Anti-Bullying Policy

XCL Education Malaysia

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1.0 Purpose

Bullying affects everyone, not just the bullies and the victims, but it also affects those other children who watch, and less aggressive students can be drawn in by group pressure. Bullying is not an inevitable part of school life or a necessary part of growing up. It is clear that certain jokes, insults, threatening behaviour, written abuse and violence are to be found in our society. No one person or group, whether staff or student, should have to accept this type of behaviour. Only when all issues of bullying are addressed will a child be best able to benefit from the opportunities available at the school.

The School is completely opposed to bullying and has zero tolerance of it. Bullying is entirely contrary to the values and principles we work and live by. All members of the school community have a right to work in a secure and caring environment. They also have a responsibility to contribute, in whatever way they can, to the protection and maintenance of such an environment. As such, everyone has a responsibility for safeguarding and promoting the well-being of all students and all staff have a duty of care to ensure our students are protected from harm, and this includes bullying.

2.0 Principles

We will:

- Adopt a definition of bullying that is agreed.
- Have a consistent approach to any bullying incidents that occur.
- Raise awareness of bullying and promote positive relationships based on mutual respect.
- Seek to involve all stakeholders in the implementation and monitoring of this policy.
- Promote positive action to prevent bullying through our PSHE and pastoral programme, related activities and through curriculum opportunities.
- Provide support for all members of the school community that may be involved in dealing with an incident of bullying.
- Provide appropriate training for both staff and students to support the implementation of the policy across the School.
- Ensure fair treatment for all, regardless of age, culture, disability, gender, religion or sexuality, and encourage understanding and tolerance of different social, religious and cultural backgrounds.

3.0 Definition of Bullying

There may sometimes be misunderstanding about the meaning of the term ‘bullying’. One-off incidents, whilst they may be very serious and must always be dealt with, do not fall within the definition of ‘bullying’.

We define bullying as **persistent or repeated, deliberate attempt to hurt or humiliate someone.**

There are various types of bullying, but most have three things in common:

- It is deliberately hurtful behaviour.
- It is repeated over time.
- There is an imbalance of power, which makes it hard for those being bullied to defend themselves.

Bullying can occur through several types of anti-social behaviour. It can be:

Verbal	Name-calling, sarcasm, spreading rumours, teasing
Emotional	Being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
Physical	Pushing, kicking, hitting, punching or any use of violence
Racist	Racial taunts, graffiti, gestures
Sexual	Unwanted physical contact or sexually abusive comments
Homophobic	Because of, or focusing on the issue of sexuality
Cyber	All areas of internet such as email, social media and internet misuse. Mobile threats by text messaging and calls. Misuse of associated technology; i.e. camera and video facilities

4.0 Roles and Responsibilities

It is the responsibility of every member of the school community to work together to combat and, hopefully in time, to eradicate bullying.

The Principal is ultimately responsible for the well-being of all students and staff. All staff, students, parents and governors should be made aware of the policy alongside awareness being raised of the issues associated with bullying in the School

Staff

All staff will:

- Treat each other respectfully
- Foster in our students self-esteem, self-respect and respect for others
- Demonstrate by example the high standards of personal and social behaviour we expect of our students.
- Be alert to signs of distress and other possible indications of bullying.
- Listen to children who have been bullied, take what they say seriously and act to support and protect them.
- Report suspected cases of bullying to teacher, Head of Primary/ Secondary or Principal.

Students

We expect our students to:

- Refrain from becoming involved in any kind of bullying, even at the risk of incurring temporary unpopularity.

- Intervene to protect the student who is being bullied, unless it is unsafe to do so.
- Report to a member of staff any witnessed or suspected instances of bullying, to dispel any climate of secrecy and help to prevent further instances. Witnessing bullying without acting or reporting it will be regarded as offering tacit support for the bully and effectively joining in with the bullying.

Anyone who becomes the target of bullies should:

- Not suffer in silence, but have the courage to speak out, to put an end to their own suffering and that of other potential targets.
- Not use bullying tactics themselves as retaliation.

Parents

We ask our parents to support their children and the school by:

- Watching for signs of distress or unusual behaviour in their children, which might be evidence of bullying.
- Taking appropriate responsibility for the use and misuse of technology, including social media
- Advising their children to report any bullying to a member of staff and explain the implications of allowing the bullying to continue unchecked, for themselves and for other students.
- Advising their children not to retaliate violently to any forms of bullying.
- Being sympathetic and supportive towards their children, and reassuring them that appropriate action will be taken; whilst helping to foster confidence, assertiveness and negotiation skills to deal with unkind behaviour
- Informing the school of any suspected bullying, even if their children are not involved;
- Co-operating with the school, if their children are accused of bullying, trying to ascertain the truth.
- Speaking respectfully when talking to all members of school staff

5.0 Anti-Bullying Student Voice

Students should work together with the Principal and Heads of Primary and Secondary to update and review this policy and anti-bullying materials for use in school each year.

Appendix A- Advice for Students & Parents

WHAT CAN YOU DO IF YOU ARE BEING BULLIED?

Remember that your silence is the bully's greatest weapon!

A. Generally it is best to tell an adult you trust straight away. You will get immediate support. Teachers will take you seriously and will deal with bullies in a way that will end the bullying and will not make things worse for you.

OR

B. Tell your parents and ask them to call the school. Your teacher or Head of Primary/ Secondary will do their best to help you.

OR

C. Tell an older student whom you trust, they will help you to get help.

IF YOU KNOW SOMEONE IS BEING BULLIED: -

A. TAKE ACTION! Watching and doing nothing looks as if you are on the side of the bully. It makes the victim feel more unhappy and on their own.

B. If you feel you cannot get involved, tell an adult IMMEDIATELY. Teachers have ways of dealing with the bully without getting you into trouble.

C. Do not be, or pretend to be, friends with a bully.

THE FOLLOWING ADVICE WILL BE GIVEN TO PARENTS

A. Look for unusual behaviour in your children. For example, they may suddenly not wish to attend school, feel ill regularly, or not complete work to their normal standard.

B. If you feel your child may be a victim of bullying behaviour, inform the School IMMEDIATELY. Your complaint will be taken seriously and appropriate action will follow.

C. It is important that you advise your child not to fight back. It can make matters worse!

D. Tell your own son or daughter there is nothing wrong with him or her. It is not his or her fault that they are being bullied.

E. Make sure your child is fully aware of the School policy concerning bullying, and that they should not be afraid to ask for help.

<u>ACTION TO BE TAKEN WHEN BULLYING IS SUSPECTED.</u>

If bullying is suspected we talk to the suspected victim, the suspected bully and any witnesses. If any degree of bullying is identified, the following action will be taken: -

We support the **victims** in the following ways:

- by offering them an immediate opportunity to talk about the experience with their class teacher or another teacher if they choose.
- informing the victims' parents.
- by offering continuing support when they feel they need it.

- by-taking steps described below to prevent more bullying.

We also discipline, yet try to help the **bullies** in the following ways:

- by talking about what happened, to discover why they became involved.
- informing the bullies' parents.
- by continuing to work with the bullies in order to correct their bullying activities and attitudes
- by taking disciplinary steps described below to prevent more bullying.

Appendix B – Cyber-bullying

We recognise that online technology plays an increasing part in the lives of young people. We aim to ensure they recognise the need to use this technology responsibly, and to act online in a way that is safe and respectful towards others. The rapid development of technology means that these areas are always under review. However, general advice is listed below.

Key Safety Advice For Children & Young People

- Always respect others – be careful what you say online and what images you send.
- Think before you send – whatever you send can be made public very quickly and could stay online forever.
- Treat your password like your toothbrush, keep it to yourself. Only give your mobile number or personal website address to trusted friends.
- Block the bully – learn how to block or report someone who is behaving badly.
- Don't retaliate or reply!
- Save the evidence – learn how to keep records of offending messages, pictures or online conversations.
- Make sure you tell:
    - an adult you trust,
    - the provider of the service;
    - check the service provider's website to see where to report incidents;
    - your school– your teacher or Head of Primary/ Secondary can help you.
- Finally, don't just stand there – if you see cyber-bullying going on, support the victim and report the bullying. How would you feel if no one stood up for you?

Key Safety Advice For Parents & Carers

- Be aware, your child may as likely cyber-bully as be a target of cyber-bullying. Be alert to your child seeming upset after using the internet or their mobile phone. This might involve subtle comments or changes in relationships with friends. They might be unwilling to talk or be secretive about their online activities and mobile phone use.
- Talk with your children and understand the ways in which they are using the internet and their mobile phone.
- Use the tools on the service and turn on in-built internet safety features.
- Remind your child not to retaliate.
- Keep the evidence of offending emails, text messages or online conversations.
- Report cyber-bullying:
    - Contact your child's school if it involves another student, so that they can take appropriate action.
    - Contact the service provider.
    - If the cyber-bullying is a potential criminal offence, you should consider contacting the police.

Appendix C- Glossary of Terms

Technology	Great for:	Examples of misuse:
Mobile phone	Keeping in touch by voice or text, taking and sending pictures and film, listening to music, playing games, going online and sending emails. Useful in emergency situations and for allowing children a greater sense of independence.	Sending nasty calls or text messages, including threats, intimidation, and harassment. Taking and sharing humiliating and/or inappropriate images. Videoing other people being harassed and sending these to other phones or internet sites.
Social media (Snapchat, Instagram, Twitter)	A quick and effective way of keeping in touch even while working on other things. Allows images, sounds, videos and text to be shared with others.	Sending nasty messages or content. Using someone else's account to forward rude or inappropriate messages via their contacts list.
Chatrooms & message boards	Groups of people around the world can text or voice chat live about common interests. For young people, this can be an easy way to meet new people and explore issues which they are too shy to talk about in person.	Sending nasty or threatening anonymous messages. Groups of people deciding to pick on or ignore individuals. Making friends under false pretences – people pretending to be someone they're not in order to get personal information that they can misuse in a range of ways – e.g. by spreading secrets or blackmailing.
Webcams	Taking pictures or recording messages. Being able to see and talk to someone live on your computer screen. Bringing far-off places to life or video conferencing	Making and sending inappropriate content. Persuading or threatening young people to act in inappropriate ways. Using inappropriate recordings to manipulate young people.
Social network Sites	Socialising with your friends and making new ones within online communities. Allowing young people to be creative online, even publishing online music. Personalising homepages and profiles, creating and uploading content.	Posting nasty comments, humiliating images / video. Accessing another person's account details and sending unpleasant messages, deleting information or making private information public. Groups of people picking on individuals by excluding them. Creating fake profiles to pretend to be someone else, e.g. to bully, harass or get the person into trouble.
Video hosting sites	Accessing useful educational, entertaining and original creative video content and uploading your own	Posting embarrassing, humiliating film of someone
Virtual Learning Environment	College site, usually available from home and school, set up for tracking and recording student assignments, tests and activities, with message boards, chat and IM.	Posting inappropriate messages or images. Hacking into someone else's account to post inappropriate comments or delete school work.