



## **ISL Surrey Anti-Bullying Policy 2017-18**

**Date reviewed  
February 2018**

**To be reviewed  
August 2018**

## **Mission statement**

The International School of London Group is a culturally diverse community which fosters a passion and enthusiasm for learning, through outstanding educational practices. Students' cultural and linguistic identities are valued and nurtured through our international curriculum and Mother Tongue programme. Our school develops the attitudes, skills and understanding needed for active and responsible contributions to both local and global communities.

At the International School of London in Surrey, we believe in:

- Empowering students to maximise their learning opportunities and to fulfil their potential.
- Actively integrating cultural diversity in the curriculum.
- Creating inclusive, vibrant and innovative learning communities.
- Offering a diverse and extensive international programme that supports personal, social and professional growth.

## **Introduction**

At ISL Surrey we aim to provide a safe, caring and friendly environment for all our pupils to allow them to learn effectively, improve their life chances and help them maximise their potential.

We would expect pupils to feel safe in school, including an understanding of the issues relating to safety, such as bullying. We also want them to feel confident to seek support from school should they feel unsafe.

## **Roles and Responsibilities**

**The Principal** – Has overall responsibility for the policy and its implementation and liaising with the Director, parents/carers, and outside agencies and ensuring the Head of Wellbeing will have the necessary support for the implementation of this policy.

The Head of Wellbeing is responsible for:

- Policy development and review involving pupils, staff, 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

‘Behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically or emotionally’.

*Safe to Learn: embedding anti bullying work in schools (2007).*

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 sexual, sexist, racist or homophobic bullying and when children with disabilities are involved. All staff are aware that students with SEN/ differences/ perceived differences may be at greater risk of bullying. If the victim might be in danger then intervention is urgently required.

What does bullying look like?

Bullying can include:

- name calling
- taunting
- mocking
- making offensive comments
- physical assault
- taking or damaging belongings
- cyber bullying - inappropriate text messaging and e mailing; sending offensive or degrading images by phone or via the internet
- 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’.

Why are children and young people bullied?

Specific types of bullying include:

- bullying related to race, religion or culture
- bullying related to special educational needs or disabilities
- bullying related to appearance or health
- bullying relating to sexual orientation

- bullying of young carers or looked after children or otherwise related to home circumstances
- sexist or sexual bullying

There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

Bullying can take place between:

- young people
- young people and staff
- between staff
- individuals or groups
- Certain groups of pupils are known to be particularly vulnerable to bullying by others: these may include pupils with special educational needs such as learning or physical disabilities; young carers, Looked After children, those from ethnic and racial minority groups and those young people who may be perceived as lesbian, gay, bi-sexual, transgender or questioning their gender role.

## **Reporting and Recording 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). All stakeholders understand that any incident of bullying must be reported either to the relevant class teacher or the Head of Wellbeing. Bullying incidents will be recorded by the member of staff who deals with the incident and this will be notified to and held by the Head of Wellbeing. The information we hold will be used to ensure individual incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of the policy.

## **Procedures:**

All reported incidents will be taken seriously and investigated. This will involve all parties. Our procedures support the ISL restorative approach to matters of child behaviour.

We will:

- Interviewing all parties
- Inform parents
- Explore appropriate solutions that best suit the situation (circle of friends, individual work with victim, perpetrator, referral to outside agencies if appropriate)
- Referral to Behaviour policy and behaviour ladder where appropriate
- Follow up especially keeping in touch with the person who reported the situation, parents/carers
- Provide ongoing support for the victim and the bully.

## **Evaluating the Policy**

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this will be notified to and held by the Head of Wellbeing.

The information we hold will be used to ensure individual incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of the policy.

The policy will be reviewed and updated annually. The policy review will be linked to the School Improvement Plan, working towards a more inclusive and harmonious ethos across the school community.

### **Strategies for Preventing Bullying**

As part of our on-going commitment to the safety and welfare of our pupils we will work with the Student Council, teachers and the PTA to develop strategies to build a strong community culture that does not support bullying.

Surrey documents **ditto** School documents **ditto**