Ambassador International Academy

Anti-Bullying Policy

Introduction

At Ambassador International Academy our core vision is to create responsible universal citizens. We further aim to achieve this by providing opportunities to develop each child's self-confidence and pride.

As a consequence of our vision we aim to provide a safe, caring and friendly environment for learning for all our pupils to allow them to improve their life chances and help them maximise their potential. We would expect pupils to act safely and feel safe in school, including that they understand the issues relating to all forms of bullying and that they feel confident to seek support from school should they feel they or others are unsafe.

We would also want parents to feel confident that their children are safe and cared for in school and that incidents when they do arise, are dealt with promptly and well. As a school committed to promoting positive values, we work to promote a rights ethos where children are safe, can express their opinions and realise their potential.

Roles and Responsibilities

The Principal has overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers, KHDA and outside agencies and appointing an Anti-bullying Coordinator who will have general responsibility for handling the implementation of this policy.

The Anti–bullying Coordinator in our school has the following responsibilities:

- Policy development and review involving pupils, staff, governors, parents/carers and relevant local agencies;
- Implementing the policy and monitoring and assessing its effectiveness in practice;

- Ensuring evaluation takes place and that this informs policy review;

- Managing bullying incidents;

- Managing the reporting and recording of bullying incidents;

- Assessing and coordinating training and support for staff and parents/carers where appropriate;

- Coordinating strategies for preventing bullying behaviour.

Definition of Bullying

The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or through cyberspace.

How Does Bullying Differ from Teasing/Falling Out Between Friends or Other Types of Aggressive Behaviour?

- There is a deliberate intention to hurt or humiliate.

- There is a power imbalance that makes it hard for the victim to defend themselves.

- It is usually persistent.

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of hate crime related bullying and cyberbullying. If the victim might be in danger then intervention is urgently required.

What Does Bullying Look Like?

Bullying behaviour can be physical, verbal or emotional and includes:

- Physical assault;

- Taking or damaging belongings;

- Name calling;

- Taunting;

- Mocking;

- Making offensive comments;

- Cyber bullying - inappropriate text messaging or e-mailing; sending offensive or degrading images, impersonating and hacking into accounts online using internet enabled devices;
- Producing offensive graffiti;
- Gossiping and spreading hurtful and untruthful rumours;
- Excluding people from groups.

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'.

Where Does Bullying Take Place?

Bullying is not confined to the school premises. It also persists outside school, on the journey to and from school and in the local community and may continue into Further Education. The school acknowledges its responsibilities to support families if bullying occurs off the premises.

Cyberbullying

The increasing use of digital technology and the internet has also provided new and particularly intrusive ways for bullies to reach their victims. Cyberbullying can take many forms and bullying online can often start in school and then be progressed online or start online and influence behaviour in school.

Whilst most incidents of Cyberbullying occur outside school we will offer support and guidance to parents/carers and their children who experience online bullying and will treat Cyberbullying with the same severity as any other forms of bullying.

Cyberbullying can include:
- Hacking into someone's accounts/sites
- Posting prejudiced / hate messages
- Impersonating someone on line
- Public posting of images

- Exclusion
- Threats and manipulation
- Stalking

We will ensure that our children are taught safe ways to use the internet (see our e-safety policy) and encourage good online behaviour.

Bullying can take place between:
- Young people
- Young people and staff
- Between staff
- Individuals or groups

Reporting and Responding to Bullying

Our school has clear and well publicised systems to report bullying for the whole school community (including staff, parents/carers, children and young people) this includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders).

Parents, children and visitors to the school are encouraged to be alert to issues of bullying and report them to school staff immediately. When incidents are brought to the attention of staff they are asked to complete a concern form which is passed on to the Anti-bullying Coordinator. Parents are contacted accordingly.

Procedures

All reported incidents will be taken seriously and investigated, involving all parties. The staff is aware of and follows the same procedures.

The following steps will be taken:
- All parties will be interviewed;
- Parents will be informed;
- Appropriate disciplinary sanctions will be implemented in accordance with the school's Behaviour Policy. These are graded according to the seriousness of the

incident but send out a message that bullying in unacceptable. Responses may also vary according to the type of bullying and may involve other agencies where appropriate;

- Follow up conversations will take place, in particular keeping in touch with the person who reported the situation, parents;

- A clear complaints procedure is in place for parents who are not satisfied with the school's actions;

- A range of follow-up responses and support is appropriate to the situation for all involved eg solution focused, restorative approach, circle of friends, individual work with victim, perpetrator and bystanders, referral to outside agencies if appropriate;

- Liaising with the wider community will be undertaken if the bullying is taking place off the school premises i.e. in the case of cyberbullying or hate crime.

Recording Bullying and Evaluating the Policy

Bullying incidents will be recorded by the member of staff who deals with the incident and this will be stored by the Anti-bullying Coordinator.

Strategies for Preventing Bullying

As part of our on going commitment to the safety and welfare of our pupils at Ambassador International Academy we have developed the following strategies to promote positive behaviour and discourage bullying behaviour:

- Each class develops a class charter which is agreed by staff and pupils; it displays the articles the children deem important and ways we respect those rights;

- Celebration of good behaviour in class and whole school assemblies;

- Involvement in anti-bullying lessons and workshops;

- Anti-Bullying themes;

- Specific curriculum input on areas of concern such as cyber bullying and internet safety;

- Student voice, school council;

- Peer mentoring schemes and/or Playground Buddying and other student lead initiatives;

- Reactive programmes for vulnerable groups or groups involved in bullying, such as Restorative Justice, Counselling and/or Mediation schemes, small group work. Specific initiatives for identified groups such as young people whose first language is not English, SEND/disabled students, children who have been bullied or are displaying bullying behaviour;
- Support for parents/carers using parent groups and parent information events/information;
- Support for all school staff using staff training and development including for those involved in lunchtime and before and after school activities.

August 2019

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