



Anti-Bullying Policy

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Anti-Bullying Policy

The Netherlands International School Lagos aims to achieve the following:

- To prevent bullying in school.
- To support staff in promoting positive relationships and to identify and tackle bullying appropriately.
- To deal with pupils' concerns sensitively and effectively and in a timely manner.
- To work with parents.

1. Purpose and Objective

The aim of this anti-bullying protocol is to ensure that all pupils learn in a supportive, safe and caring environment without fear of being bullied. Bullying is anti-social behaviour and it affects everyone; it is unacceptable and will not be tolerated at NISL. Young people do however fall out, friendship groups change and the school cannot be held responsible for this. Neither can it be held responsible for families that might well come into conflict with each other. The school is an educational provider and cannot be used as a tool against another party, by claiming bullying.

2. Definition

Bullying means different things to different people. However, a broad definition, as recorded by Suffolk County Council is, "anything a person does deliberately, to cause someone else pain and/or unhappiness". (Suffolk's Anti-bullying Policy for Children who are Looked After) This can be done by one person or a group of individuals. It is behaviour that is usually repeated over time.

3. How does it differ from banter?

Incidents of bullying must include all three of these characteristics:

- Intentional Aggression: The aggressive behavior is a deliberate attempt to hurt or control another person or individuals by targeting them.
- Imbalance of Power: The aggressor targets someone who has (or perceives the target to have) less power than they do and uses it to achieve their goal of hurting or controlling that person. Imbalance of

power can include differences in such things as: physical strength or body types, access to embarrassing information, popularity, and social status related to wealth and/or talents. Power imbalances can change over time and in different situations, even if they involve the same people.

- Repetition: (or has the potential to be repeated) over time for the sole purpose of harming or controlling the targeted person or persons.

*****BULLYING CAN CAUSE PSYCHOLOGICAL DAMAGE*****

4. What are the different forms of bullying which might be identified in school?

- Physical – for example hitting, kicking, theft
- Verbal/Written – name calling, racist remarks, homophobic comments
- Indirect – rumours, excluding someone from conversation
- Cyber bullying – sending inappropriate or hurtful text messages, posting malicious material on – line, sending offensive or degrading images

4.1 Cyber-bullying

This can be different to other forms of bullying in that:

- It can be 24/7 and invade home/personal space
- The audience can be very large and can be reached rapidly
- The cyber bully can attempt to remain anonymous
- The offensive message can be repeatedly accessed by the victim

Cyber bullying can occur via mobile phones and the internet, using images and videos as well as texts. Retaliation can also be classified as cyber-bullying.

Although it is accepted that there is no single solution to cyber bullying, the school will seek to:

1. Raise the issue of cyber bullying through whole school assemblies. The focus of these will be to make pupils aware of the impact of cyber bullying and the ways it differs from other forms of bullying.
2. Promote the positive use of technology by engaging positive, effective and personalised learning by making it more flexible, creative and accessible.
3. Give pupils advice about using technology safely.
4. Update protocol and practice and share this with staff, parents and learners.

5. Render the reporting of bullying easier through use of a common form.
6. Evaluate the impact of prevention activities.

5. Racist and Religious Bullying

Nobody within the school community (pupil or adult) should be made to feel inferior because of their background, culture or religion. The school seeks to tackle racial or religious bullying as part of its commitment to the Race Relations (Amendment) Act 2000. All bullying of this kind is recorded and monitored. The school also seeks to raise the consequences of bullying through the Personal Goals.

6. Homophobic Bullying

Homophobic bullying targets someone because of their sexual orientation (or perceived sexual orientation). This can be difficult for a young person to report and is directed at a very sensitive part of their lives and can have a very damaging impact.

7. Bullying on Grounds of Special Educational Needs or Disability

This can be identified by the pre-mentioned signs but can also include:

- Manipulative bullying – where the perpetrator gets the victim to behave a certain way
- Bullying that exploits a certain condition
- Conditional friendship – where the victim is allowed to be in certain friendships, only under certain conditions
- Low level bullying but remains persistent until the victim snaps

Section 1: For School Staff

Section 1.1 Effective Action to Support the Victim

The following action is recommended when dealing with a victim of bullying:

- Speak separately to the victim.
- Support, reassure and reduce the fear of the victim.
- Offer the victim the opportunity to talk about the incident.
- Recognise that the pupil may be reluctant to talk about the incident at the time but may be willing to do so at a later stage.

- Explain what action the school will take or will be taking to deal with the perpetrator(s).
- Record the incident on the school record system.
- Check records to see if the pupil has been a victim on previous occasions.
- Class teacher to inform the parents of the incident, explaining what has happened and what action the school is planning to take.

Section 1.2 Whole School Approach to Tackling the Perpetrators of Bullying

- Consider the actions of the perpetrator to see if there were any underlying causes which may have prompted this behaviour.
- Check the records to see if the perpetrator has been involved in previous incidents.
- Invite parents of perpetrators into school to discuss the issues involved.
- Apply appropriate school sanctions.
- Ask all members of staff to keep a watchful eye on known perpetrators of bullying.

Section 1.3 Steps to Take to Stop and Prevent bullying

1. **Pay attention.** There are many warning signs that may point to a bullying problem, such as unexplained injuries, lost or destroyed personal items, changes in eating habits, and avoidance of school or other social situations. However, every pupil may not exhibit warning signs, or may go to great lengths to hide it. This is where paying attention is most valuable. Engage pupils on a daily basis and ask open-ended questions that encourage conversation.
2. **Don't ignore it.** Never assume that a situation is harmless teasing. Different pupils have different levels of coping; what may be considered teasing to one may be humiliating and devastating to another. Whenever a pupil feels threatened in any way, take it seriously, and assure the individual that you are there for them and will help.
3. **When you see something — do something.** Intervene as soon as you even think there may be a problem between pupils. Don't brush it off as "kids are just being kids. They'll get over it." Some never do, and it affects them for a lifetime. All questionable behaviour should be

addressed immediately to keep a situation from escalating. Summon other adults if you deem the situation may get out of hand. Be sure to always refer to the school's anti-bullying policy.

4. **Remain calm.** When you intervene, refuse to argue with either pupil. Model the respectful behaviour you expect from the pupils. First make sure everyone is safe and that no one needs immediate medical attention. Reassure the pupils involved, as well any bystanders. Explain to them what needs to happen next — bystanders go on to their expected destination while the pupils involved should be taken separately to a safe place.
5. **Deal with pupils individually.** Don't attempt to sort out the facts while everyone is present, don't allow the students involved to talk with one another, and don't ask bystanders to tell what they saw in front of others. Instead, talk with the individuals involved — including bystanders — on a one-on-one basis. This way, everyone will be able to tell their side of the story without worrying about what others may think or say.
6. **Don't make the pupils involved apologize and/or shake hands on the spot.** Label the behaviour as bullying. Explain that you take this type of behaviour very seriously and that you plan to get to the bottom of it before you determine what should be done next and any resulting consequences based on the school's anti-bullying policy. This empowers the bullied child — and the bystanders — to feel that someone will listen to their concerns and be fair about outcomes.
7. **Hold bystanders accountable.** Bystanders provide bullies an audience, and often actually encourage bullying. Explain that this type of behavior is wrong, will not be tolerated, and that they also have a right and a responsibility to stop bullying. Identify yourself as a caring adult that they can always approach if they are being bullied and/or see or suspect bullying.
8. **Listen and don't pre-judge.** It is very possible that the person you suspect to be the bully may actually be a bullied pupil retaliating or a "bully's" cry for help. It may also be the result of an undiagnosed medical, emotional or psychological issue. Rather than make any assumptions, listen to each child with an open mind.

9. **Get appropriate professional help.** Be careful not to give any advice beyond your level of expertise. Rather than make any assumptions, if you deem there are any underlying and/or unsolved issues, refer the individual to a nurse, counselor, school psychologist, social worker, or other appropriate professional. These contacts can be obtained from the School SENCo/Assessment Coordinator.
10. **Become trained to handle bullying situations.** If you work with pupils in any capacity, it is important to learn the proper ways to address bullying. Visit www.nea.org/bullyfree for information and resources.

Section 1.4 Strategies to Avoid Bullying

- Establish a safe class/school climate.
- Be a good example.
- Make children aware of the School Rules.
- Talk regularly with children about the Personal Goals.
- Respond when bullying happens.
- Conduct bullying prevention activities such as:
 - i. Read books about bullying and effects of it.
 - ii. Use role play.
 - iii. Class talks (eg – historical event discussions, current affairs, etc.)
 - iv. Whole school assemblies

Staff should be aware of areas around the school where the potential for bullying may take place and ensure due vigilance at all times.

Section 2: For Parents and Carers

Section 2.1 How might you recognise that your child is being bullied?

- A change in usual patterns of behavior and attitude
- Becoming withdrawn.
- Becoming distressed and crying.
- A change in eating patterns.
- Self harm.
- A change in sleeping patterns or nightmares.

- Unexplained bruises.
- Asking for money
- They refuse to say what is wrong.
- You hear from others that your child is being bullied.

Section 2.2 What action might the school take if it is discovered that your child is being bullied?

Section 2.2.1 The school will seek to work with the parent and the child to:

- Identify who the bullies and accomplices might be.
- How the bullying is taking place
- When the bullying is taking place. Once this is identified, all bullying incidents will be recorded centrally within school.

Section 2.2.2 The following sanctions may be imposed:

- Official warnings to cease offending
- Detentions
- Internal Exclusions
- Fixed term exclusions
- Permanent exclusions (if severe physical assault takes place)

Section 2.2.3 What can you do to help your child?

- Speak with your child
- Support, reassure and reduce the fear of your child
- Offer your child the opportunity to talk about the incident
- Recognise that the child may be reluctant to talk about the incident at the time but may be willing to do so at a later stage
- Explain what action the school will be taking to deal with the perpetrator(s)
- Inform close relatives to all keep an eye on your child

Section 2.3 Cyber-bullying

The role of the parent is paramount in the control of on-line bullying. Parents have a responsibility to police what the young person is accessing. There are chat rooms that a child could use where they could have, in theory, access to millions

of people on-line, throughout the world. Most worryingly, this can take place at any time and intrude into places that have been regarded as safe and personal.

Any abuse of the school's ICT facilities will be treated very seriously by the school and may well result in the withdrawal of the child's access to the school's network.

Section 2.3.1 Key Safety Advice for Parents and Carers

- Be aware, your child may as likely cyber bully as be a target of cyber bullying. Be alert to your child seeming upset after using the internet or their mobile phone. This might involve subtle comment or changes in relationships with friends. They might be unwilling to talk or be secretive about their on-line activities and mobile phone use.
- Talk with your children and understand the ways in which they are using the internet and their mobile phone.
- Use the tools on the service and turn on in-built internet safety features.
- Remind your children not to retaliate.
- Keep the evidence of offending emails, text messages or on-line conversations.
- Report cyber bullying:
 - i. Contact the school if it involves another student.
 - ii. If the cyber bullying is serious and a potential criminal offence has been committed, you should consider contacting the police.

Section 3: For Parents/Carers and School Staff

Section 3.1 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:

- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- 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 make less effort with school work than previously
- comes home with clothes torn or books damaged
- has possessions which are damaged or " go missing"
- asks for money or starts stealing money
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home hungry (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 afraid to use the internet or mobile phone
- is nervous and jumpy when a cyber message is received
- lack of eye contact
- becoming short tempered
- change in attitude to people at home.

These signs and behaviours could indicate other social, emotional and/or mental health problems, but bullying should be considered a possibility and should be investigated.

Section 3.2 Prevention

At NISL we use a variety of methods to support children in preventing and understanding the consequences of bullying through assemblies and PSHE and Citizenship lessons. The ethos and working philosophy of our school means that all staff actively encourage children to have respect for each other and for others' property. Student Council has also begun to play an active role in promoting "anti-bullying" awareness.

Good and kind/polite behaviour is regularly acknowledged and rewarded. Staff will regularly discuss bullying, this will inform children that we are serious about dealing with bullying and leads to open conversations and increased confidence in

children to want to discuss bullying and report any incidents and concerns about other children's behaviour.

Staff must be careful not to highlight differences of children or an individual child, even if this is done in jest. This gives other children advocacy to use this difference to begin calling names or teasing.

Staff must be vigilant regarding groups of friends together. Friendship groups may bring about the imbalance of power and must be led towards welcoming others to join them and not excluding others from their group.

Staff must reinforce a general message that children do not have to be friends with everyone else, but they must be respectful of everyone else's feelings and be kind to each other.

Section 3.2.1 Children are involved in the prevention of bullying as and when appropriate, these may include:

- writing a set of school or class rules
- writing a personal pledge or promise against bullying
- writing stories or poems or drawing pictures about bullying
- reading stories about bullying or having them read to a class or assembly
- making up role-plays about what to do through scenarios of bullying
- having discussions about bullying and why it matters that children who use unacceptable behaviour towards others are dealt with quickly
- creating an item for the school website
- If a child feels that they are being bullied then there are several procedures that they are encouraged to follow: (not hierarchical)
- Tell a friend
- Tell a School Council Representative
- Tell a teacher or adult whom you feel you can trust
- Write your concern and post it in the "suggestion box"
- Tell a parent or adult at home whom you feel you can trust
- Discuss it as part of your PSHE time

Section 4: For Pupils

Section 4.1

Bullying is not acceptable at the Netherlands International School Lagos. If you feel you are being bullied or know of bullying taking place for any reason you are advised to take the following course of action:

- Inform a teacher.
- Do not ignore the bullying, as to ignore, is to condone.
- Record any incidents that occur in school and on the way to school or to tell a member of staff.

Section 4.2

Once this is identified, all bullying incidents will be recorded centrally within school. The following sanctions may be imposed:

- Official warnings to cease offending
- Detentions
- Internal exclusion
- Fixed term exclusions
- Permanent exclusion (if severe or persistent bullying has been recorded/takes place)

Section 4.3 Key Safety Advice for Pupils

- Always respect others – be careful what you say on-line.
- Think before you send - whatever you send can be made very public very quickly and could stay on-line forever.
- Treat your password like your toothbrush – keep it to yourself. Only give your mobile number or personal website address to trusted friends.
- Block the bully – learn how to block or report someone who is behaving badly.
- Do not retaliate or reply.
- Save the evidence – learn how to keep records of offending messages, pictures or on-line conversations. Make sure you tell an adult you trust and someone at your school.

Section 4.4

Finally, do not just stand there – if you see cyber bullying going on, support the victim and report the bullying. How would you feel if no one stood up for you?

Useful Website:

www.bullying.co.uk

<https://www.stopbullying.gov/>

<http://www.suffolkstopbullying.org/>

If you are bullying someone else for any reason, then you may well find the following sanctions being made against you:

- Parent being contacted.
- School disciplinary action.
- Police involvement.

If you have maliciously claimed to have been bullied and it has been proved that this is untrue, then you may also find sanctions being taken against you.

Any abuse of the school's ICT facilities will be treated very seriously by the school and may well result in the withdrawal of your access to the school's network
(Refer to NISL Internet Policy)

Also refer to NISL Positive Behaviour Policy

---- End of Anti-Bullying Policy NISL ---