



International
School
Olomouc

Anti-Bullying Policy

Pravidla a postupy k zajištění prevence šikany





Anti-Bullying Policy

(Směrnice k zajištění prevence šikany)

School: Česko Britská Mezinárodní škola a Mateřská škola s.r.o., Sokolovská 76/6, 779 00 Olomouc	
Policy Leader: Janita Itaniemi MSc.	Date & Signature: 20 th August 2023
Checked & Authorised by: Petr Pospíšil, M.A. (Dunelm)	Date & Signature: 24 th August 2023 
Scope: This policy applies to the Junior & Senior School community.	
Effective from: June 2023	Effective to: August 2024

Anti- Bullying Policy:

Date Due for review: June 2024.

Reviewed every year.

Distribution list:

1. Proprietors
2. Head of School
3. Deputy Head
4. Teaching staff
5. Parents/Legal guardians

Aims

At the International School Olomouc we are committed to providing a caring, friendly and safe environment for all of our children, so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school and will not be tolerated. If bullying does occur, all children should be able to tell and know that incidents will be dealt with promptly and effectively. With this in mind, staff INSET training takes place prior to the start of the first term, for which all staff are expected to attend, and during which the Anti-Bullying policy is combed through. All staff are firmly encouraged to read and digest both the principles of the policy, as well as the legal expectations/responsibilities. Whole school assemblies are also organised, in which parents/legal guardians are both encouraged and welcomed to attend (possibly even as active participants), for which the clear focus is on Anti-Bullying. Given that social media is so prevalent in our society, staff and parents/legal guardians are to be encouraged to maintain vigilance and awareness of the very real threat of on-line bullying. Anti-bullying policy is also accessible on the school website in the school policies section.

It is our policy to foster an environment where everyone:

- understands the type of behaviour that could be interpreted as bullying
- realises the consequences of bullying for all concerned (the bully and any spectators/followers as well as the target of the bullying)
- considers strategies to avoid becoming the target of bullying
- develops the self-esteem to avoid becoming a bully, a spectator / follower or a target

We are a *TELLING* school. This means that *anyone* who knows that bullying is happening is expected to tell the staff.

This policy is supported by both of our PSHE and Behaviour Policy.

Objectives

- The Head of School, all staff, children and parents/legal guardians should have an understanding of what bullying is.
- The Head of School and all staff should know what the school policy is on bullying and follow it when bullying is reported.
- All children and parents/legal guardians should know what the school policy is on bullying, and what they should do if bullying arises.

As a school we take bullying seriously. Children and parents/legal guardians should be assured that they will be supported when bullying is reported. **Bullying will not be tolerated.**

What Is Bullying?

Bullying is defined as deliberately hurtful behaviour, repeated over time and intentionally hurts another pupil or group physically or emotionally and is often motivated by prejudice against particular groups, for example, on grounds of race, religion, culture, sex, gender,

homophobia, special educational needs and disability, or because a child is adopted or is a carer - it may occur directly or through cyber-technology (social websites, mobile 'phones, text messages, photographs and email).

Bullying could be:

Emotional

- being deliberately unfriendly, excluding, tormenting (e.g. hiding books or resources, threatening gestures)

Physical

- Punching, scratching, pushing, kicking, hitting, shoving, spitting, hair pulling;
- Forcing others to hand over food, money or something that belongs to them;
- Making someone do something they don't want to do.

Verbal

- name-calling, sarcasm, spreading rumours, teasing (orally or in writing), insults, put-downs;
- threatening of any kind;
- making fun of someone because of their appearance, physical characteristics or cultural background;
- sexualised comments or innuendo and making fun of someone's actions.

Cyber - electronically via phone calls, silent calls, text messages, websites, blogs, social networking websites, or photographs

Indirect (social and psychological):

- Excluding others from the activity or the group, ignoring, ostracising or alienating others;
- Spreading untrue stories or slander about others;
- Making inappropriate gestures;
- Taking, hiding or damaging something which belongs to someone else;
- Sending nasty emails, SMS, instant messages or other public slander; and
- The inappropriate use of websites, chat-sites or camera phones.

Prejudice-based and discriminatory bullying

Racist - racial taunts, graffiti, gestures

Sexual - unwanted physical contact or sexually abusive comments

Homophobic - because of, or focussing on the issue of sexuality

An invasion of privacy - tampering with and/or damaging another child's property

Against people with special educational needs and disabilities -because of, or focussing on the issue of mental or physical disability

Against people from a particular religion - because of, or focussing on the issue of religion

Against people from a particular culture - because of, or focussing on the issue of culture

When is it not considered Bullying?

It is essential not to minimise the experience of those who feel they have been bullied. However, it is also important to distinguish exactly what does and doesn't constitute bullying behaviour, to avoid unwarranted accusations being made against individuals.

It is not bullying if it can be classed as rudeness or being mean (unintentionally causing upset through something you say or do, saying or doing something to intentionally hurt or upset an individual once or twice).

Peer-on-peer abuse

Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals.

Signs and symptoms of peer-on-peer abuse may include absence from school or disengagement from school activities, physical injuries, mental or emotional health issues, becoming withdrawn – lack of self esteem, lack of sleep, alcohol or substance misuse, changes in behaviour, inappropriate behaviour for age, abusive towards others.

Perpetrators and Victims

- Bullying takes place where there is an imbalance of power of one person or persons over others. This can arise from:
 - The size of the individual
 - The strength of the individual
 - The numbers or group size involved
 - Anonymity – through the use of cyber bullying or using email, social networking sites, texts etc.
- Staff must remain vigilant about bullying behaviour and approach this in the same way as any other category of Child Abuse; that is, do not wait to be told before you raise concerns or deal directly with the matter. Children may not be aware that they are being bullied, because they may be too young or have a level of Special Educational Needs which means that they may be unable to realize what others may be doing to them.
- Staff must also be aware of those children who may be vulnerable pupils; those coming from troubled families, or those responding to emotional problems or mental health issues which may bring about a propensity to be unkind to others or may make them more likely to fall victim to the behaviour of others.

Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Children who are bullying others need to learn different ways of behaving. We have a responsibility to respond promptly and effectively to issues of bullying.

Signs and Symptoms

A child may indicate by signs or behaviour that s/he 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 truanting
- 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 poorly in school work
- comes home with clothes torn or books damaged
- has possessions go "missing"
- asks for money or starts stealing money (to pay the bully)
- has snacks or other foods continually "lost"
- has unexplained cuts or bruises
- comes home starving (snacks or packed lunch have been eaten by somebody else)
- 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

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated

Principles for the management of incidents

We aim to promote a caring environment, where every child matters and support is given to both the victims and perpetrators of bullying. This policy explains the ways in which we work together to ensure a consistent approach to tackling bullying behaviour and developing a school ethos in which bullying is regarded as anti-social behaviour and will not be tolerated. Children are encouraged to report any incidents of bullying or peer-on-peer abuse to an adult in school or at home, whether or not they are directly involved. This can be done verbally or by writing down their concerns.

- A secure environment should be provided in which incidents can be reported confidently.

- The child who has been bullied should be made to feel safe.
- All children should be shown that bullying is taken seriously.
- Teachers should respond calmly and consistently to incidents of bullying.
- The school should protect and support all parties while the issues are resolved.
- The person, who has done the bullying, and those who may have colluded, should be encouraged to behave in a more acceptable way.
- Interventions should be monitored and followed-up appropriately at the individual, group or whole school level.

Staff should:

- **Be available** - Make it known that you are ready to listen. Provide immediate support.
- **Listen to the child** - Ask the bullied child who was involved how s/he is feeling.
- **Record** - Ensure the incident is recorded and that reports are filed.
- **Respond** - Ensure that your response is non-aggressive and provides models of positive behaviour. Identify children with long-term needs requiring Individual Behaviour Support Plan.
- **Follow up** - Review progress and evaluate policies and intervention.

Working with parents/legal guardians

It is essential to involve parents/legal guardians where bullying has taken place. The most effective emphasis in meetings with parents/legal guardians is on joint problem solving. The aim of such a meeting is to minimise the likelihood of further bullying regardless of whether one is talking about the child who has been bullied or the one who has been bullied. It is essential that parents/legal guardians recognise and remain vigilant toward the threat of on-line bullying OUTSIDE of school. To this end the PTA (Parent teachers Association) are expected to encourage all parents/legal guardians to consider the type and scope of on-line access that their children presently have at home.

Careful planning is necessary to retain the joint problem-solving focus in the face of such an emotive subject. It is envisaged that the PTA are both familiarised with this serious issue, as well as encouraged to engage in the processes; recognising also that the school maintains concern for the well-being of pupils both in and OUT of school.

Ensure that:

- parents/legal guardians are clear about the joint problem-solving focus
- they have been given enough notice
- the meeting is informal but uninterrupted
- all relevant information is available
- parents/legal guardians have an opportunity to have their say and express their feelings about the situation
- the meeting is purposeful and ends on a positive note

Advice for parents/legal guardians

If your child is being bullied:

- encourage your child to talk about it, but be patient as s/he may be distressed
- stay calm but show that you are supportive
- avoid dwelling on sensitive issues
- reassure your child that you are sympathetic and will do something about it
- explain that it happens to most people at some time or another
- try to help her or him to see the difficulty as a problem that can be solved
- ask your child if they can see ways of changing things
- talk to staff at our school about bullying and work with them to improve the situation
- help her or him to develop coping strategies
- help everyone to keep a sense of proportion in the situation

Work with children

Work with individual or a group of children is carried out for two reasons:

- to reduce the likelihood of instances of bullying occurring
- to respond to the needs of children who have been bullied and of those children responsible for the bullying

Reporting Bullying Behaviour and peer-on-peer abuse

All records of bullying behaviour are kept as part of our central Behaviour Log. For any bullying or emerging bullying behaviour that occurred in our out of school a report must be completed using the online *Bullying Behaviour* record (school's intranet) indicating how the bullying was discovered, people involved, sanctions imposed and what support was provided to both victims and perpetrators.

Preventive measures & Promoting Anti-bullying Climate

The preventive measures include measures to prevent bullying, including cyberbullying (repeated bullying that occurs in an online space), prejudice-based and discriminatory bullying.

At the International School Olomouc:

- we establish school rules which demonstrate respectful and caring behaviour, and ensure that they are understood by all children
- we specify clearly those types of behaviour which are considered to be "bullying" and therefore unacceptable
- we specify clearly what sanctions will follow bullying behaviour
- we ensure children know how to express worries and anxieties about bullying

- we offer support to children who are vulnerable or have been bullied
- we develop Individual Behaviour Support Plan for children who have been bullying in order to address the problems they have and help them modify their behaviour
- we monitor closely those children with special educational needs
- we work with staff and outside agencies to identify all forms of bullying (Special Education Behaviour Specialist, Psychologist, the Local Authority, the Police, etc.)
- we actively provide opportunities to develop children's social and emotional skills, including their emotional resilience and literacy (in assemblies, Circle Times, projects, drama, stories, literature, historical events, current affairs, etc.)
- we train all staff to identify bullying and follow school policy and procedures on bullying
- we use the Personal, Social and Health Education programme (PSHE). This education should cover all aspects of school life and be thoroughly integrated into the more general education wherever possible. Every member of staff has the responsibility to support and foster this education.

Procedure:

Step 1- Bullying incidents are reported to the class teacher(s) of all the children involved.

Step 2 - All incidents of bullying will be recorded by the class teacher(s) (online *Bullying Behaviour* record on the school's intranet). Serious cases of bullying will also be referred on to the Head of School.

Step 3 - In serious cases parents/legal guardians of all the children involved should be informed and will be asked to come into a meeting to discuss the problem. This may involve the class teacher(s), after school staff, teaching assistants, and/or the Head of School.

Step 4 - The bullying behaviour or threats of bullying will be investigated by the Head of School or the class teacher, who will, among other things, interview children, staff, witnesses, parents/legal guardians/carers and others as necessary. The Head of School or the class teacher will remind the alleged aggressor(s)/perpetrator(s), victim(s)/targets and witnesses that retaliation is strictly prohibited and will result in disciplinary action.

Step 5 - An attempt will be made to help the bully (bullies) change their behaviour (in case of serious cases the particular class teacher will develop Individual Behaviour Support Plan and closely cooperate with the child's parents/legal guardians and involve a Psychologist if needed).

Step 6 – If an offender does not conform to the expectations of the school for appropriate behaviour, with particular reference to bullying behaviour, the school reserves the right to either suspend or end attendance of the offending pupil.

The class teacher will use the online *Bullying Behaviour* record on the school's intranet to maintain a confidential record of possible behaviours or events which may indicate patterns of bullying. This information shall be maintained on the school database, available for teachers and management to refer to. Severe bullying with signs of criminal offence may result in contacting the Police. Other severe bullying can require the help of the Family and Child Protection Unit at Department of Social Affairs at the local municipal authority (Odbor

sociálních věcí, oddělení Péče o rodinu a děti). If a child is considered at risk of suffering significant harm, and preventive or curative measures on the part of the school, and/or the parent(s) involved have failed to precipitate change for the better, the Head of school may decide that the case be elevated further, treated henceforth as a Child Protection Issue. This would necessarily lead to involvement, through referral, with a relevant outside agency.

Work with children after reported bullying

The child who is bullied

Our pupils can report bullying anonymously using worry boxes placed in the classes or one worry box in the corridor. However, we believe that in the environment of a mutual trust that we strive to provide, the child reports all their worries directly to their clasteacher, subject teacher or DSL/ Head of School.

Work with children that follows any discovery or report of bullying must scrupulously avoid aggravating the bullied child's physical or emotional distress.

Teachers need to take particular care that in following up a complaint of bullying they do not expose the bullied child to the risk of even more bullying. They should take all reasonable measures to ensure that the bullied child is supported and protected. Interventions which appear to be particularly sensitive to the needs of all children are those in which more general problem-solving strategies are modelled. Where a bullied child is suffering prolonged or intense anxiety or distress, referral to outside agencies should be considered.

School will:

- Provide an immediate opportunity to discuss the experience with a member of staff of her/his choice.
- Avoid embarrassing and shaming the bullied child by focusing on a particular incident when the child is present.
- Use "supportive" children to ensure that the bullied child is befriended and protected, e.g. in going to and from school, during breaks, etc.
- Consider the appropriateness of referring the bullied child from specialist help, having consulted and secured the agreement of parents/legal guardians. Outside agencies which may provide this expertise include Special Education Behaviour Specialist, Psychologist, the Local Police, etc.
- Offer continuous support.

Self-esteem

Children who are bullied tend to have very low self-esteem. They feel guilty and worthless and, because they sometimes lack self-assertion skills, they are targeted by the kind of children who themselves bolster their own low levels of self-esteem by physically hurting, mocking and shaming "weaker" peers.

Class teachers and staff generally need to be aware of the ways in which school practices may enhance or diminish children's levels of self-esteem.

- ensure that all children are spoken to respectfully

- ensure that all children are noticed and valued
- ensure that all children have access to rewards and privileges
- acknowledge that effort is more important than achievement

The child who bullies

We work hard with those children who bully others to ensure that they receive the help that will prevent further bullying. Bullies themselves are frequently bullied and may need our help to see that bullying is not acceptable behaviour.

It is useful for staff to acknowledge that children sometimes bully because they have not learned appropriate ways of interacting with their peers. Modelling and role play will often be required. Approaches which are solely punitive are not advisable, since evidence suggests that they do not prevent further bullying.

School will:

- Teach specifically interpersonal and social skills to children who have not acquired them. Modelling and role play will often be required.
- Ensure that there are serious talks with any child found bullying.
- Use the approach below, which involves all participants, including bystanders.
- Explain the problem and help everyone to understand how the bullied child feels.
- Share the responsibility for the problem.
- Involve the group in sharing ideas and improving the situation.
- Include a later review of progress.
- Inform parents/legal guardians to help change the attitude of the child.
- Impose sanctions agreed on in the Behaviour Policy (strong sanctions such as exclusion may be necessary in cases of severe and persistent bullying).
- Offer continuous support.

Success Criteria

The success of this Policy will be indicated by:

- A reduction in the number of complaints by parents/legal guardians and children.
- Positive feedback from children, parents/legal guardians and staff members.

Responsibilities

This Policy only works if it ensures that the whole school community understands that bullying is not tolerated and understands the steps that will be taken to both prevent and respond to bullying.

It is the responsibility of:

- The Head of School to take a lead role in monitoring and reviewing this Policy.

- The Head of School, the teaching and non-teaching staff to be aware of this Policy and implement it accordingly.
- The Head of School to communicate the Policy to the school community.
- Children to adhere to the Policy.
- The teachers to recognise and respond to signs of bullying
- The parents/legal guardians to cooperate and participate in the process of dealing with bullying
- The class teacher to record and monitor bullying
- The class teachers and the PSHE policy leader to promote measures to prevent bullying
- All staff, parents/legal guardians and pupils sign every year the Acceptable User Agreement (see Online Safety) providing further guidance on the use of technology/ devices, photographic material and social media in the classroom and beyond.

Training

To ensure that the principles of the policy are understood, including reporting and recording arrangements; the knowledge of legal responsibilities by staff and action in relation to on-line bullying is part of the school training programme and is covered during induction, annual safeguarding training. Class teachers are also required to take the online *Certificate in Understanding Child-on-Child Abuse and Bullying between Children and Young People for International Schools* National College course at least every three years.

Monitor and Review of the Anti-Bullying Policy

We will review this Policy at least once every year as well as if incidents occur that suggest the need for review.