bodies', DfE July 2017.

Useful Publications/ Contacts for Parents:

- The Anti-Bullying Alliance
- Kidscape

Cyber bullying

- ChildNet International (www.childnet.com)
- CEOP's Thinkuknow website (www.thinkuknow.co.uk).
- Digizen (www.digizen.org)
- UK Council for Child Internet Safety: Advice on Child Internet Safety
- The UK Safer Internet Centre: www.saferinternet.org.uk
- DfE The use of social media for on-line radicalisation

The Designated Safeguarding Lead and Prevent Strategy Lead in CIS is:
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The Deputy Designated Safeguarding Lead in CIS is:
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The person responsible for safeguarding in EYFS in CIS is:
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