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# Anti-Bullying Policy

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**Adopted by the Governing Body:** September 2017

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**Last updated:** September 2018

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**Led by:** A.Kastelanides

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Adopted by the Governing Body: 2018  
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## 1.1 The Aims of this Policy

The Greek Community School at St. Cyprian's is a small multicultural supplementary school, which prides itself on the diversity of its community and the richness this brings to the school.

The emotional well-being; physical and mental health; social and educational well-being of students are of paramount importance. everything that we do is linked closely to the United Nations Convention on the Rights of the Child and driven by Article 2 (non-discrimination) which states that: "The convention applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background."

The other articles that are of particular note in relation to the our anti-bullying policy are: Article 13 (freedom of expression); Article 14 (Freedom of thought, belief and religion); Article 15 (freedom of association) and Article 19 (protection from violence, abuse and neglect).

Our School aims to ensure that students feel safe and can achieve their maximum potential. This policy follows the Guidelines outlined in the Education and Inspection Act of 2006, students should feel confident to report any bullying and also feel that any incident will be dealt with in an empathetic and supportive way.

Bullying is anti-social behaviour and affects everyone involved. The Greek Community School does not tolerate bullying behaviour. Staff as well as students should be fully involved in stamping out any bullying.

### The aims of this policy are to:

- Prevent, de-escalate and/or stop any continuation of harmful behaviour;
- React to bullying incidents in a reasonable, proportionate and consistent way;
- Safeguard the student(s) who has experienced bullying and ensure mechanisms of support are put in place;
- Apply disciplinary measures to the student(s) involved in the bullying behaviour, ensure that they have the opportunity to learn from their experiences;
- Use multi agency support (if required) to ensure full support is given to the student(s) being bullied and the student(s) involved in bullying;
- Ensure that students feel secure in the knowledge that they are part of a supportive and caring environment.

## 2.0 Definitions of Bullying

The Greek Community School has adopted the ABA's (Anti Bullying Alliance) definition of bullying:

"Bullying is 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.”

It is not bullying when:

Childre and young people find themselves in conflict, disagreeing, having an argument or even fighting, without an imbalance of power or use of intimidation.

The experience of conflict or disagreement is upsetting for those involved but it is not bullying. However, unresolved disagreements and the failure to manage anger and resentment can sometimes escalate when one person retaliates by constantly picking on the other.

A pattern of bullying can emerge if conflict is not dealt with at an early stage.

## 2.1 Types of Bullying Behaviour

### Behaviour

#### Verbal bullying

that is deliberately intended to hurt, intimidate, frighten, harm or exclude

### Personal aspects

- \_name-calling
- \_belittling comments, jokes or verbal attacks based on appearance, disability, home situation, race, culture, income, class, gender identity, sexuality, faith, religion
- \_nasty teasing
- \_hurting a person's feelings
- \_sexual harassment
- \_making personal threats
- \_verbal abuse based on a person's sexuality
- \_Ignoring

### Social aspects

- \_alienating a person from their friends
- \_and social groups
- \_damaging a reputation
- \_excluding and not including in small or larger group activities
- \_spreading rumours
- \_using sexually abusive or suggestive
- \_language to exclude a person or group
- \_ostracising
- \_malicious gossiping

### Criminal

- \_coercing people or daring them to do illegal acts
- \_inciting others to do dangerous things
- \_inciting hatred towards an individual or group: faith, disablist, homophobic, biphobic, transphobic, religious, racist or
- \_sexist
- \_sexual harassment
- \_threats about damaging a person, their family, friends or property, including inflicting physical harm
- \_intimidating telephone calls
- \_taunting: faith, racist, homophobic, sexist, disablist, religious

**Non-verbal bullying that is deliberately intended to hurt, intimidate, harm, exclude or frighten**

- **\_intimidation through gesture**
- **\_hiding, stealing or damaging a person's books or belongings**
- **\_dirty looks**
- **\_sending written threats**
- **\_setting someone up to take the blame**
- **\_publicly**
- **\_shunning someone:**
- **not speaking with or interacting with them**
- **\_“kissing teeth”**
- **\_theft**
- **\_stalking**

• **\_Physical bullying includes:**

• **\_A direct physical attack on a person**

• **\_An indirect attack on property or belongings**

- **beating**
- **biting**
- **choking**
- **unwanted groping or touching**
- **hitting**
- **kicking**
- **poking**
- **punching**
- **shaking**
- **shoving**
- **slapping**
- **spitting**
- **spitting**
- **throwing**
- **tripping**
- **urinating**
- **embarrassment and public humiliation**
- **group bullying – when a child or young person is out numbered or picked on in some of the following ways:**
- **blocking the way**
- **demanding money/food**
- **being forced to participate in embarrassing initiation rites**
- **being forced to do unwanted things in front of others**
- **having belongings destroyed, stolen and/or ridiculed**
- **extortion with threats**
- **sexual abuse, sexual violence**
- **threatening with a weapon**
- **using a weapon to inflict harm**
- **(assault)**
- **physical assault**
- **stealing**
- **“happy slapping”**
- **criminal damage**

**Technological bullying: The majority of verbal and non-verbal behaviours can be carried out using new forms of technology – therefore technological bullying takes the same form as non-physical**

- **sending threatening or intimidating comments via:**
- **email**
- **text messages/mobile phones**
- **web cameras**
- **internet forums**
- **making malicious or prank phone calls**
- **instant messaging**
- **taking embarrassing or humiliating pictures or video**
- **clips on mobile phones which may also be sent or shared with others**
- **setting up or contributing to online forums or websites, where using any of these technological methods to threaten, intimidate or harass an individual or group**

**victimisation, but without the bully having to confront the victim face-to-face. It is often carried out anonymously.**

- internet chat rooms
- personal websites
- creating web pages which aim to intimidate psychologically and/or physically threaten, or socially damage an individual or group

- users post malicious comments about a
- person or group

## 2.2 Cyber-bullying Guidance

In cyber-bullying the audience for the bullying can be very large and reached rapidly. This means that the degree and seriousness, as well as possible risks and repercussions have to be evaluated differently than in cases of other types of bullying.

If content is shared across mobile phones or posted online, it becomes difficult to control who might see it or have copies of it. Not being able to be certain that the event has been contained and will not recur/resurface may make it harder for the person being bullied to gain a sense of closure over an event.

The nature of cyber-bullying may mean that students are not necessarily aware that they are a victim of bullying or they may not know who it is that is bullying them. All staff, students and bystanders have a key role to play in preventing this kind of bullying. Cyber bullying may be unintentional or used as a form of retaliation to bullying at or after school.

The Education Act 2006 allows the Principal to regulate the conduct of students when they are off site or not under the control of members of staff to such an extent as is reasonable.

Students should be advised not to retaliate to cyber bullying but keep all evidence, e.g. texts, e-mails, etc. They should also contact their network or a mobile phone provider to block any malicious text, calls, etc.

## 2.3 Homophobic / Biphobic / Transphobic Bullying

Students may be reluctant to report homophobic/biphobic/transphobic bullying as they may worry that their parents, etc. may either find out that they are gay, bisexual or trans or assume that they are even if this is not the case. Therefore any homophobic/biphobic/transphobic bullying should be dealt with very carefully and sensitively.

Any homophobic/biphobic/transphobic language should be immediately challenged even if it is apparently said as a 'joke' or without obvious target. Further guidance and information can be obtained from Stonewall.

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## 2.4 Racist Behaviour/Bullying

Racist behaviour/bullying can come from anyone regardless of their ethnicity. Within a school there can be a range of perpetrators and victims.

Racist behaviour/bullying can involve any of the following:

- physical assault/violence/against a person or group because of their colour or ethnicity;
- racist name-calling, racist graffiti, verbal abuse, insults or racist jokes;
- bullying and racial threats;
- inciting to others to behave in a racist way;
- ostracising and excluding students from games, activities and friendships groups because of their colour, culture or ethnicity;
- making racist comments in the course of lessons or conversation;
- ridiculing an individual for ethnic and cultural difference, e.g. food, music, dress, faith, language, accent, names, etc.
- refusal to cooperate or sit next to another student based on their race, colour, ethnicity or language.
- refusal to undertake a particular curriculum activity or to take material or resources home which would indicate a racist attitude and
- damage to someone's property which is racially motivated, i.e. because they are a particular ethnicity they are targeted.

The Behaviour policy has clear guidelines on how any racist behavior / bullying is to be dealt with.

## 2.5 Bullying and Domestic Violence

Children and young people are affected by their home circumstances and there may be connections between children and young people who bully and domestic violence. The experience of domestic violence can increase the risk of being a bully and a victim. At our school we would seek to signpost families who are the victims of domestic abuse to appropriate support and to offer appropriate support to the student in school.

## 3.0 Prevention of Bullying

At our Community School we aim to develop a proactive approach to prevent bullying. We hold assemblies for senior and junior school on highlighting the issues involved. The curriculum is used to explore issues relating to citizenship and role-play is used to explore many issues, which could result in a lack of understanding of other culture, religions, sexuality and gender identity. The School Council is used to discuss bullying and explore ways of preventing and tackling it.

Every class has a lesson devoted to 'empathy' with practical activities again highlighting main issues.

New students are provided support when they join the school by allocating other students as buddies to support them until they have established themselves.

4 members of staff are on break/lunch duty every Saturday to ensure that support is provided for students in the hall and outside in the playground. Parents at the tuck shop also play an important role in ensuring that students use the facilities properly and that any bullying behaviour is tackled at lunchtimes by maintaining an orderly queue and reporting any bullying behaviour to staff on break duty.

#### **4.0 Action to be Taken when Dealing with a Bullying Incident**

The 1989 Children's Act states that: A bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'.

With this in mind, staff should:

- Report any bullying behaviour to the Tutor/HOC/YCC/STL and record this
- Information as soon as possible
- Reassure the students, be empathetic and supportive.

#### **Senior Team should:**

- be aware of information which involves students who may be victims of or perpetrators of bullying behaviour;
- monitor bullying behaviour;
- ensure that all staff, including the TAs are kept informed;
- identify different bullying behaviours and ensure that steps are taken to address these behaviours;
- should ensure that students who exhibit bullying behaviours are monitored and that appropriate programmes and intervention strategies are used to ensure their behaviour is corrected as much as possible;
- use assemblies and class assemblies to raise awareness of bullying;
- ensure that parents of the victim and the bully are kept fully informed of all the actions being taken by the school. It may be necessary to involve outside agencies such as the police, Education Welfare Officer, etc.
- Students who experience bullying should be confident that:
- they can report it to any member of staff and know that it will be taken seriously and
- they will be heard;
- they will not be excluded from school for being bullied, even if it is believed that it would be in the best interest of the student;
- they know how to report any bullying and to whom it should be reported;
- staff will deal with any incidents effectively;
- steps will be taken to make them feel safe and they are helped to rebuild their confidence and resilience.



- Students who are involved in bullying behaviour should understand that:
  - they will have to discuss the incident/allegations;
  - there are appropriate sanctions to ensure that they recognise and reflect on their behaviour, e.g. detention, fixed term/permanent exclusion; exclusion from certain areas of the school premises; Governors' behaviour panels; interview with the police, etc.
  - they will be helped by staff to develop their emotional skills and knowledge so that in future their behaviour will not offend or cause harm to other students;
  - they learn how they can take positive steps to repair any harm caused to a student(s) and
  - that bystanders have a responsibility to **not** encourage or condone bullying either by being on-lookers or jeering.

#### **4.1 Monitoring of Bullying Incidents**

Staff should ensure that when they record bullying that they make it clear that the behaviour is bullying.

A monitoring and support programme should be set-up to ensure that the victim(s) and the bully are supported and sanctioned appropriately.

A learning contract be set up to monitor the behaviour of individuals, or teaching groups.

#### **5.0 Procedures for Dealing with an Incident**

1. If you hear about an incident of bullying without actually witnessing it then report it immediately to the Head teacher in line with the Behaviour Policy.
2. If you witness an incident of bullying you may need to isolate the victim from the perpetrator and/or crowd to record a student statement(s).
3. If a teacher receives information about a student being bullied or bullying another student(s) outside lessons then immediately inform the Head teacher or deputy.
4. If an incident of bullying occurs in a lesson then the member of staff should inform the
5. Head or deputy.
6. The students involved in the incident should immediately be informed that further
7. investigations will be carried out by the senior team. An incident form should
8. be completed and handed to the Head. All incidents of bullying should be passed to the Head teacher.
9. The incident should be logged as bullying by the Senior team.
10. If an incident is more serious and involves physical attack or is more complex than

at first thought then the Senior Team should fully investigate the incident.

11. The Head teacher should be kept informed and intervention may be required to prevent similar situations/behaviour reoccurring such as moving class, groups; involvement of parents; behaviour contracts.

12. Where consistent bullying behaviour has been identified then the incident should be monitored over a period of time to ensure that the victim feels that they can have closure.

### **5.1 Bullyin off Site**

The Education and Inspection Act or 2006 provides schools with the powers to discipline students whose behaviour is likely to cause harm to other students. On return to school the behaviour policy will be followed to ensure that appropriate action is taken. This includes cyber- bullying. The police may be involved if the incident(s) is of a serious nature. Parents may be advised to report any bullying directly to the Police.

### **6.0 Anti-Bullying Information for Students**

Bullying is any behaviour, which is deliberately intended to hurt, intimidate, frighten, harm or exclude you. It is not bullying when you find yourself, disagreeing, having an argument or a fight without the use of intimidation. You may have just fallen out with your friends. It is not bullying if your friends choose not to be your friend anymore.

#### **If you are being bullied you may experience one or more of the following:**

name calling; threats; physical violence; extortion, i.e. pressurising you into giving money, food, etc; damage to possessions; spreading rumours and using text, phone calls, e-mails, chat rooms, web sites to say hurtful things or show inappropriate material; saying things about your religious faith, gender, ethnic background, appearance, sexuality, special education needs, disability, or other issues in your family.

If you feel you are being bullied what should you do?

- Firstly you need to know that the Community School does not tolerate any kind of bullying.
- You can expect that the staff will support you and that you are not alone.
- You must be brave and report this bullying, don't suffer in silence and remember you are not to blame!
- Stay calm, be assertive and confident.
- Tell the bully/bullies to stop, be firm and clear.
- You can ask one of your friends to come with you to talk to a member of staff you trust, or the Head teacher.

- If the incident happens at break-time then seek help from a member of staff on break-duty or try to find your teacher or any other member of staff.
- You should always tell your family, they will want to help and support you. If you are receiving abusive e-mails, texts, etc. then keep all the evidence and then block any further contact by contacting your provider.

### **What to do if you want to Report Bullying:**

- State clearly who was involved
- Were there any other students who were onlookers
- What happened
- Where it happened
- When it happened
- Have incidents like this happened before? If so when and how often?
- What you have done about it so far?

PLEASE REMEMBER YOU ARE NOT ALONE: WE ARE ALL HERE TO HELP

If you find it difficult to talk to your family, friends or anyone at school then you can ring CHILDLINE free on 0800 1111. This is a confidential helpline.

### **7.0 Anti-Bullying Information for Parents / Guardians**

It is not bullying when: students find themselves disagreeing, having an argument or even fight, without the use of intimidation. Young people may just fall out with their friends or they may make new friends and therefore change their friendship groups. Bullying is any behaviour, which is deliberately intended to hurt, intimidate, frighten, harm or exclude your child.

It is bullying if individuals or groups:

- Call your child names
- Threaten your child
- Hurt your child physically
- Pressurise your child into giving someone possessions, money, food, etc
- Damage possessions
- Spread rumours about your child or your family
- Use text, e-mails, phone calls, chat rooms, web sites to say hurtful things or show inappropriate material about your child; saying things about your child's religious faith, gender, ethnic background, appearance, sexuality, special education needs, disability, or other issues in your family

### **What should you do if your child is being bullied?**

- You should contact the main school office (020 946 6201) and ask to leave a message for your child's tutor, Year Curriculum Coordinator or the Senior Team

Link for the Year group.

- \_Please understand that school staff may be unaware that your child is being bullied or there may be conflicting accounts of an incident(s).
- \_Be as specific as possible about what has happened to your child. Give details of dates, places and names and/or description of other students.
- \_Ask if there is anything you as a parent/guardian can do to support your child.
- \_Advise
- your child to keep a record of any incidents,
- \_Stay in contact with the school and let them know if things improve as well as any other concerns you may have.
- \_Prevent the possibility of cyber-bullying by making sure that your child does not give
- their mobile phone number, passwords or other personal information to others. Also, do not encourage your child to spend time on the computer using chat rooms, etc
- 

#### **Action taken by the Community School to deal with any Bullying Incidents**

- work to make sure that your child is safe;
- work to stop the bullying incident(s) happening again;
- provide support to your child;
- interview the bully/bullies;
- ensure that you are kept fully informed of any developments;
- ensure that the Anti-Bullying Policy and the Behaviour Policy are followed;
- involve outside agencies as necessary;
- take actions to ensure that the bully/bullies learn not to harm others;
- monitor the student(s) involved in bullying;
- that bullying will always incur a disciplinary sanction and

If you are concerned about your child being bullied and you feel that the action(s) taken by the school have not resolved the matter, then you can ring the school office and ask for an appointment with the Head teacher.

### Useful Websites:

[www.bullying.co.uk](http://www.bullying.co.uk)  
[www.childnet-int.org](http://www.childnet-int.org)  
[www.childline.org.uk](http://www.childline.org.uk)

[www.kidscape.org.uk](http://www.kidscape.org.uk)  
[www.stoptextbully.com](http://www.stoptextbully.com)  
[www.parentlineplus.org.uk](http://www.parentlineplus.org.uk)

[www.antibullying.net](http://www.antibullying.net)  
[www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)  
[www.victimsupport.org.uk](http://www.victimsupport.org.uk)

### Useful Organisations for Further Information

Anti Bullying Alliance (ABA)

<https://www.anti-bullyingalliance.org.uk/contact>

Bully Free Zone

01204 454958

Commission for Racial Equality

020 7939 0000

Kidscape

020 7730 3300

Mencap

020 759 3388

National Autistic Society

0845 0704004

NSPCC

020 7825 2500

Stonewall (LGBT information)

020 7593 1850