

	<b>Cambridge School of Bucharest</b>  <b><u>Policy</u></b>	<b>Doc. Ref.</b> : CSB-001-PO
		<b>Rev.</b> : Version 2
		<b>Date</b> : 24.08.2018
<i>Anti-Bullying</i>		

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**This document will be expired after 3 Years from date of last modification as indicated above.**

Rev.	Date	Modification
0	15.09.2017	First Issuance
1	24.08.2018	Policy Revision

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## Policy objectives:

This policy outlines what CSB will do to prevent and tackle all forms of bullying.

The policy has been adopted with the involvement of the whole school community.

CSB is committed to developing an anti-bullying culture where the bullying of adults, children or young people is not tolerated in any form.

## Links to legislation:

There are a number of pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These may include (but are not limited to):

- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986

## Responsibilities

It is the responsibility of:

- The School Director to communicate this policy to the school community, to ensure that disciplinary measures are applied fairly, consistently and reasonably, and that a member of the senior leadership team has been identified to take overall responsibility.
- The proprietor to take a lead role in monitoring and reviewing this policy.
- All staff, including: The proprietor, senior leadership, teaching and non-teaching staff, to support, uphold and implement this policy accordingly.
- Parents/carers to support their children and work in partnership with the school.
- Pupils to abide by the policy.

## Definition of bullying

- Bullying is “behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally”. (DfE “Preventing and Tackling Bullying”, July 2017)
- Bullying can include: name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.
- This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include: sending offensive, upsetting and inappropriate messages by phone,

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text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.

- Bullying can be a form of peer on peer abuse and can be emotionally abusive; it can cause severe and adverse effects on children’s emotional development.

Forms of bullying covered by this policy:

<b>Type of bullying</b>	<b>Definition</b>
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another’s belongings, any use of violence
SEND	Bullying related to SEND (Special Educational Needs or Disability)
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching.  This is included homophobic or transphobic bullying.
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

## School ethos

The CSB community recognises that bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing. By effectively preventing and tackling bullying, our schools can help to create safe, disciplined environment, where pupils are able to learn and fulfil their potential.

The school community:

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- Monitors and reviews our anti-bullying policy and practice on a regular basis.
- Supports staff to promote positive relationships, to help prevent bullying.
- Recognises that some members of our community may be more vulnerable to bullying and its impact than others; being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required.
- Will intervene by identifying and tackling bullying behaviour appropriately and promptly.
- Ensures our pupils are aware that bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn and abide by the anti-bullying policy.
- Requires all members of the community to work with the school to uphold the anti-bullying policy.
- Reports back to parents/carers regarding concerns on bullying, dealing promptly with complaints. Seeks to learn from good anti-bullying practice elsewhere.
- Utilises support of other relevant organisations when appropriate.

## **Responding to bullying**

The following steps may be taken when dealing with all incidents of bullying reported to the school:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern.
- The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision-making, as appropriate.
- The School Director, Designated Safeguarding Lead or Head of School will interview all parties involved.
- The Designated Safeguarding Lead will be informed of all bullying issues where there are safeguarding concerns.
- The school will inform other staff members, and parents/ carers, where appropriate.
- Sanctions (as identified within the school behaviour policy) and support for individuals will be implemented, in consultation with all parties concerned.
- If necessary, other agencies may be consulted or involved, such as: the police (if a criminal offence has been committed) or other local services including early help or children’s social care (if a child is felt to be at risk of significant harm).
- Where the bullying takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated. Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with the school’s behaviour policy.
- A clear and precise account of the incident will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken.

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## Cyberbullying

- When responding to cyberbullying concerns, the school will:
  - Act as soon as an incident has been reported or identified.
  - Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again.
  - Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
  - Take all available steps where possible to identify the person responsible. This may include:
    - looking at use of the school systems;
    - identifying and interviewing possible witnesses;
    - Contacting the service provider and the police, if necessary.
- Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:
  - Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.
  - Withholding and searching pupils' electronic devices, such as mobile phones, in accordance with the law and also the school behavior policy. (Note: Schools should ensure they access the DfE 'Searching, screening and confiscation at school' and Childnet Cyberbullying guidance to ensure that the schools powers are used proportionately and lawfully)
  - Requesting the deletion of locally-held content and content posted online if they contravene school behavioural policies.
- Ensure that sanctions are applied to the person responsible for the cyberbullying; the school will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need.
- Inform the police if a criminal offence has been committed.
- Provide information to staff and pupils regarding steps they can take to protect themselves online. This may include:
  - advising those targeted not to retaliate or reply;
  - providing advice on blocking or removing people from contact lists;
  - helping those involved to think carefully about what private information they may have in the public domain

## Supporting pupils

Pupils who have been bullied will be supported by:

- Reassuring the pupil and providing continuous support.
- Offering an immediate opportunity to discuss the experience with their teacher, the designated safeguarding lead, or the School Counsellor.

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- Being advised to keep a record of the bullying as evidence and discuss how respond to concerns and build resilience as appropriate.
- Working towards restoring self-esteem and confidence.
- Providing ongoing support; this may include: working and speaking with staff, offering formal counselling, engaging with parents and carers.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance.

Pupils who have perpetrated the bullying will be helped by:

- Discussing what happened, establishing the concern and the need to change.
- Informing parents/carers to help change the attitude and behaviour of the child.
- Providing appropriate education and support regarding their behaviour or actions.
- If online, requesting that content be removed and reporting accounts/content to service provider.
- Sanctioning, in line with school behaviour/discipline policy; this may include official warnings, detentions, removal of privileges (including online access when encountering cyberbullying concerns), and fixed-term or permanent exclusions.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance.

## Supporting adults

Our school takes measures to prevent and tackle bullying among pupils; however, it is equally important to recognise that bullying of staff and parents, whether by pupils, parents or other staff members, is unacceptable.

Adults (staff and parents) who have been bullied or affected will be supported by:

- Offering an immediate opportunity to discuss the concern with the designated safeguarding lead, a senior member of staff and/or the School Director
- Advising them to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience, as appropriate.
- Where the bullying takes place off school site or outside of normal school hours (including online), the school will still investigate the concern and ensure that appropriate action is taken in accordance with the schools behaviour and discipline policy.
- Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online.
- Reassuring and offering appropriate support.
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance.

Adults (staff and parents) who have perpetrated the bullying will be helped by:

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- Discussing what happened with a senior member of staff and/or the school director to establish the concern.
- Establishing whether a legitimate grievance or concern has been raised and signposting to the school's official complaints procedures.
- If online, requesting that content be removed.
- Instigating disciplinary, civil or legal action as appropriate or required.

## Preventing bullying

### Environment

The whole school community will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer on peer abuse).
- Openly discuss differences between people that could motivate bullying, such as: religion, ethnicity, disability, gender, sexuality or appearance related difference. Also children with different family situations, such as looked after children or those with caring responsibilities.
- Challenge practice and language which does not uphold the values of tolerance, non-discrimination and respect towards others.
- Be encouraged to use technology, especially mobile phones and social media positively and responsibly.
- Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.
- Actively create "safe spaces" for vulnerable children and young people.
- Celebrate success and achievements to promote and build a positive school ethos.
- All students to receive e-safety and cyberbullying lessons as part of the ICT and Computing curriculum.
- Students will participate in the schools PSCH EE curriculum, which will deliver session surrounding safety inside and outside the school, and online.

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## **Policy and Support**

The whole school community will:

- Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns.
- Regularly update and evaluate our practice to take into account the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
- Take appropriate, proportionate and reasonable action, in line with existing school policies, for any bullying brought to the schools attention, which involves or effects pupils, even when they are not on school premises; for example, when using school transport or online, etc.
- Implement appropriate disciplinary sanctions; the consequences of bullying will reflect the seriousness of the incident, so that others see that bullying is unacceptable.
- Use a variety of techniques to resolve the issues between those who bully, and those who have been bullied.

## **Education and Training**

The school community will:

- Train all staff, including: teaching staff, support staff (e.g. administration staff and site support staff) and pastoral staff, to identify all forms of bullying and take appropriate action, following the school's policy and procedures (including recording and reporting incidents).
- Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as: through displays, assemblies, peer support, the school/student council, etc.
- Provide systematic opportunities to develop pupils' social and emotional skills, including building their resilience and self-esteem.
- Provide opportunities to review all forms of bullying as part of the PSCEE curriculum, e-safety and cyberbullying as part of the ICT/Computer Science curriculum.

## **Recording and Storage of Bullying Reports**

Staff members need to report all incidences of bullying witnessed or any concerns they may have, to the HOS who investigate. This can be reported the HOS verbally or emailed.

A central register of all forms of bullying is recorded by the HOS in a shared administration spreadsheet. This will include the details of the incident and outcomes.

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### **Acceptable Use of School Technology**

Each year the guidelines for acceptable use of school technology will be shared students as part of the ICT/Computer Science curriculum.

The school has safeguards in place to filter and monitor inappropriate content and alert the school to safeguarding issues.

### **Monitoring and review: putting policy into practice**

- The school will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied.
- Any issues identified will be incorporated into the school's action planning.
- The school director will be informed of bullying concerns.

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## Anti-Bullying Report Form

### Student's details

Full name:

Class and Section:

Gender:  Male  Female

Ethnicity and culture:

Religion (if known):

Does the student have any disability or special educational need?  Yes  No (Please specify)

Preferred language of student:

Is any type of language support required to converse with the student?  Yes  No Please specify

Does the student know this form has been completed?  Yes  No If not, why not?

If yes, what did the student say?

### Details of Incident

Location:

Time:

Details of the incident:



***Anti-Bullying***

Why are you concerned about this student?

Please provide a description of any incidents/conversations and the dates they occurred. You must make clear what is fact and what is opinion or hearsay. You must not ask the student leading questions or try to investigate the concern yourself.

What have you observed and when?

(This relates to anything you have personally witnessed)

What have you been told and when?

(Write here anything you have been told by the student or any other person. Be exact and precise about who has said what and when?)

What other knowledge concerning this issue or student do you have? What have you heard and when?

(This may be third-party information that is relevant, but as yet unsubstantiated)

If an allegation has been made, give any details you have about the alleged bullying:



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Have you had other issues concerning this student?  Yes  No Date and time of this record:

Your details

Full name:

Position:

If you are not a member of the school staff, please provide details of your reason for visit, name of school, agency or service together with a contact telephone number:

Do those with parental responsibility know this form has been completed?  Yes  No

If not, why not?

If yes, what did they say?

**NOTE:** Those with parental responsibility should not be contacted by anyone in the school if this could place the student at risk. Speak to the DCSO or HOS first.

Does the student have any visible injury, or have they told you they have been injured?  Yes

No If yes, has medical advice been sought?  Yes  No If yes, what was outcome?



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Has any action already been taken in relation to this concern (for example, student taken out of class, first aid)?

Name and position of the person this record was handed to:

Date and time the above person received this record:

If this record has been handed to anyone other than the DCSO or HOS, please explain why:

If you have used additional sheets to complete this record of concern please staple them to this form and write the number of additional sheets here \_\_\_\_\_.

If the student has a visible injury, please indicate the location on the body map and staple the body map to this form.

Hand this form to the DCSO or HOS before you go home. If the DCSO or HOS is unavailable, hand it to the Director or Director's Assistant.

If you do not have certain information, such as the child or family's ethnicity, do not delay handing in the form. Ask the DCSO to complete the information.