



King's College
The British School of Madrid

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Whole College Anti-Bullying Policy

Rationale

King's College is a community where every individual matters and the welfare and happiness of each pupil take priority in terms of our educational aims.

The College's Core Values and Golden Rules, which include 'kindness' and 'tolerance', underpin our expectations of our pupils and staff, and the opening statement of our Code of Conduct makes it clear that 'every individual has the right to learn as effectively as possible and to make the very most of their time within the school'. As such, the College exercises a zero tolerance approach towards bullying behaviour of any sort. We are committed to strategies which are aimed at recognising bullying behaviours, preventing the occurrence of bullying, dealing with it fairly and effectively when it does occur, and supporting both the victims of bullying and the bullies themselves.

This document contains the following key areas of information which are aimed at ensuring we as a full school community of pupils, staff and parents are successful in tackling the challenges bullying can pose:

- Definitions of and Forms of Bullying
- Anti-Bullying Statement for Pupil Diaries and Teacher Planners
- The College's Aims and Objectives
- Advice and Procedures for Staff
- Sanctions and Anti-Bullying Strategies in Place
- Persons Responsible for Pupil Welfare

Appendix:

- (A) Advice and Guidelines for Pupils
- (B) Advice and Guidelines for Parents

Definitions

Bullying is defined in the [Anti-Bullying Procedures for Primary and Secondary Schools](#) as "unwanted negative behaviour, verbal, psychological or physical conducted by an individual or group against another person (or persons) and which is repeated over time"

Bullying at King's College is defined as any action that wilfully causes distress upon another member of the school community and negatively affects the way they feel about school life.

Anti-Bullying Statement

King's College aims to be a caring community where individual and collective responsibilities and needs are paramount. In this context bullying will never be accepted. In our Code of Conduct it states that '*King's College is a community where every individual has the right to learn as effectively as possible and to make the very most of their time within the school*'.

The College therefore exercises a zero tolerance approach towards bullying behaviour of any sort. We are committed to strategies which are aimed at recognising bullying behaviours, preventing the occurrence of bullying, dealing with it fairly and effectively when it does occur, and supporting both the victims of bullying and the bullies themselves.



The College considers all forms of bullying including gesture, verbal, physical, exclusion and cyber bullying to be wholly unacceptable and expects all members of the school community to work together to prevent them. Guidance, strategies and sanctions for bullying are fully outlined in the College's Anti-Bullying Policy, available on our website.

Procedures for Dealing with Incidents

Any incident involving bullying should be immediately reported to the Tutor/ Class Teacher, Head of Year/ Key Stage Coordinator and Head of Secondary/ Head of Primary.

Students who are alleged to be perpetrators of bullying in school or cyber bullying, victim(s) and potential witness(es) will be interviewed ASAP by the relevant Key Stage Coordinator/ Head of Year and /or Head of Primary/ Head of Secondary (or deputy if appropriate) and asked to produce a written statement.

The bully should also record the incident in writing; and other evidence of bullying will need to be kept, e.g. damaged property, to be shown to parents. *If the child is not able to write the statement themselves, then it will be recorded for them.*

Disciplinary action, in line with the school's established range of sanctions will be taken where necessary. Such action may include meetings with parents, immediate isolation, internal suspension, or exclusion from school.

All action must be recorded on ISAMS under *Bullying incident*.

Forms of Bullying

Gesture bullying: intimidating and may lead to malicious rumours and implications of physical violence to follow.

Verbal: May be personal, sexual, racial or involve remarks about the victim's family, special needs or disability.

Physical: May also involve vandalising, stealing or hiding the victim's property

Exclusion: Covert and can isolate and destroy a victim's school life. Can be very painful because it is often carried out by so called 'friends'

Cyber: Sending unkind text messages or emails. Posting hurtful messages on social websites.

The College's Aims and Objectives in Regard to Bullying

This policy aims to produce a consistent school response to any bullying incidents that may occur

- To create a safe environment for both staff and pupils
- To create an environment where all types of bullying are rejected
- To provide an education about bullying
- To provide a support system for both parents and pupils
- To have a clear outline of the procedures used
- To encourage pupils to be open and report bullying incidents
- To provide clear responsibilities to staff

Advice and Procedures for Staff: Immediate Responses to Bullying: See Appendix 1 Flow Diagram.

- Remain calm, you are in charge. An emotional reaction might provide fuel for the bully.



- Take action as quickly as possible; decide whether this should be private or public.
- Some incidents may be intimidating for staff. If you are unsure about how to proceed, ask for the support of a more senior colleague.
- Reassure the victim that you accept what they are saying i.e. believe them, and take the report seriously (be positive – do not make the victim feel inadequate or foolish).
- Support the victim, offer him or her help and make plain to the bully that you disapprove of their behaviour. (Do not criticise them as a person, only the behaviour).
- In all situations it will be important to consider the victim's well-being as paramount. Generally the victim should be provided with a secure, private place in which to recover, to talk and to write down what happened. It is also vital to ensure that the victim is able to travel home safely, without fear of further reprisals.
- The victim needs to feel confident that his or her complaints will be dealt with and he or she, plus the member of staff who reported the incident, needs to be informed of the outcome.
- There will be different responses according to the situation, but in cases which cause the teacher concern, the teacher will need to make a written record of the incident (the version of both parties should be recorded) which is passed to the Key Stage Coordinator / Head of Year and Head or Deputy Head of Primary/ head of Secondary who, depending on the seriousness of the incident, will record it on ISAMS. The Class teacher/ Tutor is then also informed.
- For a more serious incident, the bully should be referred to Head or Deputy Head of Primary/ Head of Secondary. The incident is recorded on ISAMS, the Tutor is informed and, almost certainly, the Head or Deputy Head of Primary/ Head of Secondary will inform the parents. All information should be printed and a file should be created of the victim and the perpetrator which will be kept in the Deputy Head's office. Temporary exclusion may be an option and if the incident is not the first of its kind, the bully might eventually be asked to appear before the Deputy Head or Headmaster.
- Many incidents will have two sides. Often pupils will justify their behaviour by claiming they were victims of goading or teasing. Although there is no justification for bullying, this will need to be investigated.
- Incidents that occur outside of school, such as the posting of messages on internet social sites must be dealt with in school if it is deemed the situation has had an affect on the way the victim feels at school or if it affects their learning.
- The Headmaster or the Deputy Head will decide if an incident should to be reported to the police or if the police should be consulted.
- Incidence where the students use the school Chromebooks or IPADS should be treated in the same way as any other incident of bullying and all evidence of messages should be kept on file in the Deputy Head's office.

Students should be encouraged to report any subsequent incidents.



Guidelines for Listening to Victims

- Take them to a safe, quiet place to recover and record their version of events.
- Be calm and non-judgemental and listen in an empathic way. If it is necessary to restore some degree of self-esteem explore positives with the student.
- Assertiveness and deflection techniques may need to be taught. If possible offer the victim a choice in the way forward.
- It will be necessary to maintain contact during the coming days or weeks to assess the success of the new strategy. Hopefully the victim's response will have proved less entertaining to the tormentors so that the bullying will no longer be 'fun'.

Guidelines for Working with Bullies

- Bullies should be seen to be dealt with but stress that it is the **behaviour** which is wholly unacceptable, not the child.
- Shouting is merely mirroring the aggression. You would be simply confirming that aggression is the appropriate role model to follow.
- The bully should record their version of events and damaged property should be retained to show parents.
- Do not dwell on the incident; instead move the situation forward by emphasising the distress of the victim. Stress the steps needed to be taken to change the situation and to make up for what has happened.

Procedures for Dealing with Incidents

- Any incident involving bullying should be immediately reported to the Class Teacher/ Tutor, Key Stage Coordinator /Head of Year and Head or Deputy Head of Primary/ Head of Secondary.
- Students who are alleged to be perpetrators of bullying in school or cyber bullying, victim(s) and potential witness(s) will be interviewed ASAP by the Key Stage Coordinator /Head of Year and Head or Deputy Head of Primary/ Head of Secondary and asked to produce a written statement. The bully should also record the incident in writing; and other evidence of bullying will need to be kept, e.g. damaged property, to be shown to parents.
- Disciplinary action, in line with the school's established range of sanctions will be taken where necessary. Such action may include meetings with parents, immediate isolation, internal suspension, or exclusion from school.
- All action must be recorded on ISAMS under *Bullying incident*.



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Sanctions

The sanctions that are to be applied will follow the principles laid out in the School Behaviour Policy. They will depend on the seriousness of the incident and the behavioural history of the pupils involved.

All incidents should be recorded on ISAMS and the Key Stage Coordinator /Head of Year and Head or Deputy Head of Primary/ Head of Secondary should always interview both victim and bully.

The judgement of the Key Stage Coordinator /Head of Year and Head or Deputy Head of Primary/ Head of Secondary along with the Head of Secondary will be important in deciding the level of the sanction.

Sanctions may include:

For Primary:

- Warning
- Coloured Card (Purple with parents informed)
- Coloured Card (Grey with parents informed)
- Internal suspension (with parents informed)
- External suspension
- Permanent exclusion

For Secondary:

- Warning
- Coordinators Detention (with parents informed)
- Formal After-School Detention (with parental meeting)
- Internal Suspension
- External Suspension
- Permanent Exclusion

Anti-Bullying Strategies in Place

- The College's Golden Rules/Code of Conduct, Core Values, Behaviour Policy, Rewards and Sanctions Policy and Safeguarding/Welfare Policy all reflect the school's emphasis on developing open and positive relationships amongst the pupils and between pupils and staff. These should be addressed regularly and related where appropriate to anti bullying.
- For the staff, prefects and senior pupils to provide positive role-modelling in terms of respect for one another and communication.
- A PSHE and assembly programme that develops personal and inter personal skills. These should help students to develop assertiveness to help them deal directly with anti-social behaviour. PSHE programmes should also deal with issues that relate directly and indirectly to bullying, such as, racism, sexism, anti LGBT behaviour, political extremism and use of internet and mobile phone communication.
- Creating a positive and open atmosphere in the school and in the classroom that helps to develop pupils' positive self esteem.



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- Inset for staff on Bullying, Anti-Bullying strategies and dealing with bullying behaviour effectively.
- To develop a peer mentor scheme whereby 6th Form pupils support and advise pupils from the Lower School. Primary playground buddies to support junior children in the playground.
- Train the prefect body to look for, and handle appropriately, any behaviours that may be perceived as bullying.
- Use of the School Counsellor to support both the bullied and the bullies.
- A programme of visiting speakers on the topic of Bullying.

Persons Responsible for Pupil Welfare

Each pupil within the College has either a Class Teacher or a Form Tutor. As there is daily contact between each pupil and their Teacher/Tutor, this relationship should be the first level of responsibility for the welfare of the pupil. Cases of bullying within the Primary Section may be referred to the relevant Key Stage Coordinator, the Deputy Head or Head of Primary.

Tutors within the Secondary Section are part of a pastoral system which includes a Pastoral Coordinator for each year group and an overall Head of Pastoral Care (Mr Parkinson). Information regarding serious incidents will also be passed onto the Deputy Head and Headteacher. The school also makes use of the services of a counsellor (Itxaso Cembrero) whom pupils and parents can see, in confidence, by appointment. In the case of the boarding community, the Housemistress (Hanan Nazha) also plays a key role in the welfare and protection of students.

There are eight fully UK trained *Designated Persons Responsible for the Safeguarding of Pupils* and they are: Matthew Taylor (Head of College), Nicola Lambros (Deputy Head and Senior Designated Safeguarding Lead), Paula Parkinson (Head of Primary), Tom Parkinson (Head of Secondary), Hanan Nazha (Head of Boarding), Paul McNally (6th Form Team), James King (Lower Key Stage 2 Coordinator) and Lea Gabbitas (Head of Key Stage 4).

Appendices A, B, C below.



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Appendix A

Advice and Guidelines for Pupils.

Communication is essential: talk to an adult or senior student (Prefect or Buddy) you can trust. For details of additional people you can talk to, see below.

Never keep the information to yourself, no matter how you think others will react when you tell them. Your safety and welfare comes above all other priorities.

Try not to show that you are upset – remember that bullies are looking for a reaction.

Recognise that all people are individuals and differences are things that we should be proud of.

Keep any evidence that you have such as messages sent via whatsapp etc.

Do not stand by and allow somebody to be bullied. Otherwise, it may appear as though you support and agree with the bully.

If you are too afraid to speak out, make a note of the bullying and post it under a teacher's door.

Who Should I Contact in Cases of Bullying?

Any of the persons below will help you:

Your Class Teacher/ Tutor

Prefects

A Student Mentor

A Subject Teacher

Your Pastoral Coordinator

The Nurse

The School Counsellor

Mrs Parkinson (Head of Primary)

Miss Dixon (Deputy Head of Primary)

Mr. Parkinson (Head of Secondary)

Mrs Lambros (Deputy Head)

Mr Taylor (Headmaster)

You may also choose to contact people who can help outside of school:

Asociación para la Protección del Menor 915647705/ 9146324342/ 900500331

National Telephone for Information and Advice on Child Issues 900 1000 33

Fundacion ANAR Telefono del menor for young people under 18 to call 24 hours per day for advice on anything: 900202010 (all of Spain)

Fundacion ANAR Telefono del adulto, for over 18s to call who need advice about minors: 917260101 or 600505152.



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Appendix B

Advice and Guidelines for Parents

Watch for possible signs of bullying such as: spurious illness, requests for extra pocket money, bruises and damaged or lost property etc.

Take an active interest in your child's social life. Discuss friendships, how lunchtimes are spent, and the journey to and from school etc.

Encourage your child to have open lines of communication.

If you suspect that your child is being bullied, reassure them that there is nothing wrong with them; contact the school immediately to request an interview with your child's Class Teacher/Tutor or the Key Stage Coordinator/Head of Year for your child's year group.

If the bullying persists keep a written record of events; devise strategies with the member of staff for supporting your child – both in and out of school.

Do not encourage your child to fight back. This will only make matters worse and could be against your child's nature.

Trust the school to thoroughly resolve the issue with speed, sensitivity and professionalism.

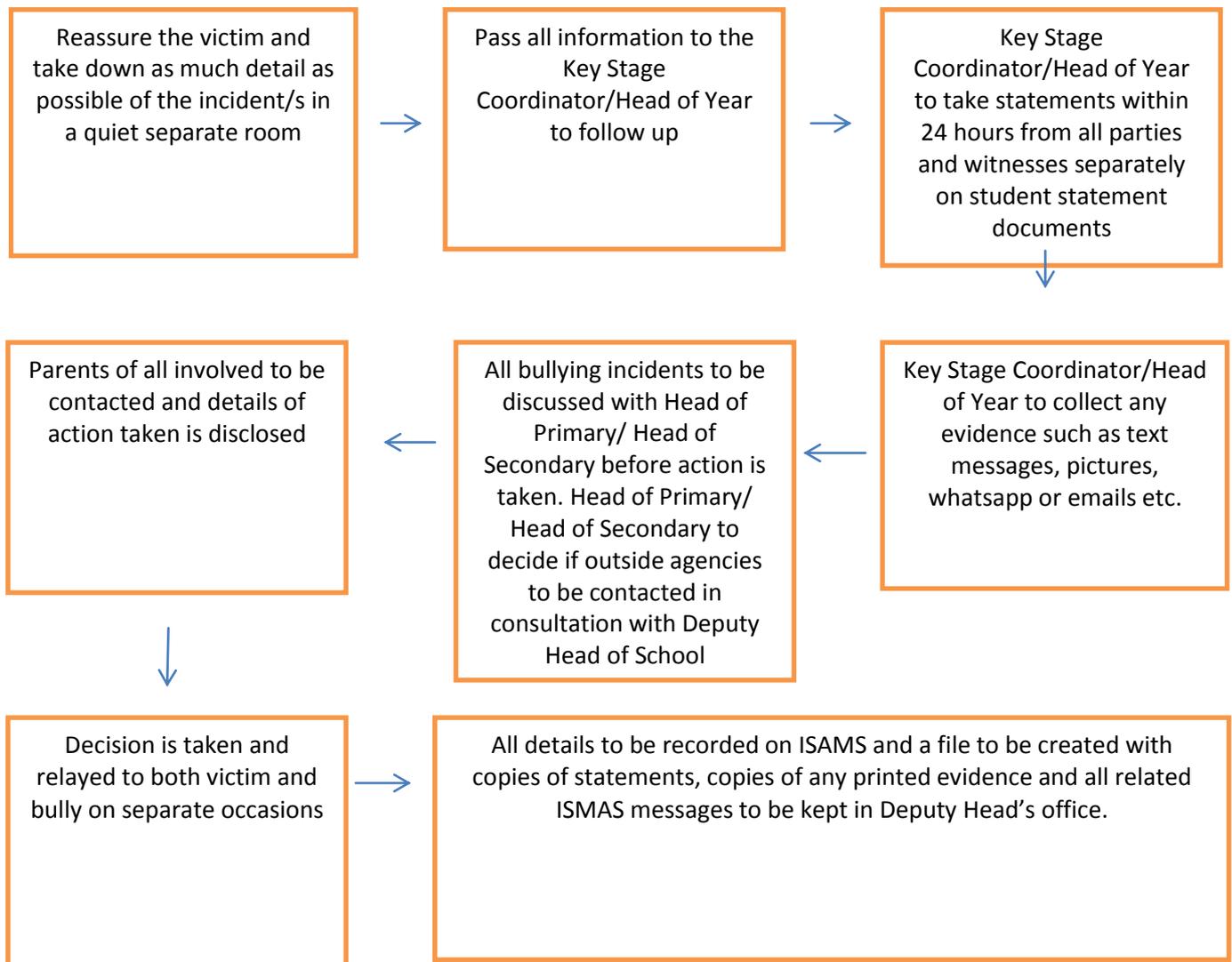
If you feel that the incident(s) of bullying have not been dealt with in the appropriate way or in accordance with this policy, then you should refer to the Parents' Complaint Procedure.



Appendix C

Flow Diagram for Responding to Bullying

This flow diagram is a simplified version of the procedures to follow in all cases of bullying incidents that are reported to the teaching staff at King's College.



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