



# SANDFORD INTERNATIONAL SCHOOL

Addis Ababa, Ethiopia

## Anti-Bullying Policy

### Definition of Bullying

Bullying can be defined as **“behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally”**.

Bullying can include:

- a) **physical and emotional abuse** such as name calling, taunting, mocking, making offensive comments, kicking, hitting, taking belongings, producing offensive graffiti, gossiping, peer isolation (e.g. excluding people from groups) and spreading hurtful and untruthful rumours.
- b) unacceptable behaviours which are expressed online; this is sometimes called online bullying or **cyberbullying**. Specifically, this can include sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.
- c) **emotional abusive** which can cause severe and adverse effects on children's emotional development.
- d) **“Peer on Peer” abuse**. When children abuse other children.

**At Sandford International School we take all cases of bullying seriously.**

### Key Principles

**Abuse is abuse and it should never be tolerated** or passed off as **“banter”**, “just having a laugh” or “part of growing up”. We recognise that even if there are no reports of bullying, it does not mean it is not happening and it may be the case that it is just not being reported. **All victims will be taken seriously and offered appropriate support**, regardless of where the abuse takes place.

### Forms and Types of Bullying Covered by this Policy

Bullying can happen to anyone. This policy covers all types and forms of bullying including but not limited to:

- a) Bullying related to physical appearance;
- b) Bullying related to physical/mental health conditions;
- c) Physical bullying;
- d) Emotional bullying; and
- e) Sexualised bullying/harassment
- f) Bullying via technology, known as online bullying or cyberbullying





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Prejudiced-based and discriminatory bullying which may include bullying related to:

- a) race, religion, faith and belief and for those without faith;
- b) ethnicity, nationality or culture; and
- c) Special Educational Needs or Disability (SEND).

## School Ethos

SIS recognises that all forms of 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 school can help to create a safe and disciplined environment, where students are able to learn and fulfil their potential.

## Our school community

- a. understands the **importance of challenging inappropriate behaviours** between peers.
- b. **monitors and reviews our anti-bullying policy** and practice on a regular basis.
- c. supports staff to **promote positive relationships** to help prevent bullying.
- d. **recognises that some members of our community may be more vulnerable to bullying** and its impact than others; this may include children with SEND. Being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required.
- e. will intervene by identifying and **tackling bullying behaviour appropriately and promptly.**
- f. ensures our **students 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.
- g. **requires all members of the community to work with the school** to uphold the anti-bullying policy.
- h. recognises the **potential impact of bullying on the wider family of those affected** so will work in partnership with parents/carers regarding all reported bullying concerns and will seek to keep them informed at all stages.
- i. seeks to **learn from good anti-bullying practice** elsewhere.





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## Responding to Bullying Concerns

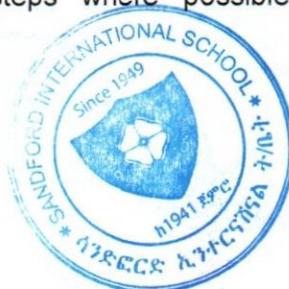
The following steps will be taken when dealing with any incidents of bullying reported to the school:

- a. if bullying is suspected or reported, the incident will be **initially dealt with immediately by the member of staff** who has been approached or witnessed the concern. This may be passed to a senior leader depending on the nature of the incident;
- b. members of staff must **record incidents of bullying onto the school anti-bullying log** recording appropriate details regarding decisions and action taken
- c. the school will **provide appropriate support for the person being bullied** – making sure they are not at risk of immediate harm;
- d. **The DSL will be informed of all bullying concerns**, especially where there may be safeguarding issues.
- e. the Head of School, Designated Safeguarding Lead (DSL) or Deputy, SLT, Heads of Year and Year Team leaders will **assume responsibility for resolving bullying issues raised**.
- f. Leaders will speak with and inform other staff members, where appropriate.
- g. the school will ensure **families are kept informed** about the concern and action taken, as appropriate and in line with safeguarding and confidentiality policies.
- h. **appropriate sanctions and support**, for example as identified within the school behaviour policy and safeguarding policy, will be implemented in consultation with all parties concerned.
- i. if necessary, **other agencies may be consulted** or involved, for example the police if a criminal offence has been committed.
- j. where the **bullying of or by students takes place off school site** or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated.

## Cyberbullying

When responding to cyberbullying concerns, the school will:

- a. act as soon as an incident has been reported or identified;
- b. 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;
- c. encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation; and
- d. take all available steps where possible to identify the person responsible.





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This may include:

- a) looking at use of the school systems
- b) identifying and interviewing possible witnesses
- c) contacting the police, if necessary.

**Provide information to pupils regarding steps they can take to protect themselves online.**

This may include:

- a) advising those targeted not to retaliate or reply.
- b) advising students not to join social media groups;
- c) providing advice on blocking or removing people from contact lists.
- d) helping those involved to consider and manage any private information they may have in the public domain.

## Supporting Students

Students who have been bullied will be supported by:

- a. reassuring the student and providing immediate pastoral support;
- b. offering an immediate opportunity to discuss the experience with their teacher, the DSL, or a member of staff of their choice;
- c. being advised to keep a record of the bullying as evidence and discuss how to respond to any further concerns;
- d. working towards restoring self-esteem and confidence; and
- e. providing ongoing support. This may include working and speaking with staff, offering formal counselling, engaging with families.

**Students who have perpetrated bullying will be helped by:**

- a. Discussing what happened, establishing the concern and the need to change;
- b. Informing families to help change the attitude and behaviour of the child;
- c. Providing appropriate education and support regarding their behaviour or actions; and
- d. If online, requesting that content be removed and reporting accounts/content to service providers.





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**Sanctioning, in line with school behaviour/discipline policy. This may include:**

- a) detentions/internal exclusions;
- b) removal of privileges (including online access when encountering cyberbullying concerns);
- c) official warnings; and
- d) in extreme or repeated cases, students will be asked to leave SIS.

## **Environment to Prevent Bullying**

The SIS community will:

- a. create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all;
- b. recognise that bullying can be perpetrated or experienced by any member of the community;
- c. recognise the potential for children with Special Educational Needs and Disabilities (SEND) to be disproportionately impacted by bullying and will implement additional pastoral support as required.
- d. recognise that bullying may be affected and influenced by gender, age, ability and culture of those involved.
- e. openly discuss differences between people that could motivate bullying, such as: children with different family situations, religion, ethnicity, disability, gender or appearance related difference.
- f. challenge practice and language (including 'banter') which does not uphold the school values of tolerance, non-discrimination and respect towards others.
- g. be encouraged to use technology, especially mobile phones and social media, positively and responsibly.
- h. celebrate success and achievements to promote and build a positive school ethos.

## **Policy and Support**

SIS community will:

- a. provide a range of approaches for students, staff and families to access support and report concerns;
- b. regularly update and evaluate our practice to consider the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour;
- c. take appropriate, proportionate and reasonable action, in line with existing school policies, for any bullying brought to the schools'





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- attention, which involves or affects students, even when they are not on school premises; for example, when online;
- d. implement appropriate disciplinary sanctions; the consequences of bullying will reflect the seriousness of the incident, so that others see that bullying is unacceptable; and
  - e. use a variety of techniques to resolve the issues between those who bully, and those who have been bullied.

## Education and Training

SIS will:

- a. train all staff, including teaching staff, support staff (e.g. administration staff, lunchtime support 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.
- b. consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as: through displays, assemblies, peer support, and the student council,
- c. ensure anti-bullying has a high profile throughout the year, reinforced through key opportunities such as anti-bullying week;
- d. provide systematic opportunities to develop students' social and emotional skills, including building self-esteem.

## Involvement of students

SIS will:

- a. regularly canvas students' views on the extent and nature of bullying;
- b. ensure that all students know how to express worries and anxieties about bullying;
- c. ensure that all students are aware of the range of sanctions which may be applied against those engaging in bullying;
- d. utilise student voice in providing student led education and support; and
- e. offer support to students who have been bullied and to those who are bullying to address the problems they have.





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## Involvement and Liaison with Parents and Carers

• We will:

- a. ensure all families know who to contact if they are worried about bullying
- b. Work with all families to address issues beyond the school gates that give rise to bullying.

## Monitoring and Review:

Putting Policy into Practice

- a) The school will ensure that this policy is regularly monitored and evaluated
- b) Any issues identified will be incorporated into the school's action planning.
- c) The Head of School will be informed of bullying concerns, as appropriate

This policy will be reviewed annually	
Latest review	by Angela Faith Maragh September 17 <sup>th</sup> 2022.

