



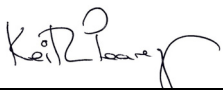

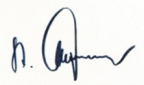
The British School of Paris

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Page 1 of 15

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Anti-Bullying Policy

Committee responsible: Pastoral		Effective from: Sept 2010 to: Sept 2011
Scope: This document is for use by the Whole School Community		
Policy Leader: Mr K Pearey	Checked by: Mr G Wood	Authorised by: Dr S Sommer
Signature: 	Signature: 	Signature: 
Date: 7 th September 2010	Date: 8 th September 2010	Date: 9 th September 2010

Distribution List

1. Board of Governors
2. Headmaster
3. Academic Team
4. Pastoral Team
5. Administrative Staff
6. Support Staff
7. Parents

Aims

As stated in our philosophy and objectives document, we are committed to providing a caring, supportive, friendly and safe environment for all of our pupils so that they can learn in a relaxed and secure atmosphere.

Bullying of any kind is always unacceptable and will not be tolerated at the British School of Paris. It is our policy to foster an environment where everyone:

- understands the type of behaviour that could be interpreted as bullying
- realises the consequences of bullying for all concerned (the bully and any spectator / followers as well as the target of the bullying)
- considers strategies to avoid becoming the target of bullying
- develops the self-esteem to avoid becoming a bully, a spectator / follower or a target

Anyone who knows that bullying is happening is expected to inform any member of staff, a parent, friend or prefect; all pupils should feel able to report such incidents safe in the knowledge that they will be dealt with promptly and effectively.

The aim is to foster an atmosphere where bullying is discouraged because it is seen to be inappropriate, anti-social and wrong.

Objectives

The objectives of this policy document are to ensure that all governors, teaching and non-teaching staff, pupils and parents know:

- what bullying is
- what to do if bullying arises
- what is the school bullying policy

As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.

Bullying will not be tolerated.

Definitions

Bullying:

- is deliberately aggressive
- persistent
- happens in an unequal power relationship
- results in pain and distress which, in extreme cases, has even resulted in the target's suicide

Bullying can be defined as the repeated intimidation of a pupil, intentionally carried out by a more powerful pupil or group of pupils in order to cause physical and/or emotional harm.

Bullying could be:

- emotional excluding, tormenting, humiliating, using threatening gestures, giving unpleasant looks, being deliberately unfriendly
- verbal name-calling, sarcasm, spreading rumours, teasing (whether orally or in writing)
- cyber electronically via phone calls, silent calls, text messages, email, websites, blogs, social networking websites etc
- physical pushing, kicking, hitting, punching or any use of violence
- an invasion of privacy tampering with and/or damaging another pupil's property
- racist racial taunts, graffiti, gestures
- sexual unwanted physical contact or sexually abusive comments
- homophobic because of, or focussing on the issue of homosexuality
- against people with special educational needs and disabilities because of, or focussing on issues of mental or physical disability
- against people from a particular religion because of, or focussing on issues of religion
- against people from a particular culture because of, or focussing on issues of culture

It is important to respond to bullying because:

- bullying hurts; no one deserves to be a target of bullying
- everybody has the right to be treated with respect
- bullies need to learn different ways of behaving
- spectators / followers need to learn different ways of behaving

The British School of Paris is determined to respond promptly and effectively to issues of bullying. This policy will be promoted and implemented throughout the school.

Procedures 1

Promotion of an anti-bullying climate within the school

The school works to promote the positive qualities of altruism and community spirit. We try to demonstrate this through our general approach to others, both in and out of the classroom. We intend to show that everyone is challenging bullying behaviour. In this way we hope to encourage a climate where bullying is not tolerated and pupils feel confident in reporting any incidents that do occur. More specifically, we deal with relevant issues in the following ways.

Activity	Responsible	Actions
PHSE Lessons	Head of PHSE	1. See the PHSE programme
Tutor Group Business	Class Tutor	<ol style="list-style-type: none"> 1. Draw up, with the tutees, an agreed set of class rules / class ethos which is signed by everyone and displayed in the Tutor area. 2. Ensure that the class rules include reference to behaviour that discourages bullying. 3. Maintain an overall view of cases of bullying within the Tutor Group through: <ul style="list-style-type: none"> ○ contact with tutees ○ contact with parents ○ information from colleagues 4. On learning about a tutee who is involved in bullying or being bullied, discuss the matter as soon as possible with the Head of Year in order to determine the best course of action. 5. As appropriate, report any information / outcome / relevant conclusion to <ul style="list-style-type: none"> ○ the Tutor Group ○ colleagues ○ other members of the Pastoral Team ○ parents
Pastoral Care Business	Tutor; Head of Year; Head of Sixth Form; Deputy Head	<ol style="list-style-type: none"> 1. Consider and implement practices that raise <ul style="list-style-type: none"> ○ awareness of issues in this policy ○ self-esteem amongst pupils 2. On learning about a pupil who is involved in bullying or being bullied, discuss the matter as soon as possible with relevant members of the team in order to determine the best course of action. 3. When issues of bullying occur, decide if it is appropriate to deal with the topic again in a School / Key Stage / Year Group Assembly 4. Discuss with pupils if there are areas within the school or on the school buses where they feel unsafe/at risk of being bullied. Keep accurate records in order for patterns to be identified. 5. Work with the Pastoral Deputy Head to eliminate areas where the pupils feel unsafe/at risk of being bullied.

Assemblies	Pastoral Deputy Head	<ol style="list-style-type: none"> 1. Liaise with the Headmaster to ensure that the issue of bullying is raised during Monday morning assemblies, at a time that fits in with the PHSE programme, as detailed in the Assembly Plan. 2. Inform the Headmaster of areas where the pupils feel unsafe /at risk of being bullied. 3. Inform the Headmaster of cases of bullying and subsequent actions.
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The school population is made aware of Bullying and of Anti-Bullying procedures ways throughout the year in the following ways:

- The attention of the academic staff is drawn to the Anti-Bullying Policy during the Staff Induction Days at the start of each academic year.
- New academic staff are made aware of the Anti-Bullying Policy as part of the induction procedure.
- A senior member of the pastoral team oversees the up-dating and implementation of the Anti-Bullying Policy.
- The Anti-Bullying Policy is published to parents on the School's VLE.
- The Anti-Bullying Policy is published to staff on the School's VLE.
- The Deputy Head discusses the school policy on bullying with the Heads of Year at the beginning of the academic year and throughout the year as necessary.
- Heads of Year discuss the school policy on bullying in their meeting with Tutors at the start of the academic year and throughout the year as necessary.
- The Head of 6th Form discusses the school policy on bullying with the tutors and study coordinator at the beginning of the academic year and throughout the year as necessary.
- Pupils are given a copy of the *Anti-Bullying Advice to Pupils booklet in their starter packs.
- Parents are given a copy of the *Anti-Bullying Advice to Parents Booklet during the Induction Afternoon

*The information contained in these booklets is also in the appendix of the Policy and therefore available at all times through the VLE.

In the above ways we hope to:

- raise awareness of bullying behaviour
- raise the profile of the School's anti-bullying policy
- challenge attitudes about bullying behaviour
- increase understanding of how it feels to be bullied
- increase understanding of the dangers and serious consequences of bullying
- encourage the anti-bullying ethos of the School

After an incident has been investigated and dealt with, it is important that the situation is monitored to ensure that further bullying does not take place. Accurate records must be maintained for patterns of potential acts of bullying to be identified. This will allow us to take action to reduce risk at times and in places where acts of bullying are most likely to happen.

Procedures 2. Dealing with cases of bullying when they arise (GENERAL)

Any member of the staff may be called upon to deal with a bullying incident because they have:

- witnessed it
- been taken into the confidence of a target, friend of the target, or eyewitness
- been contacted by a parent

This member of staff should:

- take bullying issues seriously so that the bullying behaviour (or threats of bullying) can be investigated and the bullying stopped as soon as possible
- report incidents immediately to the target's Tutor copied to the Head of Year, Head of Sixth Form and Deputy Head

The Pastoral staff will decide on the appropriate members of staff to interview the pupils concerned and to keep the rest of the team informed. This person will instigate the following procedure:

1. interview the pupils concerned and record the incidents
2. ask pupils to record, sign and date their version of events
3. keep accurate records of cases of bullying
4. help pupils concerned to reconcile their differences and be prepared to put previous incidents behind them
5. help all pupils concerned to identify more appropriate ways of behaving in the future
6. communicate information to colleagues
7. help to restore the target's self esteem, and encourage greater self confidence and assertiveness
8. help the spectators / followers to learn how to behave more appropriately
9. help the bully to learn how to behave more appropriately
10. consider self-esteem issues concerning the bully
11. in serious or persistent cases, inform parents and invite them to a meeting to discuss the problem
12. consult external authorities (e.g. psychologists, police) if necessary and appropriate

It is the duty of everyone who is aware of an actual or potential instance of bullying to act to stop it.

Procedures 2. Dealing with cases of bullying when they arise (DETAILS)

STAGE 1. Once an incident of bullying has been identified, if it is **the first formal complaint against the bully**, the following sequence of events will occur:

Step (1): Gathering and Sharing of Information		
Responsible	Pupil	Action
Member of the Pastoral Team designated to deal with the case of bullying (usually the Tutor with support from the Head of Year or Head of Sixth Form)	a) Target b) Bully c) spectators / followers d) Witnesses	Investigate and document the alleged bullying. 1. Ask all pupils to write an account of the incident, sign and date it. Do not allow the words 'only' and 'just' to be used in these accounts. 2. Read through the accounts and ask for further information/clarification where necessary. 3. Refer, if appropriate, to the Anti-Bullying Advice to Pupils leaflet. 4. Send the original accounts for filing to the Head of Year who will <ul style="list-style-type: none"> ○ send a negative referral to the Tutor of the bully ○ send a negative referral to the Tutor of each of the spectators / followers ○ send a concerned referral to the Tutor of the target ○ send a positive referral to the Tutor of each of the witnesses ○ inform the Head of Year that the issue has been dealt with

Step (2): Dealing with the Situation		
Responsible	Pupil	Action
Member of the Pastoral Team designated to deal with the case of bullying (usually the Tutor with support from the Head of Year or Head of Sixth Form)	a) Bully	Aim to change the bully's behaviour; ask him/her to <ol style="list-style-type: none"> 1. consider the effect his/her actions have had on the target 2. acknowledge that what he/she did was wrong, as well as a serious offence against School rules 3. recall the sanctions that the School is prepared to implement in cases of serious/persistent bullying 4. think of a more appropriate way of behaving 5. record appropriate personal targets for future behaviour in his/her planner 6. offer a genuine apology to the target
	b) Target	Aim to restore the target's self-esteem; he/she should be: <ol style="list-style-type: none"> 1. reassured that what the bully did was wrong 2. promised the support of the school 3. asked to monitor what happens in the future and to report immediately any future problems with bullying 4. encouraged to consider more assertive and confident ways of behaving in order to avoid the unwelcome attentions of a bully 5. encouraged to accept the bully's apology and give him/her the chance to prove that the apology is meant
	c) spectators / followers	Aim to change the spectators' / followers' behaviour: encourage them to: <ol style="list-style-type: none"> 1. understand that it is never acceptable to treat bullying as a spectator sport 2. acknowledge that what they did was wrong 3. think of a more appropriate way of behaving 4. consider more assertive and confident ways of behaving if they are themselves frightened of becoming the target of the bully
	d) Witnesses	<ol style="list-style-type: none"> 1. Reassure the witnesses that they were right to inform on the bully 2. Congratulate them on their responsible attitude
	All parties	Inform the teaching staff at the next briefing/meeting

Step (3): Support and Monitoring during the school day		
Responsible	Pupil	Action
All Staff	All parties	<ol style="list-style-type: none"> 1. Provide support for the target 2. Monitor the behaviour of the bully and spectators / followers towards the target and witnesses 3. Report any concerns to the Tutor

Step (4): Support and Monitoring from the Tutor		
Responsible	Pupil	Action
Tutor/s	a) Target	<ol style="list-style-type: none"> 1. Be aware of the concerned referral. 2. Check that there has been an appropriate improvement in the situation (e.g. daily for the first week; weekly for the next month) i.e. that the bullying has stopped and that there have been no repercussions following the investigation.
	b) Bully c) spectators / followers	<ol style="list-style-type: none"> 1. Be aware of the negative referral. 2. Monitor the pupils' future behaviour. 3. Seek opportunities to praise appropriate/cooperative behaviour. 4. Encourage other staff to praise appropriate/cooperative behaviour and record it via a positive referral.
	d) Witnesses	<ol style="list-style-type: none"> 1. Be aware of the positive referral. 2. Check that the bullying has stopped and that there have been no repercussions following the investigation (e.g. once a week for a month).

At this stage, as long as the bully and/or spectators / followers have been cooperative and responsive, it may well be deemed inappropriate to issue any formal punishment.

After an incident has been investigated and dealt with, it is important that the situation is monitored to ensure that further bullying does not take place. Accurate records must be maintained for patterns of potential acts of bullying to be identified. This will allow us to take action to reduce risk at times and in places where acts of bullying are most likely to happen.

STAGE 2. In **serious cases** (for example, involving physical violence, damage to property, vicious verbal abuse, organised isolation) **as well as in persistent cases** (the bully has been involved in previous bullying incidents, either against the same or a different target), **further measures will be taken concerning the bully.**

Procedure – as for Stage 1, with the following changes and additions:

- the person responsible for Step (1) and Step (2). should be the Head of Year or Head of Sixth Form and / or the Deputy Head
- if it seems appropriate, the Head of Learning Support could be asked for advice about strategies to change the bully's behaviour
- parents of the bully should be invited to school to discuss the situation with the Head of Year or Head of Sixth Form and / or the Deputy Head
- parents and the bully should be reminded of the School's anti-bullying policy and given a copy to take away
- the bully should be punished using whichever of the usual School sanctions reflects the seriousness of the case, e.g. exclusion from certain areas of the school premises, a school detention or possibly even a fixed term exclusion from school
- if appropriate, the bully should be asked to replace damaged property
- if it is not the first time the target has been bullied investigate further steps to improve self-confidence and assertive behaviour; ask the target to monitor what happens in the future by keeping a diary; inform the parents of the target of what has happened and offer them the opportunity of coming into School to discuss the situation

STAGE 3. If the **serious or persistent bullying behaviour continues**, thus indicating that the attempts to help the bully to learn to behave in a socially acceptable way through **the use of the School sanctions and counselling mentioned above have not been successful.**

Procedure – as for Stage 1, with the following changes and additions:

- the person responsible for Step (1) and Step (2) should be the Deputy Head Pastoral
- parents of the bully should be invited into school to discuss the situation with the Deputy Head Pastoral
- if appropriate, the bully should be asked to replace damaged property
- the bully should be punished using whichever of the usual School sanctions reflects the seriousness of the case, probably a fixed term suspension from School
- if it seems appropriate, the Head of Learning Support could be asked for advice about strategies to change the bully's behaviour or the school could insist that advice and/or counselling is sought from an outside agency such as an Educational Psychologist before the child is allowed back to school
- if it is not the first time the target has been bullied investigate further steps to improve self-confidence and assertive behaviour; ask the target to monitor what happens in the future by keeping a diary; inform the parents of the target of what has happened and offer them the opportunity of coming into School to discuss the situation
- The Headmaster will be informed

STAGE 4. If the procedures outlined in **Stages 1, 2, and 3 have been unsuccessful in altering a bully's behaviour**, the time will have come to consider permanent exclusion from the school.

Procedure – as for Stage 1, with the following changes and additions:

- the person responsible for Step (1) and Step (2) should be the Deputy Head Pastoral
- the Head of Year or Head of Sixth Form should put together all records of previous cases of bullying
- instead of Step (2)a, the Deputy Head Pastoral should take the bully and the records directly to the Headmaster
- if appropriate, set in motion the procedures for a permanent exclusion
- if it is not the first time the target has been bullied investigate further steps to improve self-confidence and assertive behaviour; ask the target to monitor what happens in the future by keeping a diary; inform the parents of the target of what has happened and offer them the opportunity of coming into School to discuss the situation

List of Appendices

1. Signs and symptoms of a bullied child
2. You're a bully if ...
3. School sanctions
4. Advice to pupils
5. Advice to parents

Appendix 1: Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- doesn't want to go on the school / public bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins truanting
- becomes withdrawn, anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with torn clothes or damaged books
- has possessions go "missing"
- asks for money or starts stealing money (to pay bully)
- continually "loses" money
- has unexplained cuts or bruises
- 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

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

**Everyone has the right to an education undisturbed by the abuse of power.
Everyone has the right to go home happy.**

Appendix 2: You're a bully if you do any of these things to someone else:

- You call them names.
- You spread rumours about them.
- You take their friends away, leaving them on their own.
- You tell other people not to be friends with them.
- You look at them in a nasty way.
- You tell them you're busy and then go off to enjoy yourself with other people.
- You don't choose them to be your partner in class.
- You leave them out when choosing a games team.
- You laugh or sneer at their work.
- You take away their possessions.
- You hide their bag, books or other belongings.
- You damage their property.
- You send them nasty notes.
- You write nasty graffiti about them on books, pencil cases, desks etc.
- You make jokes about them when you can see they're upset.
- You carry on 'messaging about' when you can see they're not enjoying it.
- Send them nasty text messages.
- You make silent calls on their phone.
- You write nasty things about them on the computer.
- You make up stories to get them into trouble.
- You hit them, kick them, trip them up or push them around.
- You make nasty remarks about their clothes.
- You make nasty remarks about their family.
- You make nasty remarks about their culture, religion or colour.
- You make nasty remarks about their sexuality.
- You make nasty remarks about their looks or weight.
- You make nasty remarks about their disability or medical condition.
- You demand money or possessions from them.
- You make threats about nasty things that will happen to them.
- You go along with the crowd who are doing any of these things.

Bullying hurts.

Bullying is wrong.

Bullying won't be tolerated.

Everyone has the right to go home happy.

Appendix 3: Sanctions

The punishment will be one of the usual School sanctions (refer to Discipline Policy Document), reflecting the seriousness of the case.

STAGE 1

- The process of identifying a pupil's behaviour as bullying as well as the time taken from a bully in order to follow the above procedure will usually mean that no further punishment is necessary.

STAGE 2

- Head of Year or Head of Sixth Form reprimand.
- Lunchtime detention.
- Exclusion from certain areas of the school premises.
- School detention.
- Fixed term exclusion from school.

STAGE 3

- Deputy Head Pastoral reprimand.
- Fixed term exclusion.

STAGE 4

- Head of School reprimand.
- Permanent exclusion.