THE BRITISH
INTERNATIONAL SCHOOL
BUDAPEST

A NORD ANGLIA EDUCATION SCHOOL

Anti-bullying Policy

Original Date: 20th June 2019   Current Version: 26th Sept 2022 v. 02
Review period: 2 years   Next of review: Sept 2024 (and as necessary)
Responsibility: Deputy Head Secondary, PSHE Lead Primary
Related policies: Student Conduct Policy; Exclusions Policy; Mental Health and Wellbeing Policy; Child Protection and Safeguarding Policy

1. Policy Rationale

1.1. Bullying is any behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group physically or emotionally.

1.2. Bullying can have a devastating effect on students, can be a barrier to their learning and have significant consequences for their mental health long into adulthood.

1.3. The British International School Budapest is defined in its mission statement as "a caring, multicultural community" and does not tolerate any form of bullying by students.

1.4. An effective policy can help prevent and tackle bullying to create a safe environment for children to learn and flourish.

1.5. We are guided by UK law and standards in safeguarding and, in particular, preventing and tackling bullying.

1.6. Section 89 of the Education and Inspections Act 2006 states that maintained schools in Britain must have measures that prevent all forms of bullying.

1.7. The Education (Independent School Standards) Regulations 2014 states that independent schools must ensure that bullying is prevents insofar as reasonably practicable by drawing up and implementing an effective anti-bullying strategy.

1.8. The Equality Act 2010 requires public bodies to eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act.

2. Scope and Definitions

2.1. This policy applies to bullying by students in school, on school trips and visits, and also anywhere off school premises, outside school time, or online.

2.2. When bullying occurs outside school, it will be investigated and acted upon. Any action taken will be "in school", which can include on a school trip.

2.3. Bullying can be:
   2.3.1. Physical;
   2.3.2. Violent;
   2.3.3. Verbal;
   2.3.4. Manifested as prejudice;
   2.3.5. Motivated by real or perceived differences;
   2.3.6. Emotional;
   2.3.7. Low-level and persistent;
   2.3.8. Manifested as banter, horseplay, low-level disruption;
   2.3.9. Face to face;
   2.3.10. Remotely, through online games, social media, etc.

2.4. Specifically, the school's Conduct Policy may be used to address students' conduct, including bullying, while they are not on school premises, not under the supervision of a member of staff and not in school time ("outside school").

3. Responding to Bullying

3.1. The school takes steps to ensure that bullying does not occur in school in the first place and all reasonable steps to ensure that it does not occur outside school.

3.2. When bullying does occur, all steps are taken to restore the relationship and the wellbeing of the victims, the perpetrators and any bystanders in line with our restorative approach.

3.3. If a clear perpetrator or perpetrators are found, they will undergo sanctions in line with our Conduct Policy and Guidelines as part of our restorative approach. Sanctions and restorative work may also apply in the case of bystanders where their response has contributed to, or worsened, the bullying.

3.4. In cases where bullying has been reported and investigated, parents of both the perpetrator and the victim are contacted and involved in the restorative process.

3.5. Bullying cases may require the involvement of the Safeguarding Team.

4. Prevention of bullying

The school is proactive in preventing bullying in the first place. It does this through a range of measures.

4.1. Maintaining close relationships between teachers and students so that issues that may provoke conflict and bullying are identified early. This a particularly important role for Primary class teachers and assistants and Secondary Form Tutors.

4.2. Appointing and training Peer Mentors who are confident in interacting with students in need of support.

4.3. Creating safe spaces at break and lunchtime for students who may feel lonely or isolated.

4.4. Teaching and learning activities around bullying and anti-bullying in PSHE lessons (primary) and Guidance lessons (secondary) as well as in our Assembly programme and when marking events such as Anti-bullying Week.

4.5. Ensuring that matters of difference are openly discussed and addressed in lessons, assemblies and events.

4.6. Ensuring an ethos of clear expectations and good student conduct where students treat each other with respect.

4.7. All staff modelling respectful conduct in class, around school and to and from school.

4.8. Ensuring students are clear about the consequences of bullying and taking swift and effective action when bullying occurs.

4.9. Ensuring students find it easy to report bullying, even if it occurs outside school. This includes the roles outlined in 4.1 as well as the Trusted Adult in Secondary School.

4.10. Maintaining close contact with parents so that they are confident about our stance on bullying and what they can do to prevent and tackle bullying.

4.11. Anti-bullying measures are integrated into the related policies.

4.12. Anti-bullying measures and possible sanctions are communicated to students and parents through regular meetings, presentations and information-sharing activities.

5. Tracking bullying and measuring progress

5.1. Bullying incidents are recorded on our central behaviour management record and, once identified as bullying, are tracked in meeting minutes until resolved.

5.2. Progress in reducing bullying incidents is measured through quantitative data (number of incidents per year and comparison analysis) and qualitative data (such as student surveys, parent satisfaction surveys and notes from meeting minutes).