



HAMILTON
International School

THIS Anti-bullying policy

Name of Policy

Table of Contents		
		Page
1	<u>Vision</u>	3
2	<u>Mission</u>	3
3	<u>Core Values</u>	3
4	<u>THIS Statement on Bullying</u>	3
5	<u>Ethos and Values of Our School Community</u>	4
6	<u>Our Definition of Bullying</u>	4
7	<p style="text-align: center;"><u>Understanding Bullying Behavior</u></p> <ul style="list-style-type: none"> - Conflict among young people - Types of bullying behavior - The nature of bullying - The imbalance of power - The Snowball Effect 	4
8	<u>The Impact of Bullying</u>	6
9	<u>Bullying and Keeping Children Safe</u>	6
10	<u>Bullying and Discrimination</u>	6
11	<p style="text-align: center;"><u>Preventing Bullying</u></p> <ul style="list-style-type: none"> - Creating a positive culture - Equipping students with social skills - Educating students on what bullying is - Empowering students to be a part of the solution - Training for staff 	8
12	<u>Stopping Bullying Wherever it Takes Place</u>	9
13	<u>Reporting Bullying</u>	9
14	<p style="text-align: center;"><u>Responding to Bullying</u></p> <ul style="list-style-type: none"> - A restorative approach 	9
15	<u>Measuring Progress</u>	10
16	<u>Communicating the Policy</u>	10

Vision:

Igniting
passi♥n, purp🎯se
and p🗝ential

Mission:

We are committed to developing the spirit of excellence and sound character in our students, through an innovative, well-balanced education.

Core Values

- ☆ I am getting better
- ☆ I am respectful
- ☆ I am resilient
- ☆ I am a global citizen
- ☆ I am a communicator
- ☆ I am emotionally intelligent
- ☆ I am emotionally intelligent
- ☆ I am a collaborator

THIS Statement on Bullying

At The Hamilton International School, we do not accept bullying in any form, by anyone or towards anyone. Every member of our community has the right to be safe and a responsibility to stand against bullying.

By effectively preventing and tackling bullying, The Hamilton International School will create a safe, disciplined environment where students are able to learn and fulfil their potential.

Ethos and Values of Our School Community

We believe that every student:

1. Has the **right** to be here, to learn, and to be safe.
2. Deserves **respect** and to be treated equally in dignity and worth.
3. Has a **responsibility** for the wellbeing of herself or himself, and for the wellbeing of others.

These values contradict the notion of bullying; bullying cannot be a part of a school with these values.

Our Definition of Bullying

Bullying is the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying can be verbal, physical, or psychological. It can happen face to face or online.

Understanding Bullying Behavior

Conflict among young people

Not all situations in which children and young people are involved in conflict or relationship difficulties can be understood as bullying. 'Relational conflict' is one way of describing such non-bullying situations. Relational conflict usually involves individuals and groups who are relatively similar in power and status. It is generally behavior which happens occasionally, and offence might be accidental, there is also generally a willingness to make things right, to reflect on what went wrong and to try and plot a way forward.

Not all conflict leads to bullying, but some does. It is important to bear in mind relationship problems left unaddressed can be the start of a pattern of behavior in which the intention is to cause harm or distress and can create an imbalance of power which makes an individual or group more vulnerable.

Types of bullying behavior

Not every instance of the types of behavior listed below can be classed as bullying. Bullying is intentional and repetitive; among young people there are occasional one-off incidents. However, it is important to recognize that bullying is an attempt to cause harm and can be direct (such as physical abuse) or indirect (such as excluding an individual).

Patterns of incident involving a range of different behavior incidents may indicate that bullying is taking place. For example, if a student reports that he or she has been the target of a trip, being insulted, and being excluded, then repeated incidents of different behavior can still be classed as bullying.

The following are types of behavior that may be observed in bullying:

- **Physical**
 - Hitting
 - Kicking
 - Tripping
 - Pushing
 - Spitting
- **Verbal**
 - Name calling
 - Insults

- Referring to physical attributes, race, religious beliefs, family members, or any other
- **Social**
 - Spreading rumors and lies
 - Negative facial or physical gestures
 - Playing 'jokes' intended to embarrass or humiliate
 - Mimicking unkindly
 - Excluding from conversations, groups, or social events
 - Encouraging others to exclude someone
- **Cyberbullying** – this refers to bullying through the use of computers, phones, and other electronic devices. It can include verbal and social bullying delivered through an electronic device, and also:
 - Abusive or hurtful texts, messages, posts, images or videos
 - Deliberately excluding others online
 - Imitating others or using their login or other online identity

The nature of bullying

Bullying is often portrayed as one student (the bully) intimidating or threatening another student (the victim), but research has given greater understanding of different roles that are involved in bullying.

Although there may be a ringleader in bullying behavior, often there are others who enable the bullying by joining in once it has been instigated (an 'assistant'), or who encourage the ringleader to continue ('reinforcers') by laughing along. These roles may change with different instances, or with different victims. It is entirely possible that as group dynamics change in schools, a ringleader may become a victim, or vice versa.

The imbalance of power

The imbalance of power is vital to understand when thinking about bullying. As soon as a person says 'no' to something and this is ignored, there is an imbalance of power. This could be as simple as a student saying, 'please stop calling me that' and another student continuing to do so.

This imbalance can be caused by the person having few friends or allies; being in a smaller group than the bullying group; are a part of a minority group (gender, faith, ethnic); being younger, or smaller; having a disability or additional learning needs.

The Snowball Effect

Bullying incidents, if left unaddressed, can gather weight and momentum. This may result in more and more frequent incidents of bullying behavior from one person or group; it may mean other people or groups join in to target on victim as a 'weaker' person is sensed.

As more people are targeting the victim, fewer people may be willing to come to his or her aid. Without intervention this can lead to significant suffering for the individual who may feel that they are completely isolated within school.

¹ <https://onlinelibrary.wiley.com/doi/abs/10.1002/%28SICI%291098-2337%281996%2922%3A1%3C1%3A%3AAID-AB1%3E3.O.CO%3B2-T>

The Impact of Bullying

Bullying, especially if left unaddressed, can have a devastating effect on individuals. It can be a barrier to their learning and have serious consequences for their mental health. Bullying which takes place at school does not only affect an individual during childhood but can have a lasting effect on their lives well into adulthood.

Bullying can have affect students in the short term:

- Feeling unsafe
- Insecurity / self-confidence
- Change in mood
- Affects relationships
- Hinder their ability to learn due to reduced:
 - Attention
 - Ambition
 - Attendance

These affects can also last into adulthood with those who were targets of bullying:

- More likely to experience mental health issues
- Report higher levels of poor self-care, including self-harm and depression
- More likely to not be in employment, education, or training

Bullying and Keeping Children Safe

Where bullying is deemed severe enough to suspect that a student is suffering, or is likely to suffer, significant harm then the incident will be addressed as a concern to the school's designated safeguarding lead.

The following is an excerpt from THIS' safeguarding policy:

Bullying is a safeguarding matter and if left unresolved can become a more serious child protection issue. Staff at every level will take seriously any concerns raised in relation to the bullying of any student. Action will always be taken to investigate the concerns and to prevent repeat incidents or behaviors.

Bullying and Discrimination

Statistics show that students from minority groups are more likely to be the targets of bullying behavior. As stated above, every student has the right to be here and to be treated with respect, and equal dignity and worth.

'A racist idea is any that suggests one racial group is inferior or superior to another racial group in any way.' - Ibram X Kendi.

A culture of prejudice or hatred in which individuals or groups discriminated against one another is not accepted at THIS. We understand that representation plays a role in ensuring that all students in our

school feel welcome and valued. Staff members will prioritize representing the students in their classes, characters and historical figures from a range of backgrounds, through displays, resources, stories and other school materials.

Anti-Racism

'Anti-racism is the commitment to fight racism wherever you find it, including in yourself. And that's the only way forward.' - Ijeoma Oluo

Throughout THIS, we are committed to learning through Getting Better and our commitment to anti-racism is incorporated within this; we seek to learn from our student and parent community and from one another with the aim providing the best possible outcomes for all of the students.

We understand that discrimination can come in many forms and that incidents of racial abuse sometimes known as 'micro-abuse' or 'microaggressions' can in fact have a great impact on well-being. Therefore, we take all discriminatory incidents seriously, ensuring that we appreciate the views of any student or staff member subjected to discrimination.

We aim to foster a community in which students and staff members alike are comfortable when reporting racism and actively encourage students to be anti-racist. We view instances of racism through the same lens as safeguarding. As we appreciate that parents may have a deeper understanding of the nuances of their child's experiences of race, racism and the possible impacts of incidents, they should be brought into the restorative process and may suggest a course of action to practitioners.

In the event of student reporting or a staff member observing a racist incident, the following steps should be taken to ensure that the well-being and needs of the student subjected to racism are paramount:

- Student will be reassured that their feelings about the incident are valued
- Parents of the student subjected to the racist incident will be contacted as soon as possible. Staff members should not wait until the end of the school day to communicate with the parents. Parents may wish to come into school to speak directly with their child or may suggest conversations for practitioners to lead with their child.
- Staff members log the incident on a 'Record of Concern' form.
- Any student who has perpetuated racial abuse should be spoken to by the class teacher, supported by Year Group Leaders, if necessary, in the form of a restorative conversation. It may not be appropriate for this conversation to take place in front of the student subjected to racism. The aim of this conversation should be to challenge racist attitudes and to support the student to have a better understanding of the impact of their words and actions. The conversation and outcomes should be logged in-line with the behavior policy and shared with parents accordingly.

Preventing Bullying

A key factor in tackling bullying is to address related issues in advance of incidents. This will be done in the following ways.

Creating a positive culture

We will develop a culture that promotes kindness and acceptance and that does not accept bullying behavior. Ideas, habits, and social behavior will be taught, modelled, promoted, and rewarded that build people up and encourage collaboration in spite of cultural differences.

We will have a zero-tolerance approach to abusive or offensive language and all incidents of such will be dealt with thoroughly.

Equipping students with social skills

Through the curriculum, tutor periods, and assemblies, we will give students the tools and skills necessary to address issues of disagreement or relational conflict. Students will understand the difference between bullying and relational conflict; they will learn about emotional intelligence and how to understand the changing nature of friendships during adolescence.

Educating students on what bullying is

Students will receive training on what we mean by bullying and how it is different from one off incidents, or relational conflict. Students will learn the forms of bullying, its impact, and how bullying can have different dynamics as groups change and power shifts in school.

Empowering students to be a part of the solution

We will empower and enable students to be able to prevent or intervene in bullying incidents. Not to put themselves in harm's way, but to recognize bullying and to know what to do.

Students will be taught that reporting bullying is a positive thing and is a part of our school values and the culture that we are building. This may be reporting incidents that have happened to them, or that they suspect is happening to someone else. We will provide a secure environment so that those reporting bullying feel safe in doing so.

We will teach students that they do not have to confront the ringleader in order to stop bullying. Through understanding group dynamics in bullying situations, students will know that they can take action by (1) not joining in with the incident and (2) not empowering the ringleader through laughing along.

Training for staff

Staff will have regular CPD sessions that refer to the bullying policy as well as year-round coaching for how to deal with incidents. This will include:

- The nature and forms of bullying
- Spotting the signs and symptoms of bullying
- Behavior policy training
- Anti-racism training
- Review of data for incidents related to bullying
- Curriculum development

Stopping Bullying Wherever it Takes Place

The Hamilton International School has a duty to keep its students safe. This includes bullying of our students that takes place on site, online, on school transport or outside of school.

Students may report any incidents that take place in any place to school staff no matter where these instances occur. The school will act on this information and will take the relevant steps to intervene in the appropriate manner.

The school will deal with instances of cyberbullying and may recommend that the parents of the targeted child go to the cyber-crimes division of the Ministry of Interior.

Reporting Bullying

The homeroom teacher should be considered the primary point of contact for all students and parents to raise concerns. However, it is more important that the student is heard, than a particular teacher is contacted and so parents and students may report instances of bullying to any member of teaching staff at any time.

Students may also report issues to teachers using Microsoft Teams, bullying reporting forms*, or the school website*.

Responding to Bullying

We take every reported incident of bullying seriously. The member of staff that a student has spoken to will take note of the incident and decide whether to deal with it themselves, or to escalate the incident, depending on their judgement of the severity and impact on the victim.

1. **Homeroom teacher** – in most instances the homeroom teacher will deal with the incident. If it is a case of relational conflict, then the teacher will discuss this with both parties. If it is a bullying incident, then it will be recorded and dealt with according to the behavior policy.
2. **School Leadership** – in the case of more or repeated incidents, the homeroom teacher will discuss this with the relevant school leaders who will either advise the teacher on the course of action or take ownership of the incident.

We do not accept bullying in any form, by anyone or towards anyone. As such the outcome of any incident will be that the bullying must stop. If the perpetrator is not willing to change her or his ways and understand her or his role in the bullying, then she or he will not continue on roll at THIS.

A restorative approach

Where possible, a restorative approach is the preferred outcome to any incident. This is where there is a teacher-led conversation between the parties that enables the victim to share the impact of the bullying and the perpetrator to understand.

This cannot be forced, and each party must be a willing participant. Restorative approaches have had widespread success both in the area of bullying in schools and also wider within the criminal justice system.

Measuring Progress

The policy will be reviewed annually by the school leadership and will have input from students during Anti Bullying Week in November.

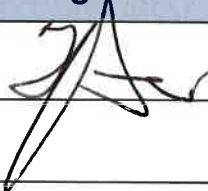
Recorded incidents will be analyzed for the severity, repeated persons, frequency, trends, and numbers relative to cohort.

We will consider that progress is being made if relative numbers of incidents and frequency reduce and if there are reducing numbers of repeat victims and perpetrators.

Communicating the Policy

This policy will be read by all staff and will be communicated with students during the first week of the new academic year. A student version to be created during Anti Bullying Week by students in Anti Bullying Week and this will be available in all classrooms.

The policy will be shared with parents once approved and made available with all other school policies.

Reviewed and approved by			
Name	Position	Signature	Date
Terry Senior	Principal		Oct 2021

