Cambridge International School

Anti-Bullying Policy and Procedures
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NAME OF POLICY	Anti-Bullying Policy and Procedures
APPROVED BY	Principal
LAST REVIEW DATE	AUGUST 2024
NEXT REVIEW DATE	AUGUST 2025
RELATED POLICIES	CIS Child Safeguarding Policy CIS Cyber Bullying Policy CIS Student Code of Conduct CIS DLP Policy CIS Acceptable Use Digital Policy CIS Student Wellbeing Policy

Aims of the policy: The policy intends to fulfil the school's objectives to provide a safe environment for its students, promote the school's high standards (in both behaviour and education), and achieve the standards laid out in our behaviour, child protection, safeguarding, equality, e-safety, and acceptable use policies. Students have three clear rights as CIS: the right to respect, the right to learn, and the right to learn and play in a safe environment.

Wellbeing Vision: At CIS, we aim for all students to flourish in a safe and nurturing environment where we uphold our core values of respect, empathy, honesty, responsibility, and perseverance.

Wellbeing Mission: We strive to create an inclusive community that empowers all students to be high-performance learners by promoting well-being and positive mental health.

Aims of the policy also include:
- To demonstrate that the school takes bullying seriously and will not be tolerated.
- To take measures to prevent all forms of bullying in the school and during off-site activities.
- To support everyone in identifying and protecting those who might be bullied.
- To demonstrate to all that the safety and happiness of pupils is enhanced by dealing positively with bullying through restorative practice.
- To encourage pupils to tell someone that they are being bullied.
- This statement is designed to include students, staff and parents.
- All management team members and teaching and non-teaching staff should know the school policy on cyberbullying and follow it when bullying is reported.
- In all cases, there will be **zero tolerance against bullying.**

Bullying is wrong and damages the well-being of individual children. Therefore, we do all we can to prevent it by developing a school ethos in which bullying is unacceptable. If bullying does occur (please see the definition below), students, staff, and parents should feel confident that they can report the behaviour and that swift action will be taken. We aim to make all those connected with the school aware of our opposition to bullying and make clear each person's responsibilities regarding eradicating bullying in our school.

What does Cambridge International School consider to be 'Bullying'?

The school regards bullying as: '***behaviour by an individual or group, repeated over time, that is intended to hurt or harm another individual or group, either physically or emotionally.'*** It may involve severe bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

Where bullying is:
- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against
- Emotional - unfriendly, excluding, tormenting (e.g. use of derogatory words, defamatory remarks, spreading rumours, etc.)
- Physical – any intentional act causing injury or trauma to another person by way of bodily contact
- Verbal – negative, defining statement told by the victim or about the victim or by withholding any response, thereby defining the target as non-existent. (when an individual uses verbal language (e.g., insults, teasing, etc) to gain power over his or her peers)
- Racist - racial taunts, graffiti, gestures
- Homophobic - When people behave or speak in a way which makes someone feel bullied because of their actual or perceived sexuality
- Cyber - Cyberbullying is the use of aggression online with the intention of hurting another person. This may be in the form of text, photos or videos, which results in pain and distress to the victim through all areas of the internet, such as email and internet chat rooms. Also, this includes the misuse of smartphones, tablets and associated technology in the form of threat calls and video facilities.

Bullying, including bullying related to race, religion or culture, SEN or disabilities, health conditions or appearance, sexist or sexual bullying and home circumstances, is wholly unacceptable and will not be tolerated. This intolerance extends to adults as well as students.

Why is it Important to Respond to Cyberbullying?

Cyberbullying hurts. No one deserves to be a victim of cyberbullying. Everybody has the right to be treated with respect, even online. Pupils who are cyberbullying need to learn different ways of behaving, and it will be handled in the same manner as in-person bullying.

Roles and Responsibilities

The role of pupils:
- Pupils are expected to treat others fairly and with respect.
- Pupils are encouraged to tell anybody they trust if they are being bullied and if the bullying continues, they must continue to let people know.
- Pupils must report any incidents that they witness of bullying, even if they observe as a bystander.
- Pupils are encouraged to stand up assertively and safely against a bully and are provided with a range of strategies on how to do this, whether they are being bullied or bystanders.

The role of parents and families:
- Parents should set a positive example to all pupils at all times.
- Parents whom are concerned that their child might be being bullied or suspect that their child may be the perpetrator of bullying should contact the school, where appropriate action will be taken and the situation monitored. Parents will be informed of the outcome of an investigation, and their support may be necessary.
- Parents are responsible for supporting the school's Anti-Bullying Policy and actively encouraging their children to be positive members of the school.

The role of staff:
- All staff to be aware that children can abuse other children (referred to as child-on-child abuse). All staff should be clear as to the school's anti-bullying and safeguarding policy and the procedures regarding child-on-child abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it.
- It is the responsibility of staff to report bullying concerns onto Guard.
- It is the responsibility of the staff to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying.
- The staff ensures that all children know that bullying is unacceptable in this school. Anti-bullying events and promotions throughout the year will highlight and support why this behaviour is wrong.
- The Wellbeing lead and School Counsellors ensure that all staff receive sufficient training to deal with all bullying incidents.
- The whole school community sets the school climate of mutual support and praise for success to reduce the likelihood of bullying. When pupils feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

Signs of Bullying

Pupils who are being bullied may show changes in behaviour, e.g. becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. The school has standing agenda items of safeguarding, student attendance, student welfare and health and safety to ensure these key areas are kept as a regular focus. Children being absent from education for prolonged periods and/or on repeat

occasions can act as a vital warning sign to a range of safeguarding issues, including bullying. The school's response to persistently absent pupils and children missing education must support identifying bullying and, in the case of absent pupils, help prevent the risk of them becoming a child missing education in the future.

There may be changes in work patterns, a lack of concentration, or truancy. The student may show a sudden decrease in online activity, start stammering, attempt or threaten suicide (have suicidal thoughts), run away, cry to sleep at night or have nightmares. Adults may notice that their child comes home with clothes torn or books damaged, has possessions which are damaged or "go missing", asks for money or starts stealing money [to pay bully], has unexplained cuts or bruises, comes home starving [money/lunch has been stolen], becomes aggressive, disruptive or unreasonable, is bullying other children or siblings, stops eating, is frightened to say what's wrong, gives improbable excuses for any of the above, is nervous and hypervigilant in class.

All staff should be aware of these possibilities and report any suspicions of bullying promptly to the appropriate Head of Year.

Reporting a Bullying Behaviour

If being bullied, a student should report it to a member of staff, either their Learning Manager, Class Teacher, Head of Year, or Counsellor. Students can also express their concerns to Mental Health First Aiders or the SSLT, who will pass it on to the relevant staff. Students can also self-report on Upstrive or through Phoenix (Speak Up) which is reported directly to the Vice Principal.

If another student knows that bullying is occurring, they must report it to an appropriate staff member. If a cyberbullying incident is seen or reported by a student to any teacher or class teacher, immediate action must be taken in the following manner:

- An investigation is immediately held to trace the sequence of events.
- Initially, a no-blame approach will be taken, and the effect of bullying on all parties will be discussed.
- Facts from parents/class teachers/supervisors/the person who reports the matter are noted.
- The victim is kept calm and assured of all help and support.
- The alleged pupil(s) is questioned.
- A meeting is held with the School Counsellor or necessary pastoral lead in the specific department of the school.
- The pupil and the parents are spoken to.
- The pupil is counselled/reprimanded.
- Depending on the severity of the situation, the alleged pupil(s) could be suspended from school. If the incident is repeated, the matter will be referred to the Director of Education-GEMS/Ministry/KHDA with a recommendation that the pupil's name be struck off from the rolls.
- All copies of correspondence are placed onto Guard and both the victim and the bully are tagged as the 'persons concerned'.

Anti-Bullying System

If a parent wishes to report an occasion of bullying, they should contact their son/daughter's Learning Manager, Head of Year, or School Counsellor. Parents have an important role in supporting the school in maintaining its high standards of behaviour. Consistent expectations between home and school are essential, and it is vital that there is cooperation between the two.

Recording Instances of Bullying

Any instances of bullying will be recorded on GUARD by staff dealing with the incident, members of the Wellbeing team, and/or the school counsellor. This information will then be attached to the relevant student's profile so that any necessary staff can view the details and an accurate record of the individual's behaviour is kept. The number of instances of bullying is reviewed regularly so improvements/declines in behaviour can be closely and effectively monitored.

Prevention of Bullying

The school strives for the prevention of bullying rather than the reaction to it. Strategies to achieve this include SLT and teacher supervision during class, break time, and after-school activities on duty around the school. In the classroom, all teachers are vigilant in their prevention of bullying and information is

shared with all relevant teachers. The school promotes an extremely high level of behaviour, achievement, morals, social awareness, and respect. We pride ourselves on the well-mannered, polite, respectful, well-rounded individuals who leave the school, and our anti-bullying framework is designed to uphold this ethos.

At GEMS, anti-bullying falls under safeguarding and is in compliance with our Safeguarding Policy. GEMS Education ensures that children are taught about elements of safeguarding, including online safety, through teaching and learning opportunities as part of providing a 'broad and balanced curriculum.'

This aim is best set out as in UK DfE (Department for Education) Preventing and Tackling Bullying:

'Schools which excel at tackling bullying have created an ethos of good behaviour where pupils treat one another and the school staff with respect because they know that this is the right way to behave. Values of respect for staff and other pupils, an understanding of the value of education, and a clear understanding of how our actions affect others permeate the whole school environment and are reinforced by staff and older pupils who set a good example to the rest.'

The school raises awareness of the antisocial nature of bullying through school assemblies, the School Students' Council, tutorial time activities, and, as appropriate, during the Curriculum For Life lessons in the national curriculum programmes of study.

Anti-Bullying System
Pupils will be taught to stay safe online, and prevention work addressing cyberbullying will be in place across the school. Staff will be trained to respond appropriately to any online or mobile incidents.

Upstrive
Students from Y3-Y13 are encouraged to complete a well-being check-in on Upstrive regularly at school. Students are encouraged to report any matters that may cause them upset on this online platform. This information is then reviewed by Learning Managers, Heads of Year, Heads of School, and the School Counsellor. Necessary action is then taken, and disclosures are followed up if any student logs something that indicates that they are not happy at school.

Dealing with Instances of Bullying
If bullying is suspected or reported, the incident will be dealt with initially and immediately by the teacher approached. If necessary, the incident will be investigated by the relevant Head of Year. The details of the incident will be recorded on GUARD. The relevant Head of Year must be informed immediately if a racial or prejudicial element to the bullying is suspected. Staff teaching the bullied pupil and the form tutor will be informed via e-mail/meeting. In consultation with the Head Of School, the Head of Year will determine the appropriate sanction. Any SoD or extenuating circumstances will be taken into account when dealing with the incidents. Vulnerable children may be more susceptible to grooming, bullying, online harm or child-on-child abuse. At CIS, we regularly raise awareness with staff and parents/carers about early identification and how to respond to these issues.

Parents, as well as all staff and pupils, should know that Cambridge International School will not tolerate bullying, and takes a positive approach to educating pupils to combat it. Parents of pupils who are being bullied and parents of the bullying student/s will be involved in the solution to the problem as appropriate by the relevant Head of Year in consultation with the Head of School. Any of the school's formal sanctions can be used against bullies. A pupil could be permanently excluded for persistent offenders or incidents considered gross acts of aggression. Where necessary,

Counselling will be offered and given to help persistent offenders identify and stop bullying behaviour in the future. The school understands that the support required by a bullied student will vary and is well equipped to deal with a wide range of needs, e.g., School Counselling, Head boy/Girl, Student MHFA and (SSLT team). Learning messages arising from any instance of bullying will be shared with the year group as appropriate, for example, the role of the bystander.

Review of Policy

The school conducts regular pupil surveys—where the entire student population is surveyed—to gauge pupils' opinions on behaviour, experiences of bullying, how bullying has been dealt with, etc. The outcomes from these surveys are closely analysed, and areas where development is required are identified so that appropriate improvements can be made.

All staff, pupils, and parents should be aware of the negative effects that bullying can have on individuals and the school in general and should work to ensure that pupils can work in an environment that is safe.

Date of review: August 2025