



## **ANTI-BULLYING POLICY**

### **RPE-PL-09**

<b>POLICY OWNER</b>	Education Quality and Accountability Office
<b>MONITORING AND EVALUATION</b>	Principal and Senior Leadership Team
<b>APPROVED BY</b>	School Board
<b>APPROVAL DATE</b>	
<b>DATE POLICY CAME INTO EFFECT</b>	
<b>PERIOD OF REVIEW</b>	2 years
<b>DATE OF NEXT REVIEW</b>	

## Table of Contents

<b>1 RPE Mission and Vision.....</b>	<b>3</b>
Mission.....	3
Vision.....	3
<b>2 Introduction.....</b>	<b>3</b>
<b>3 Rationale.....</b>	<b>3</b>
<b>4 Aims and Scope.....</b>	<b>3</b>
<b>5 Roles and Responsibilities.....</b>	<b>4</b>
School Board.....	4
Education Quality and Accountability Office.....	4
Principal.....	4
Senior Leadership Team.....	5
Staff.....	5
Parents and Carers.....	5
<b>6 Defining Bullying.....</b>	<b>5</b>
<b>7 Types of Bullying.....</b>	<b>6</b>
<b>8 Investigating Allegations of Bullying.....</b>	<b>6</b>
<b>9 Sanctions and Next Step.....</b>	<b>6</b>
<b>10 Preventing Bullying.....</b>	<b>7</b>
<b>11 Monitoring and Reviewing the Policy.....</b>	<b>7</b>

# 1 RPE Mission and Vision

## Mission

Richmond Park Education aims to provide an inclusive learning environment that **nurtures, inspires and empowers** the students to reach their full potential academically, socially, and emotionally. Through innovative teaching methods, engaging and challenging enrichment programmes, personalised attention, and collaboration with families and the community, we cultivate critical thinking, creativity, and a lifelong passion for learning.

## Vision

Vision of Richmond Park Education is to prepare the students to become compassionate, confident, and responsible global citizens who are equipped with the knowledge, skills, and values to thrive in an ever-changing world.

# 2 Introduction

This policy was prepared by RPE Education Quality and Accountability Office.

The School Board has agreed and ratified this policy.

This policy is to be read in conjunction with the following policies: Behaviour Policy, Curriculum policy, PSHE Policy, SEND Policy, Equality Policy and Health and Safety Policy.

# 3 Rationale

Richmond Park International School, Sarajevo (hereinafter: the School) aims to promote a happy, inclusive school environment where all students are provided with the opportunity to enjoy their learning, explore their intellectual curiosity and feel empowered to fulfil their personal and academic ambitions, without fear of failure or judgement.

Alongside the Behaviour and Rewards Policy and Child Protection and Safeguarding Policy, the Anti-Bullying Policy aims to ensure that all students can learn, and go about daily school life, free from disruption or harm, with a specific focus on challenging and stopping bullying in all forms.

Any form of bullying is not tolerated in our school; it underpins the values central to the school and is unacceptable. If bullying or harassment does occur, all students should feel able to tell a member of staff or parent or carer and know that incidents will be dealt with promptly and effectively. It is important to emphasise that anyone who knows that bullying is happening is expected to tell the staff and or inform the school.

# 4 Aims and Scope

The aims of the Anti-Bullying Policy are outlined below:

- to set out school's desire and obligation to deal with all instances of bullying,
- to provide each member of the school community with an understanding of what bullying is,
- to provide staff, students and parents/carers information on what to do if bullying arises,
- to safeguard students who experience bullying, offering appropriate support to meet the needs of the victim,

- to ensure designated restorative time is given to work with the perpetrator, allow them to recognise and learn from their experience and thereby prevent recurrence of the incidents,
- to be committed to addressing and tackling all types of bullying and harassment experienced by the general student population, but also to ensure we are vigilant to bullying that may be experienced by students with SEND needs, looked after children, students of differing races and religions, LGBTQ+ groups as well as those who are most disadvantaged or vulnerable,
- to promote tolerance and kindness, in keeping with the school values, and ensure that all members of the school community accept and support a non-bullying ethos.

This policy, its values, ethos and aims, including associated actions, will be applied to all students at all times, irrespective of when and where the bullying occurred. This includes bullying experience by students that takes place outside of school hours, at weekends and during school holidays.

In situations when a bullying incident may include a child protection concern or we believe that a child may be at significant risk of harm, we will follow our safeguarding procedures and will report these to external authorities.

Although bullying is not defined in the UK or Bosnia and Herzegovina as a crime, nevertheless certain types of harassing or threatening behaviour or communication can constitute a criminal offence. If we feel that an offence may have been committed, we will seek advice from the police as to the appropriate next steps.

When investigating cyber bullying, the misuse of mobile phones or inappropriate use of or harassment via social media, the School may confiscate electronic devices and examine relevant files and or data if they believe there is a good reason to do so. The School may retain students' devices and not return them, if they have good reason to do so, for example if we believe that such files and data have not been erased or deleted, or posts deleted, when the student concerned is requested to do so.

## **5 Roles and Responsibilities**

### **School Board**

The School Board has devolved responsibility from the Richmond Park Education Board for approving this policy and ensuring it is implemented appropriately.

### **Education Quality and Accountability Office**

Richmond Park Education EQAO is responsible for updating this policy to ensure it reflects current working practices at the school and that any amendments are ratified by the School Board and are subsequently shared with staff, students, parents and carers in a timely fashion.

### **Principal**

Principal is responsible for ensuring this policy is shared annually with staff and made available to parents and carers via the school website. They are also responsible for ensuring that the period of review is maintained appropriately.

## **Senior Leadership Team**

Members of the SLT are responsible for monitoring and evaluating the efficacy of this policy and to consider the impact of the policy on a range of different student groups, including those who are disadvantaged, those with SEND needs, those with other protected characteristics identified by the Equality Act 2010. Senior Leaders, including the SENDCo (School Pedagogue), are also responsible for ensuring reasonable adjustments are made when implementing this policy in light of special educational needs, protected characteristics and to ensure that all students are appropriately safeguarded at all times, including those who are currently looked after or identified as a child in need.

Members of the SLT are also responsible for ensuring that all staff are made aware of the importance of dealing with bullying quickly and effectively and that staff are provided with training and development to enable them to spot the signs of bullying and respond accordingly. Senior staff will be proactive in consistently promoting tolerance and kindness, in keeping with the school values, and ensure that all staff are aware of, and support our non-bullying ethos.

## **Staff**

All staff (including both teaching and associate staff) are responsible for:

- ensuring that this policy and associated procedures are followed at all times and are consistently and fairly applied to all students,
- modelling the school values and thereby ensuring that the values and ethos that underpin this policy are modelled and upheld,
- responding to changes in the behaviours of students which might suggest that they are a victim of bullying,
- creating a climate of tolerance in their classroom, based on kindness and mutual respect, where bullying is not accepted and where students are encouraged to report any cases of bullying,
- acting swiftly to report it and follow school policy and procedures, when they discover a case of bullying.

## **Parents and Carers**

Parents and carers should contact their child's Form Tutor in the first instance to report any incident of bullying about which the school might not be aware. Parents and carers may bring concerns directly to a member of SLT, or the Principal, if they feel that an issue has not been dealt with in a satisfactory manner.

## **6 Defining Bullying**

There is no single legal definition of bullying. As a school we have drawn on a body of literature to clarify our understanding of what constitutes bullying. Our School understands bullying to be unwanted, deliberate and repetitive behaviour that involves a real, or perceived, imbalance of power that is used to control others or cause harm. Bullying behaviour can be direct or indirect, simple or complex.

In order to be considered bullying under this policy, the behaviour being investigated must:

- be deliberate,

- be repeated,
- include an imbalance of power (real or perceived) to control or harm others

Therefore, one-off incidents are not considered bullying and will instead be investigated under the Behaviour Policy.

The school also acknowledges that bullying can be motivated by prejudice against particular groups, for example on grounds of race, religion, sexual orientation or because a child is adopted or has caring responsibilities and this will always be considered when investigating an allegation of bullying or harassment and when determining the appropriate actions and sanctions for the perpetrator.

## 7 Types of Bullying

There are several different types of bullying and any bullying situation may involve a number of actions from each type. These categories include:

- **Verbal bullying** is saying or writing hurtful comments about someone. This might include teasing, name call, hurtful comments, threatening to cause harm or inappropriate comments regarding race, religion, sexual orientation or SEND needs
- **Non-verbal bullying** is the use of body language and physical space to intimidate others. This might include hurtful or rude hand gestures, invasion of personal space or deliberately making someone feel isolated.
- **Physical bullying** is the act of physically hurting a person or damaging their possessions. This might include hitting, kicking, pushing, spitting, tripping or any other form of physical violence. It also includes deliberately taking or damaging the property or possessions of others.
- **Social bullying (or relational bullying)** involves hurting someone's reputation or relationships with others. This might include spreading rumours, embarrassing someone or adversely affecting their relationships with others.
- **Cyber bullying** covers the use of electronic devices and equipment such as mobile phones, computers, and tablets to cause upset and harm, including the use of social media sites, text messages, chat services, and websites.
- **Sexual bullying** is where the nature of the bullying includes unwanted spoken or physical advances that are perceived to be of a sexual nature or may involve sexually abusive comments.
- **Extortion** occurs when individuals are manipulated, coerced or forced into behaving in a way that they would not if they were not being bullied. This might include handing over money or personal property, completing work for others or undertaking other tasks under duress.

## 8 Investigating Allegations of Bullying

All allegations of bullying will be formally investigated, in line with other serious incidents, as described in the Behaviour and Rewards Policy.

## 9 Sanctions and Next Step

Where the investigation concludes that bullying has taken place, it will be sanctioned in a proportionate and reasonable way as described in the Behaviour and Rewards Policy. However, given the serious nature of most instances of bullying it is likely to be sanctioned in line with

other serious incidents described in said policy.

Students who have been the victim of bullying will be supported to deal with the impact of their experience and will be offered the opportunity to discuss the experience and their needs with a member of staff. They will also be offered onward support to restore self-esteem and confidence if required.

Where appropriate, and if safe to do so, the victim of bullying will be offered the opportunity to participate in restorative action with the perpetrator to try and resolve the issues they have had, with a focus on repairing harm and moving forward.

The perpetrator of the bullying will be given designated restorative time to work with staff and other appropriate agencies, to enable them to reflect on, recognise and learn from their behaviour. This approach is adopted to try and prevent the recurrence of similar incidents.

## **10 Preventing Bullying**

It is important that the whole school community is aware of the different types of bullying and its impact on individuals. As a school, we aim to foster this understanding through the following:

- activities in Anti-Bullying Week,
- PSHE and Citizenship lessons,
- tutor time activities,
- staff training on the signs and symptoms of bullying,
- Student Council activities and feedback,
- assemblies addressing bullying and its impact,
- outside agencies and speakers (governmental and non-governmental),
- mentoring and buddy programmes,
- providing information advice and guidance for students,
- providing information, advice and guidance for parents and carers.

## **11 Monitoring and Reviewing the Policy**

We review the information in the policy biannually and make adjustments as appropriate. Our review involves students, staff, and carers.