



BROOK HILL INTERNATIONAL SCHOOL
ANTI-BULLYING POLICY

UPDATED JANUARY 2021

Policy Adopted: January 2021
Policy Reviewed: January 2021
Review requirement: Every 3 years
Date for next review: January 2024



1 Audience

This policy is intended to be read and followed by all parents, students and members of staff employed by **Brook Hill International School**.

2 Definition

Bullying is defined as repetitive, intentional hurting of one person or group by another person or group where the relationship involves an imbalance of power. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological, derive from an intellectual imbalance, or the capacity to socially isolate. It can result in the intimidation of a person(s) through the threat of violence or by isolating them, either physically or online. Forms of bullying may include, but are not limited to cyber, physical or verbal bullying (see appendix 14.1 for further examples).

3 Aims

The aim of the policy is to educate and prevent cases of bullying at Brook Hill International School. It is recognised that bullying has a detrimental effect on children's learning. As such, this policy seeks to create early interventions, support our students and to set clear expectations of acceptable behaviour, ensuring a safe learning environment for all.

4 Prevention

Brook Hill International School is committed to safeguarding and promoting the welfare of children and young people. A school's response should not start at the point at which a child has been bullied. The best way is to develop a more sophisticated approach in which school staff practically gather intelligence about issues between pupils that might create conflict between individuals. With this, we are aiming to develop strategies to prevent bullying occurring. This may involve talking to pupils about issues of difference through assemblies, PSHE lessons, dedicated events or projects (e.g. Anti-bullying week), interventions. Creating a safe, inclusive environment, where pupils can openly discuss the cause of their bullying without fear of further bullying or discrimination is vital to this policy. All staff are provided with anti-bullying training on an annual basis.

5 Equal opportunities

At **Brook Hill International School** we will continuously strive to ensure that everyone in our school is treated with respect and dignity. Each person in our school will be given fair and equal opportunity to develop their full potential with positive regard to gender, ethnicity, cultural and religious background, sexuality, disability or social background.



6 Recognising cases of bullying

A child may struggle to indicate that they are being bullied, however they may express it through their actions. The following list are examples of behaviours that may indicate a child is being bullied. This list is not exhaustive and could indicate other problems not related to bullying.

- Any changes in the individual's behaviour e.g. reluctance to come to school or follow their usual routine.
- Complain of frequent, unexplained illnesses, such as stomach upset or headaches.
- They may become withdrawn or misbehave.
- Unexplained injuries
- Drastic change in effort, attainment or progress at school

7 Reporting cases of bullying

In the first instance, any accusations of bullying should be communicated directly to the individual's class teacher or form tutor, or any trusted adult, who will communicate directly with the relevant head of department. Any accusations of bullying will be treated as confidential and handled sensitively. The case will be investigated, and an anti-bullying document will be completed (see appendix 14.2). An action put in place, if it is established to be an instance of bullying, according to the above criteria. The relevant head of department and school counsellor will be informed and implement the decided course of action. Parents will be informed about the events and the course of action put in place.

8 Examples of preventative actions

Interventions put in place to prevent cases of bullying may include, but are not limited to:

- Teacher supervision during break times to monitor safety and behaviour
- Personal, Social and Health Education (PSHE) lessons to teach children to recognise and report cases of bullying and training on assertive skills between peers
- Understanding the role of a bystander in cases of bullying
- Whole school assemblies
- Reduce the amount of anonymous space
- Mediation between involved parties, guided by adults
- Sensitise and involve the peer group
- Mobile phone policy, preventing the use of mobile phones during the school day, in order to prevent cyber bullying at school

¹Head of Department may grant exceptions in extenuating circumstances



9 Consequences of bullying

The consequences of bullying will reflect the seriousness of the bullying involved.

These can include:

- A verbal reprimand
- Extra work or repeating unsatisfactory work until it meets the required standard
- The setting of written tasks as punishment e.g. writing lines or an essay etc.
- Loss of breaks
- Loss of privileges e.g. not participating in fun activities, trips etc.
- Detention, including during lunch time. With lunchtime detentions, staff should allow reasonable time for the individual to eat, drink and/or use the bathroom.
- School based imposition of a task, such as tidying a classroom, helping in the dining hall or helping with office administration tasks etc.
- Suspension from school for a short period of time
- Permanent exclusion

10 Inappropriate responses to bullying

Strategies that do NOT work with bullying include, but are not limited to:

- Fighting back
- Bullying the bully
- Ignoring it and walking away
- Just playing with another group of students
- Remaining silent about the problem

11 Parental involvement

Parents, who believe their child is the victim of bullying, should report their concerns with the school, either via form tutor, class teacher or relevant head of department at the earliest opportunity. Parents should be prepared to work with the school to support any measures put in place in order to enable a safe learning environment for all students. All reported cases of bullying will be taken seriously and investigated accordingly.

12 Implementation of this policy

All staff involved in the teaching and/or supervision of students will take responsibility for addressing incidents, which fall within this policy's definition of bullying and ensure that all parties involved receive the necessary support.

13 Monitoring of this policy

The Leadership team will monitor all aspects of school life in order to determine whether this policy is being fully implemented by all staff. The Leadership team will monitor implementation of this policy.

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14 Appendix

14.1 Examples of Bullying

- Physical bullying, including but not limited to hitting, kicking, tripping, pinching, pushing or damaging property.
- Verbal bullying, including but not limited to name calling, insults, teasing, intimidation or discriminatory remarks preventing equal opportunities (see point 5).
- Social bullying, including but not limited to lying and spreading rumours, negative facial or physical gestures, intimidating or contemptuous looks, playing nasty jokes to embarrass and humiliate, mimicking behaviour, encouraging others to exclude an individual or damaging an individual's social reputation or social acceptance.
- Cyber bullying, including but not limited to abusive or hurtful texts, emails or posts, images or videos, deliberately excluding others online, nasty gossip or rumours posted online, imitating the identity of others online or using their log-in.

14.2 Anti-bullying document

The anti-bullying document contains the following questions:

- Exactly where and when did the bullying take place?
- Were there any other young people around at the time?
- Was there an adult around at the time?
- Do you know the name(s) of the person(s) who bullied you?
- What were you doing before the incident took place?
- Can you remember exactly what happened or what was said?
- What happened next?
- Has this happened before?
- How did it make you feel?
- What would you like to happen now?

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