

**HAILEYBURY ALMATY**

# **ANTI-BULLYING POLICY & GUIDELINES**



Effective Date

April 2018

## **INTRODUCTION**

Haileybury Almaty (HAL) welcomes diversity and believes that every pupil has a right to work and study in an environment, which encourages harmonious relationships. The School is committed to preventing bullying and harassment and its commitment to equal opportunity.

This policy relates to all pupils who are studying at the School. See the separate policy on Abuse of Staff for staff related incidents.

## **PURPOSE**

### Why we have an Anti-Bullying policy

The School has a firm commitment to equality and diversity and will not tolerate the bullying or harassment of one member of its community by another. The School community recognises that bullying undermines the School's social vision. Bullying is also potentially serious for individuals: it can cause fear and distress for targets, whose academic work often suffers; it can damage the self-confidence and sense of self-worth of targets; and it can create unhappiness within classes or Houses.

Everyone has the right to live and learn at Haileybury Almaty free from any kind of bullying. Consequently, everyone has a responsibility to respect and value the contribution of others in the School community, and not to ignore a situation in which another person is being bullied.

Therefore, our School has adopted this policy for preventing and responding to harassment and bullying at the School and on School trips, School sponsored events, and when pupils are travelling to and from the School. This policy also covers bullying or harassment, including cyber-bullying, that is initiated outside the School and in the holidays if the bullying or harassment adversely affects anyone in our School community.

Bullying of any person within our School community will not be tolerated. The aim of this policy is to assist all members of the School community to develop a working environment in which bullying and harassment are known to be unacceptable and where individuals have the confidence to complain about harassment and bullying, should they arise, in the knowledge that their concerns will be dealt with confidentially, appropriately and fairly. This policy applies to all pupils, teachers, members of staff and any other adult present on the School grounds, whether working as contractors or parent volunteers.

## **DEFINITION OF BULLYING AND HARASSMENT**

Bullying and harassment can take a variety of different forms ranging from repeatedly ignoring someone or subjecting them to unwelcome attention, to intimidation, humiliation, ridicule or offence. More extreme forms of bullying and harassment include physical threats or violence. Behaviour that may appear trivial as a single incident can constitute bullying or harassment when repeated, or in the context of the staff/pupil relationship.

### **Bullying**

Bullying and harassment may not always be intentional but are always unacceptable, whether intentional or not. Bullying is the exercise of power over another person through negative acts or behaviour that undermines them personally and/or academically. Bullying can involve threatening, insulting, abusive, disparaging or intimidating behaviour which places inappropriate pressure on the recipient or has the effect of isolating or excluding them. Bullying can take the form of shouting, sarcasm, derogatory remarks concerning academic performance or constant criticism. This could be oral, written, electronic or through a social network.

Some of the most prevalent forms of harassment and bullying include the following:

**Physical** bullying is when an individual uses physical force to hurt another person e.g. by hitting, pushing, touching in a sexual manner, shoving, kicking, taking a person's belongings or stealing their money. This includes 'play fighting' and using physical force to get others to do something against their will.

**Verbal** bullying is when an individual uses words, images or gestures to intimidate or humiliate another person e.g. by taunting, name-calling, teasing, sexual intimidation, put-downs, insults, threats or blackmail.

**Relational** bullying is when an individual excludes or isolates another person e.g. through leaving them out, manipulating others against them, or spreading gossip or rumours.

**Cyberbullying** is when an individual uses their mobile, texts, e-mails, instant messaging, chats, social media or any other electronic device to bully another person by sending explicit messages or images which could intimidate or humiliate another person.

Bullying is different from conflict. Conflict is an inevitable part of life and occurs when an individual perceives another person as getting in the way of what they want or value. Conflict becomes bullying when an individual engages in harassment or violence to gain power over another. If individuals are in conflict with each other, but are not bullying, our School is committed to helping them to talk the matter causing the conflict through.

Bullying is to be distinguished from reasonable academic debate or the actions of a teacher or supervisor making reasonable (but perhaps unpopular) requests of their pupils.

## **Harassment**

Bullying may at times amount to harassment. It is harassment to target people online or face-to-face because of their nationality, race, religion, gender, sexual orientation, or disability. It is sexual harassment when someone is the target of unwelcome sexual advances, unwanted requests for sexual favours, or other unwanted verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite sex in the educational setting. See the Sexual Harassment Policy (below) for more information.

Our School does not tolerate bullying or harassment for any reason. It is a serious breach of the School rules if someone takes revenge or asks someone to threaten or hurt anyone that has reported bullying or harassment.

**Sexual** harassment can take the form of ridicule, sexually provocative remarks or jokes, offensive comments about dress or appearance, the display or distribution of sexually explicit material, unwelcome sexual advances or physical contact, demands for sexual favours or assault.

**Racial** harassment is usually, although not exclusively, directed at people from ethnic minorities. It may include jokes about, or gratuitous references to a person's colour, race, religion or nationality. It can also include offensive remarks about dress, culture, or customs which have the effect of ridiculing or undermining an individual or fostering hatred and/or prejudice towards individuals or particular groups.

**Harassment of people with disabilities** can take the form of individuals being ignored, disparaged or ridiculed because of mistaken assumptions about their capabilities. Their disability rather than their ability can become the focus of attention, and harassment can include inappropriate personal remarks, jokes or inappropriate reference to an individual's appearance or behaviour.

**Harassment on the grounds of a person's sexuality** may be aimed at gay men and lesbians, transgender or bisexuals and heterosexuals. Examples of harassment relating to sexuality are transgender, homophobic remarks or jokes, offensive comments relating to a person's sexuality, threats to disclose a person's sexuality to others or offensive behaviour/abuse relating to HIV or AIDS status.

The above list of examples is not exclusive and harassment can also take place on the grounds of a person's age, style of dress or any other characteristic that makes them different from the majority or from the person who harasses or bullies them. Although the terms 'bullying' and harassment' are not synonymous, the guidance in these procedures relates to both issues.

## **PUPIL LEADERSHIP IN STOPPING BULLYING**

Bullying and harassment cause pain and distress to pupils and are never justified or excusable as "just teasing" or "just playing." When a pupil stands by doing nothing, or laughs or posts comments online when others bully, they are participating in bullying.

The pupils at Haileybury Almaty agree to keep our School bully-free as evident in the school ethos in both Lower and Upper School agreeing to:

- Value pupil differences and treat others with respect and kindness both online and face-to-face.
- Ask bullying pupils to stop when they or others around them are the targets of bullying.
- Walk away and seek help from any trusted pupil or adult, if they cannot safely stop the bullying.
- Never take revenge or ask someone to hurt (physically or verbally) anyone else that has reported bullying.

## **DEALING WITH BULLYING OR HARASSMENT**

The over-riding principles in dealing with allegations or concerns of harassment are that they must be taken seriously, considered carefully and addressed speedily and where possible, in confidence.

Any pupil who feels that they are the subject of harassment, either by a fellow pupil, a member of staff or anyone else with whom they come into contact in the course of their time at the School, may wish to make a note of incidents, dates, times and any witnesses, for future reference. Any pupil who considers themselves to have been the subject of harassment has the right to be listened to and to be given informed advice on how the matter may be resolved.

Bystanders (any persons observing or becoming aware of the behaviour they consider to be unkind, bullying, harassment or likely to develop into such behaviours) can defuse stimulus and lessen the likelihood of bullying or harassment. Bystanders are encouraged to:

- indicate to the 'bully/ies' that they feel the behaviour is bullying, and as such, inappropriate and that if the behaviour does not stop, they will take action by talking to an appropriate member of the school community
- inform an appropriate member of the school community of the bullying or harassment so that action can be taken.

Should harassment occur in a pupil group situation, the person in authority has the responsibility to recognise harassment when it occurs and to take speedy action to stop it. It is important that it is made clear to the perpetrator that such behaviour is unacceptable to the School and will not be tolerated. Silence or inaction can be seen as collusion and endorsement of such behaviour. If the person in authority is the harasser, others within the group should support the individual being harassed in taking action to report the harassment.

## **CONCILIATION: WHAT A PUPIL CAN DO**

I. A pupil who is concerned about harassment should initially discuss the matter with one of the people listed below (referred to later as an 'advisor'):

- their personal tutor (Upper School – US)
- their Housemaster or Housemistress (US)
- class teacher/support teacher (Lower School – LS)
- a subject teacher, Head of Department or any other member of staff with whom they feel comfortable
- the School Counsellor or School Nurse
- the School's designated Senior Lead for Safeguarding(DSL)

If a pupil does not feel comfortable talking to anyone they know at school, outside agencies such as Child Helpline International ([www.childhelplineinternational.org](http://www.childhelplineinternational.org)) might be of use.

II. Any advisor who is approached by a pupil wishing to discuss a potential harassment issue should:

- Be aware of potential Child Protection issues and if in doubt, consult with the School's DSL

- Find a quiet place to discuss the issue confidentially and without interruption.
- Listen carefully to what they are being told and ensure that they understand the full facts.
- Make brief notes as a summary.
- When they are sure they understand the issue, and if they feel confident to do so, they should discuss the options open to the pupil.
- A staff member should never promise confidentiality to the pupil and explain certain information will be passed to the relevant member of staff. i.e. Safeguarding Officer, Housemaster or Housemistress (US) or class teacher (LS).
- In all cases, staff and pupils who are aware of any incidence of harassment or bullying should pass on evidence of this to the relevant Tutor (class teacher/support teacher) and Housemaster or Housemistress.

III. Any advisor who is approached by a pupil wishing to discuss a potential harassment issue could:

- Talk to the alleged harasser to try and resolve the conflict;
- Encourage the pupil who has experienced harassment to talk to the alleged harasser on their own or with a friend, who should be a member of the School, accompanying them. The purpose of the conversation would be to make the perpetrator aware of the way their behaviour has been perceived and ask them not to repeat it;
- Facilitate a meeting between both parties to give the pupil the opportunity to talk to the alleged harasser and explain their view of the offending behaviour.

Normally, the advisor should not take action following an approach concerning harassment without the agreement of the individual concerned other than to inform the relevant Tutor or Housemaster or Housemistress (US) or class teacher/support teacher (LS).

Details of any conversation must be formally recorded in writing and stored on the relevant pupils files.

IV. Confidentiality is very important in dealing with cases of alleged harassment as experience shows that they will be much more difficult to resolve through conciliation if information about the matter becomes common knowledge. Anyone approaching a member of staff or other individual for advice may, however, wish to be accompanied by a friend.

### **CONCILIATION: WHAT STAFF AND PARENTS CAN DO**

Allegations of bullying and harassment will be treated very seriously by the School and will be investigated thoroughly. The findings of the investigation may result in disciplinary action being taken against the perpetrator.

As allegations of bullying and harassment are very serious, the School will also treat very seriously any such allegations proven to be malicious and these are also likely to be the subject of disciplinary action.

#### **Level 1 – Prevent & Interrupt**

All teachers, members of staff, pupils, external providers and parent volunteers support a school-wide system for preventing and stopping harassment and bullying.

If any teacher or member of staff witnesses an act of disrespect or bullying type behaviour, he or she should take immediate steps to intervene using the agreed age-appropriate intervention language. This should be followed by asking the target if such behaviour has happened more than once and if so e-mailing or calling their Housemaster or Housemistress (US) or Class Teacher/Support teacher (LS).

Parent volunteers and external providers who perceive pupil bullying should notify their immediate supervisor of their concerns.

If a parent or guardian knows or suspects that their child is being harassed or bullied, he or she should encourage the pupil to ask the bullying to stop or to seek help from any trusted pupil or adult at School. It is important for the parent to ask the child if bullying type behaviour has happened more than once and if so e-mail or call their Housemaster or Housemistress (US) or Class Teacher/Support Teacher (LS). The School can only help if parents trust it with the problem and provide the relevant information.

### **Level 2 – Check in with target and notify Housemaster or Housemistress or Class Teacher**

All teachers and members of staff should watch out for pupils who appear to be isolated from other pupils, who are put down by others behind their back, or who show signs of being bullied.

If any member of staff knows or suspects that a pupil is the target of on-going bullying or harassment (i.e. it has happened more than once and is likely to continue), he or she should check in separately with the target as soon as reasonably possible.

If it appears to be on-going bullying or harassment, the members of staff should inform the relevant Housemaster or Housemistress (US) or Class Teacher (LS) that same day via e-mail or provide a written account.

### **Level 3 – Solution Team and progressive discipline**

The Housemaster or Housemistress (US) or Class Teacher (LS) will investigate the situation and consult with relevant members of staff in order to resolve the situation. If it appears to be bullying, he or she will notify the Pastoral Support Committee and telephone the parents of the target and the bullying pupil.

If progressive disciplinary sanctions are required, the Deputy Head will meet with the bullying pupil, and involve their parents and teachers when determining consequences.

In all reports of bullying, the Pastoral Support Committee will document details of the incident and how it was resolved.

### **Level 4 – Implement an Empathy-Building Action Plan**

If a pattern of harassment or prejudice is apparent across a significant proportion of a class, year group or House, the Housemaster or Housemistress and other relevant school members of staff implement a plan to teach respect for differences and create a supportive peer culture.

The action outlined above will be appropriate in many cases and will often be sufficient to resolve the matter. If, however, a conciliatory approach does not achieve satisfactory results, or the nature of the incident(s) prompts the person who feels harassed to take a more formal approach, a formal complaint can be made in writing to the Head of School.

## **Procedures in the Upper and Lower Schools**

Both schools have detailed policies outlining their procedures as appropriate for each age range to counter bullying.

For staff members who believe they are the victim of any form of bullying or harassment by another member of staff they should follow the appropriate staff grievance policy.

## **APPEALS**

Appeals process: If the School's intervention does not resolve the bullying, the pupil or their parent/guardian should inform the Pastoral Support Committee via the Housemaster/mistress (US) or class teacher (LS). If the pupil or parent/guardian disagrees with how the Pastoral Support Committee responded, he or she may appeal to the Head Master.

Appeals will be dealt with through the appeals procedure outlined in the Complaints Policy.

## **MAKING A COMPLAINT**

Formal action may be considered where conciliation proves ineffective, or where a pupil, a teacher, tutor, friend or relative feels that conciliation is not appropriate. A formal complaint must be registered in writing, as soon as possible after the incident concerned, with the Head of School, who will normally delegate an investigation to the relevant Housemaster/mistress (US) or class teacher (LS).

A formal complaint of harassment should include the nature of the complaint, with reference to dates, times and places (where possible) in relation to any specific incident(s). The names of any witness(es) to the incident(s) should also be included (where possible).

## **INVESTIGATING A FORMAL COMPLAINT**

On receipt of a formal complaint where the alleged harasser is another pupil, the Head of School will require the relevant Housemaster or Housemistress (US) or class teacher/support teacher (LS) or other delegated person to investigate the matter following the School's Complaints procedure. Accordingly, the relevant delegated person will discuss with the complainant whether further action should be taken.