



FOUNDED 1900

THE ENGLISH SCHOOL  
A SECOND CENTURY OF EXCELLENCE

## Anti-Bullying Policy

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### The English School

The person responsible for Policy	Stuart Walker, Headmaster Anne-Marie Tellalis, Assistant Head Elena Ignatiou, Assistant Head
Ratified by	The English School Board of Management
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#### Extract from School Mission Statement:

“The English School is committed to the principle of equal opportunities for all and seeks to uphold the rights of every individual within the school community. The School aims to provide an opportunity for all students regardless of sex, age or creed to develop their talents and skills to the full and encourages awareness and tolerance of varying aesthetic, cultural, traditional and religious values within today’s increasingly pluralistic and multicultural society. It is the duty of all members of staff to help their students to accept and respect other people’s individuality and to offer positive role models in support of ethnicity, gender, religion and special needs.”

#### Anti-Bullying Policy Statement

The English School’s Anti-Bullying Policy reflects the view that we must aim to provide a safe, secure and positive environment for all students and staff. Our School promotes respect for self and others and encourages mutual respect between all members of the School community.

#### What is Bullying?

Bullying can be defined as behaviour by an individual or group, usually repeated over time, that consequently hurts another individual or group physically or emotionally. It involves an imbalance of power, leaving someone helpless to prevent it or put a stop to it. Bullying can be physical, verbal or psychological. It can happen face-to-face or through cyberspace.’

#### Aims of this policy

- To prevent, reduce and eradicate bullying in any form. This includes bullying related to race/ ethnicity, religion and culture, sexism, sexual orientation, socio-economic group, special educational needs, disability, appearance and health conditions.
- To have a consistent approach for dealing with incidents of bullying.
- To ensure that all students, staff and parents are aware of this policy and their responsibilities and obligations to uphold it.
- To create a safe and secure environment for all, where positive relationships can develop.
- To protect the targets of bullying and to change the attitude and the behaviour of the persons who bully.
- To empower students to take responsible action in response to bullying.
- To monitor/analyse incidents of bullying to identify possible patterns and take action.

### Bullying may include any of the following:

- Physical violence, such as hitting, pushing or spitting at another student;
- Interfering with another student's property, by stealing hiding or damaging it;
- Using offensive or discriminatory language or names when addressing another student;
- Taunting, mocking or spreading hurtful or untruthful rumours about another student or his/her family;
- Belittling another student's abilities and achievements;
- Writing offensive notes or graffiti about another student;
- Deliberately excluding people from groups;
- Consistently ignoring/isolating another student in/ outside the class;
- Ridiculing another student's appearance, way of speaking or personal mannerisms;
- Disrespecting or taking discriminatory actions against a person's cultural or religious identity.
- Cyberbullying

### Types of bullying

#### Cyberbullying

Bullying includes the use of ICT, particularly using mobile phones for 'sexting', where sexually inappropriate mobile phone images of one person are used by another person to upset, demean, harass or isolate the person in the image. Cyberbullying also includes posting abusive or demeaning comments on social networking sites to cause offence or to isolate or exclude someone.

More specifically, it can include:

- inappropriate text messaging and emailing;
- sending offensive images or videos posted on the internet or spread via mobile phone or electronic device;
- posting offensive / inappropriate or discriminatory text on instant messenger sites or social network sites e.g. MSN, Facebook, Twitter.
- threats and intimidation;
- harassment or "cyber-stalking" (e.g. repeatedly sending unwanted texts or instant messages);
- defamation;
- exclusion or peer rejection;
- impersonation or manipulation;
- unauthorised publication of private information or images

#### Racist and Religious Bullying

Racist and Religious bullying includes making any demeaning or insulting reference to a person's race, religion, nationality or ethnicity. Any reference designed to highlight the difference between one person's set of beliefs and cultural practices and those of a larger group could be interpreted as racist bullying.

### Homophobic Bullying

Homophobic bullying includes making any insulting or demeaning reference or innuendo to a person's sexuality or sexual identity, which is designed to isolate, harass or exclude that person.

### Sexual and Sexist Bullying

Sexual bullying includes using offensive, hurtful or derogatory terms to describe another person, with reference to a judgement that someone has made about their sexuality or sexual activity. Any terms which are deemed offensive and which are aimed at another person constitute sexual bullying. Displaying sexual or pornographic images on mobile phones, computers or any other electronic device, with intent to insult, demean or harass someone else, would constitute sexual bullying. Sexual bullying also includes any unwanted physical contact or any coercion in a sexual act.

### SEND pupils bullying

Bullying of pupils with SEND includes making insulting or damaging reference to a person's aptitudes, which may be identified by a Statement of Special Need or an Individual Education plan.

The punishments for anyone involved in any bullying are the same as for any other serious misdemeanour including sanctions as outlined in the Code of Conduct for students, as well as suspension, or ultimately permanent exclusion.

### Standards

Our school accepts that any form of bullying is unacceptable and recognises the harmful effects it has on students. We will actively work to minimise all risks whilst realising that both the targets of bullying and the perpetrators need to be treated in a supportive manner. We recognise that bullying is likely to have a harmful effect on a student's performance and emotional health.

We are aware that a great deal of bullying takes place outside the school premises, and on journeys to and from school. The school has the authority to regulate, where it is reasonable to do so, the behaviour of their students outside school, especially in cases where their behaviour is damaging the learning or emotional/ physical health of other students or bringing their school into disrepute. This is consistent with the School Code of Conduct.

### Preventative steps

The school will endeavour to establish the following steps/ measures in order to create and implement a bully-free ethos:

- Effective school leadership teach promotes an open and honest anti-bullying ethos, which secures whole-school community support for the anti-bullying policy.
- A code of conduct, which includes students' responsibilities and the sanctions to be applied in the case of transgression.
- A full and agreed procedure for staff, students and parents to follow when responding to any incident where bullying or discriminatory behaviour is involved.
- Agreed documentation to ensure that students, staff and parents are aware of all responsibilities.
- An identified person or persons trained and empowered to coordinate and continually monitor policy and incidents.

- Provision of appropriate support, counselling and advice for targets of bullying and perpetrators/offenders involved in bullying and/or discriminatory behaviour.
- Use of curriculum opportunities to raise awareness of and tackle bullying: in the form of timetabled PSHE lessons or Citizenship where Bullying is a designated topic.
- Engaging students in developing anti-bullying policy and practice.
- Professional development - to ensure that appropriately targeted information or professional training and development, including information on legal responsibilities is available for all staff.
- Effective classroom management that isolates and recognises such anti-social behaviour.
- A Pastoral structure in order to provide full support for students, through class tutors and Heads of Year.

### Individual responsibilities

It is important that all parties recognise the difficulties that can be encountered in implementing the Anti-Bullying policy. With this in mind, the following procedures have been agreed upon and will be implemented.

### The Responsibilities of staff

#### All Staff will:

- Consistently monitor the behaviour of all students in their care.
- Foster in all 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 and take what they say seriously.
- Report cases of bullying in accordance with specific procedures.
- Follow up on any complaint by a parent about bullying and report back promptly and fully on the action that has been taken.
- Adhere to and promote the school's Anti-Bullying Policy/procedures
- Ensure they seek/undertake regular Training on Anti-Bullying Practice.

### The Responsibilities of students

#### We expect all our students to:

- Report to a member of staff any witnessed or suspected instances of bullying. (You may ask a friend or parent to assist you or accompany you)
- Act in a respectful and supportive manner to fellow students and staff in order to promote a safe environment for all.

- Intervene, if you can, to prevent the bullying from taking place, as long as your own safety is not at risk.
- Adhere to and promote the school's Anti-Bullying policy/procedures.

Anyone who becomes a target or victim of bullying should:

Not suffer in silence, but have the courage to speak out and put an end to their bullying and that of other potential targets of bullying.

Anyone who engages in bullying behaviour should:

- Be aware that sanctions and learning programmes hold them to account for their behaviour and help them to face up to the harm they have caused.
- Be prepared to learn to behave in ways, which do not cause harm in future, by being given the opportunity to develop their emotional skills and knowledge.
- Be prepared to learn how they can take steps to repair the harm they have caused.

[The Responsibilities of parents](#)

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

- Being clear that the school does not tolerate bullying.
- Being aware of procedures to use if they are concerned their child is being bullied or does not feel safe to learn, including the School's complaints procedure.
- Being alert for signs of distress and other possible indications of bullying.
- Advising their children to report any bullying to any 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 to any form of bullying.
- Being sympathetic and supportive to their children and reassuring them that appropriate action will be taken.
- Informing the school of any suspected bullying even if their children are not involved.
- Co-operating with the school, if their children are involved or accused of bullying. Trying to ascertain the truth, and to point out the implications of bullying both for the children who are bullied and for the perpetrators.
- Being clear about ways in which they can complement the school on the anti-bullying policy or procedures.

[The responsibilities of the School](#)

- To develop whole-school policies which meet the law.
- To promote a school climate where bullying is not tolerated and cannot flourish.
- To continually monitor and review this policy document to ensure that the contents reflect current and recommended practice.

- To provide curriculum opportunities to address bullying through the use of timetabled PSHE Lessons or Citizenship where bullying is a designated topic or/and by engaging in whole-school initiatives such as an Anti-bullying week.
- To ensure that there is regular staff training, including for new staff, are staff are fully aware of the School's Anti-Bullying Policy and confident with regards to their own responsibilities and the actions required in helping to eradicate all forms of bullying and discriminatory behaviour.
- To work in partnership with parents, other schools and community partners to promote safe communities.

#### The Responsibilities of all

In accordance with the principles stated in our principle statement, we expect everyone to work together to combat bullying.

#### Procedure for reporting alleged incidents of bullying

**Any person can report an Incident of Bullying/ Discrimination/ Harassment. This includes students, staff and parents. One should report an incident of bullying even if they are not themselves the targets of the bullying.**

There are a number of ways in which an incident of bullying can be reported:

- Inform any **Teacher, Form Tutor, Head of Year or Assistant Head** about the incident who will offer support, and who will complete an Incident Report Form.
- Place a note in the Anti Bully Box placed near the reception and another is found by the Pastoral Head of Year's offices in Lloyds
- Write an email and send to the following email address: [reportbullying@englishschool.ac.cy](mailto:reportbullying@englishschool.ac.cy)
- Students can also turn to:
  - A friend
  - A responsible older boy or girl (or a member of the School Council, Head Boy or Head Girl)
- Parents

When reporting an alleged incident of bullying it is important that all students, staff and parents are aware that their confidentiality will be respected and that their names need not be disclosed to a third party. An investigation can be conducted without disclosing to the alleged offender the identity of the person reporting the alleged incident.

#### Retaliation

Retaliation or reprisal against any person who reports bullying incident(s) is strictly prohibited. Retaliation includes, but is not limited to, any form of intimidation, reprisal, or harassment used against a person who reports incidents of bullying in good faith.

Disciplinary action against any person who retaliates or engages in reprisal for reporting such behaviour(s) may include sanctions up to and including suspension/permanent exclusion for students.



### False Reporting

Students should not knowingly or wilfully falsely accuse one another of bullying. Disciplinary action could include suspension/permanent exclusion for students if they are found to have intentionally and knowingly made false reports.

### Procedure for Investigating Alleged Incidents of Bullying/Discrimination

Once the incident has been reported and the Incident Report Form completed, an investigation will proceed.

The investigation will be undertaken by one or more of the following persons:

- A Pastoral Assistant Head, and the DSL/DDSL where necessary
- A Head of Year
- Form Tutor/Teacher

The target of the bullying is interviewed first and an Incident Report Form is completed.

An Incident Report Form should be completed for each individual alleged victim.

**(See Appendix 1: Incident Report Form for Reporting Bullying and Appendix 2: Guidelines when carrying out investigations into alleged bullying)**

If the target agrees, an Investigation will proceed.

- The alleged offender and the witnesses will all be interviewed separately.

**(See Appendix 2: Guidelines when carrying out investigations into alleged bullying)**

- An **Investigation Report** will be completed on the basis of the Interviews and forwarded to the Assistant Head i/c Pastoral Care
- If the investigation concludes that bullying has taken place sanctions may be taken against the offender and/or other actions implemented to change the attitude and behaviour of the persons involved in bullying/ discrimination.
- For students these sanctions must be appropriate to the seriousness of the incident(s) and may include suspension and/or the permanent exclusion or other disciplinary measures.

### Actions and Sanctions if Investigation shows that Bullying has taken place.

If disciplinary measures are required, the appropriate sanctions will be imposed in line with the School's Code of Conduct and Behaviour Policy, depending on the seriousness of the individual case: The offender may be required to undertake counselling.

### Actions supporting the Offender

- Normally, the Head of Year will communicate the victim's feelings to the offender. This will involve talking about what happened, discovering why they had become involved in order to get rid of the prejudiced attitudes as far as possible.
- The offender will be expected to apologise and to take action in accordance with the principle of restorative justice.
- The offender will be requested to undertake counselling in more serious cases.

- The offender may be asked to undertake a specific work assignment or community service assignment.
- The offender will be informed that there will be follow up action taken in the near future.
- Other steps may include participation in a peer-mentoring programme.

#### Actions Supporting the Target of Bullying

- Targets of bullying should be offered an immediate opportunity to talk about the experience with their Form Teacher, Teacher, Head of Year or an Assistant Head.
- Their parents/guardians should always be informed in situations where the bullying incident is deemed, by the Investigating Team, led by an Assistant Head, to be more serious.
- They should be offered continued support and there should be follow up two weeks later to ensure that there is no reoccurrence of the bullying. There should be additional follow up two to three months later to verify that the actions/sanctions have prevented the reoccurrence of bullying and ensured that the student feels safe.
- They can be offered support from other students via peer mentoring.
- Counselling may be recommended or provided.

#### Links with other Policies

This policy should be implemented in conjunction with the following policies:

- Behavioural Policy
- Code of Conduct
- Online safety
- Child Safeguarding and Child Protection

#### Staff Training

Training for all staff regarding anti-bullying is incorporated into the annual staff development programme.

[Appendix 1: Incident report form for reporting bullying](#)

### Incident Report Form for Reporting Bullying

(Any person can report alleged bullying using this form)

Date / / (dd/mm/yyyy)			
Name of the person reporting the incident			
Position/ Relationship			
Name of victim/target			
Names (s) of alleged offender (s) if known	Age	Is he/she a student	Form/Class
		<input type="checkbox"/> Yes <input type="checkbox"/> No	
		<input type="checkbox"/> Yes <input type="checkbox"/> No	
		<input type="checkbox"/> Yes <input type="checkbox"/> No	
		<input type="checkbox"/> Yes <input type="checkbox"/> No	
		<input type="checkbox"/> Yes <input type="checkbox"/> No	
On what date (s) did the incident happen?	/ / (dd/mm/yyyy)	/ / (dd/mm/yyyy)	/ / (dd/mm/yyyy)
Where did the incident happen?			
<b>Place a tick (v) next to the statement(s) that best describes what happened (choose all that apply):</b>			
<input type="checkbox"/>	Hitting, kicking, shoving, spitting, hair pulling, or throwing something		
<input type="checkbox"/>	Ridiculing another pupil's appearance, way of speaking or personal mannerisms		
<input type="checkbox"/>	Taunting, name-calling, threatening, or making critical / offensive remarks.		
<input type="checkbox"/>	Belittling another pupil's abilities and achievements or making him/her the victim of jokes		
<input type="checkbox"/>	Making rude and/or threatening gestures		
<input type="checkbox"/>	Deliberately excluding or isolating a student		
<input type="checkbox"/>	Interfering with another pupil's property, by stealing, hiding or damaging it		
<input type="checkbox"/>	Spreading hurtful or untruthful rumours or gossip about another pupil or his/her family		
<input type="checkbox"/>	Cyber bullying- intimidation or harassment via mobile phones or the internet		
<input type="checkbox"/>	Other (specify):		

Was the target of bullying/ harassment absent from school as a result of the incident?	
If Yes, how many days was the target of bullying/harassment absent from schools	(days)
In your view, did this incident cause emotional or psychological harm/distress?	
<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <small>(none)                      (some)                      (Very serious)</small>	
<b>What did the alleged offender(s) say or do?</b> (Please give details of what happened, where, who was involved and if it has happened before.)	
<b>Can you offer an opinion regarding why this incident might have happened?</b> (Attach a separate sheet if necessary)	
<b>Is there any additional information you would like to provide?</b> (Attach a separate sheet if necessary)	
Signature of the person reporting: (or staff member)	

## Appendix 2: Guidelines when carrying out an investigation into alleged bullying

- 1) Persons reported as being involved in bullying incidents or witnesses to bullying incidents should be interviewed individually and away from the alleged target.
- 2) Interviews with all involved will be in the presence of at least two staff members.
- 3) The Investigator(s) will decide whether this incident involved bullying behaviour and the sanctions/actions to be implemented in accordance with the School's Anti-Bullying Policy, Behaviour Policy, E-Safety policy, Child Protection Policy, and Code of Conduct.
- 4) The Investigator should write an Investigation Report that includes:
  - what happened
  - the roles of the persons involved (offender(s) , target(s), bystanders))
  - the outcomes / sanctions / actions / follow-up
- 5) The Investigation Report should be **forwarded to the Assistant Head responsible for Pastoral Care.**
- 6) Any final decision involving Permanent Exclusion will rest with the Headmaster.

### **Actions & Outcomes**

Summary of interventions:

Actions:

Sanction imposed:

Any recommended changes to curriculum input/preventative measures: