PaRK IS Policies

ANTI-BULLYING

PaRK INTERNATIONAL SCHOOL

PaRK IS | Anti-Bullying Policy

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At PaRK International School we teach children the skills and give them the tools to become bilingual, curious, collaborative, caring, autonomous and agile learners while achieving their personal best in a fast moving world. We are highly committed to guiding and inspiring students to be successful and happy in their adult lives.The PaRK IS community is committed to making our school a safe and caring environment for all students. We treat each other with respect and refuse to tolerate bullying of any kind.

This policy is committed to zero tolerance in relation to less favourable treatment of any protected characteristic such as: age, gender, disability, gender identity or reassignment, marriage and civil partnership, pregnancy and maternity, race and ethnic origin, including colour, religion or belief, sexual orientation.

A. Concepts

What is bullying?

Accordingly to the Anti-Bullying Alliance, bullying is:

"The intentional hurting of one person by another, where the relationship involves an imbalance of power. It is usually repetitive or persistent, although some one-off attacks can have a continuing harmful effect on the victim".

And from the Division of Education (2014 Preventing and Tackling Bullying):

"Bullying is behaviour by an individual or a group, repeated over time, that intentionally hurts another individual or group either physically or emotionally." In the context of this Policy, the following definition will be used: Bullying is a consistent and persistent, inappropriate exercise of power, to the advantage or satisfaction of the bully. It may include violence, name-calling, intimidation, humiliation, extortion and other similar behaviours directed at a vulnerable person or persons by a more powerful individual or group.

Bullying may take many forms, some of which may include harassment on grounds of age, disability, gender reassignment, pregnancy and maternity, sexual orientation (including homophobia), special educational needs, race, religion or belief, gender or culture (including cyber-bullying via social websites, mobiles phones, text messaging, photographs and email).

Bullying includes actions such as making threats, spreading rumours, attacking someone physically or verbally, and excluding someone from a group on purpose. Bullying results in pain and distress to the victim.

Bullying Types

Bullying can be:

- **Physical** (acts of physical violence such as punching, pushing, kicking, aggression with objects, and others including sexual bulying)
- **Verbal** (insults and especially swearing, in an attempt to test the aggressor's ability to destabilize the victim and to control her/him;

- **Social (a child can be bullied simply by being excluded from discussions, conversations or activities, by those they believe to be their friends)**
- **Emotional** (pupils being intentionally unfriendly, tormenting looks, spreading rumours)
- **Cyber** (sending inappropriate messages via email, mobile phone, SMS, or any other digital communication channel)

Warning signs

- Decrease in school achievement
- Cuts, scratches, bruises or even tears on clothing
- Are often the target of bad-tempered games
- Can show difficulty in public speaking in front of his/hers classmates, showing insecurity and anxiety
- During free time and breaks they try to spend time with the teacher or some adult
- They are frequently excluded from games and groups during the break
- Are very sensible to jokes and react crying or in a very aggressive way
- Show sudden changes in behaviour (tics, sleep problems, nausea, nightmares, loss of appetite)
- Appear sad, unhappy and easily irritable, or with sudden emotional outbursts
- They talk about skipping school
- Say they feel depressed
- Talk about, or try, suicide
- Prejudicial bullying (against people/pupils with protected characteristics):
- Bullying related to race, religion, faith and belief and for those without faith
- Bullying related to ethnicity, nationality or culture

Bullying consequences

Children and young people who systematically experience bullying behaviours are at high risk of manifesting lower rates of mental and/or physical health.

What does the school think about bullying?

Everyone at PaRK IS has the right to work and learn in a safe, secure and orderly atmosphere. Every member of the school community is entitled to the respect of others. So all forms of bullying are **unacceptable.**

Why is it important to respond to bullying?

Bullying hurts. It can have severe, long-term, consequences for the victim. In extreme cases it can even lead to suicide. Some types of bullying could be classed as criminal behaviour which could result in prosecution. No one deserves to be a victim of bullying. Pupils who are bullied need to learn different ways of behaving. Everybody has the right to be treated with respect. The School has a responsibility to respond promptly and effectively to issues of bullying.

Cyberbullying

Cyberbullying is defined as the use of information and communications technology (ICT), particularly email, mobile phones and the internet, to deliberately upset someone else. It can take many forms, including threats, intimidation,

harassment, gossip, exclusion, stalking, identity theft or cyberstalking by, for example, repeatedly sending unwanted messages or texts. The cyberbullying policy and the ICT Acceptable use policy contain the following:

- Clearly defined roles and responsibilities for online safety as part of the school's wider safeguarding strategy;
- Guidance on the use of technology in the classroom and beyond for all users, including staff, students/pupils and visitors that references permissions/restrictions and agreed sanctions;
- Information on the school's technical provision/infrastructure and the safeguards in place to filter and monitor inappropriate content and alert the school to safeguarding issues;
- Information on how the school builds resilience in its students to protect themselves and their peers through education and information;
- Detail on staff safeguarding professional development that includes online safety;
- Reporting mechanisms available for all users to report issues and concerns to the school and how they are managed and/or escalated;
- How the school informs, communicates with and educates parents/carers in online safety;
- The management of personal data in line with statutory requirements.

The school has active procedures to manage its hardware, software and connectivity (MDM). Need to state that both staff and parents/guardians [re overseas pupils] should be continually vigilant of this problem.

Preamble

Mobile, internet and wireless technologies have increased the pace of communication and brought benefits to users worldwide. But their popularity provides increasing opportunities for misuse through "cyberbullying". It is crucial that young people use their mobiles and the internet safely and positively, and that they are aware of the consequences of misuse.

PaRK IS is committed to being constantly vigilant in order to prevent this form of bullying and tackle it wherever it appears. The advent of cyberbullying adds new dimensions to the problem of bullying. Unlike other forms of bullying, cyberbullying can follow young people into their private spaces and outside school hours; it feels as if there is no safe haven for the person being bullied. Cyberbullies can communicate their messages to a wide audience with remarkable speed, and can often remain unseen and unidentifiable.

Different Forms of Cyberbullying:

Text message bullying involves sending unwelcome texts that are threatening or cause discomfort.

Picture/video-clip bullying via mobile phone cameras is used to make the person being bullied feel threatened or embarrassed, with images usually sent to other people. 'Happy slapping' involves filming and sharing physical attacks.

Phone call bullying via mobile phone uses silent calls or abusive messages. Sometimes the bullied person's phone is stolen and used to harass others, who then think the phone owner is responsible. As with all mobile phone bullying, the perpetrators often disguise their numbers, sometimes using someone else's phone to avoid being identified.

Email bullying uses email to send bullying or threatening messages, often using a pseudonym for anonymity or using someone else's name to pin the blame on them.

Chat room bullying involves sending menacing or upsetting responses to children or young people when they are in a web-based chat room.

Bullying through **instant messaging** is an internet-based form of bullying where young people are sent unpleasant messages as they conduct real-time conversations online.

Bullying **via websites** includes the use of defamatory blogs (web logs), personal websites and online personal polling sites. There has been a significant national increase in social networking sites for young people, which can provide new opportunities for cyberbullying.

B. School Actions

1. Prevention

At PaRK we always act on the basis of prevention, having procedures to act in case the situations happen.

The nature of our multidisciplinary team (psychologists, teachers) means that all actions are designed in order to promote students' wellbeing by giving them the tools, promoting a healthy environment, but with permanent surveillance of our students.

There are clear channels to communicate these policies to Staff, students and Parent/Guardian.

PaRK raises awareness of staff through training, taking action to reduce the risk of bullying at times and in places where it is most likely to be most productive. This is done through INSET for staff, Social Skills Programme, celebrating special days (Pink Shirt Day and Anti-bullying day), class assemblies, Solution Coaches and Solution Teams and when necessary when there is concern that bullying may be occurring. Student Prefects and Buddy System help to raise awareness of the School's approach to bullying.

Remind pupils of the role of bystanders in preventing bullying and emphasis that bystanders have a responsibility to intervene appropriately when they witness bullying.

When bullying has been identified as having taken place or is taking place, the School intervenes to protect the bullied and to re-educate both, and where necessary to discipline, the bully or bullies. As appropriate, the School invests in specialised skills and training to understand the needs of the pupils, including those with SEN or disabilities, and lesbian, gay, bisexual and transgender pupils (LGBT).

With this policy and the School Rules, the curriculum (especially Social Skills Programme), the merit / demerit system, and the Pastoral and Well-Being support provided in various forms to the students and through this specific Anti Bullying Policy, the School seeks to:

- Promote self-discipline and a proper regard for authority among students
- Encourage good behaviour and respect and empathy for others to ensure as far as is reasonably practicable the prevention of all forms of bullying among students
- Ensure student standard of behaviour is acceptable
- Regulate student conduct
- Ensure staff and older students set an example to younger students

- Students know that all incidents of bullying will be logged and treated seriously
- Anti-Bullying materials are displayed around the school
- All areas of the school are regularly supervised
- It is made clear that racist, sexist and homophobic remarks or behaviour are a form of bullying
- Anti-Bullying classes are integrated in the Social Skills curriculum
- The school revisits anti-bullying actions on special days, such as anti-bullying day, kindness day, peace day

2. Procedures

The School strives to sustain and foster an ethos in which students are confident and willing to approach appropriate adult(s) to express concerns about bullying, either on their own behalf or on behalf of others, at an early stage. The School has a Pastoral and Well-being system that encourages open and, if necessary, confidential discussions between student, Parent/Guardian and relevant adults.

Immediate communication and reporting channels are in place to ensure a teacher or student who witnesses or suspects a case can report it immediately.

What should staff do?

All incidents of bullying will be treated seriously and properly dealt with. Staff will be expected to follow the School's procedures:

1. In the first instance, all incidents, whatever the severity, are logged in the iSAMS Well-Being module using Referral Form (distributed in their iPads and PC). The teacher fills in the form whose answer goes immediately to the Pastoral and Well-Being team
2. Tutors will be expected to listen to all students involved in the incident and to take their concerns seriously. In less serious cases, the Tutor may be able to resolve the matter and reach a verbal agreement with the students that the behaviour of concern will stop
3. All students involved will be expected to provide a written account of the incident(s) using a bullying report form (this is delivered to the teacher by the next day). Alleged bullies and victims are always interviewed separately.
4. Students (bullied and bullies) and Parent/Guardian are kept informed of action(s) taken
5. To restore the situation Coaches and / or a Solution Teams will be called to intervene

The complaint and subsequent actions are logged in the "Bullying" folder within the Safeguarding folder. This information is monitored by Senior Leadership to try to identify and respond to developing patterns. Alleged bullies and victims are always interviewed separately. Optimal witness information is gathered. A written record of the incident, investigation and outcomes is kept. The action taken by the School may vary in terms of its focus and severity, and in terms of who administers the action. At the lowest level, it may be sufficient for a tutor or other member of staff to "warn off" a potential bully.

Some actions could be: Implementing Sanctions; mediation between relevant parties; obtaining an apology; providing appropriate training; providing mentor support for both victim and bully; social skills group programme; anger management programme; external emotional support; temporary suspensions, permanent exclusions etc.

Disciplinary steps that may be taken:

1. Perpetrators are warned officially to stop offending and sanctions are put in place. Incidents are logged using into the iSAMS Well-Being module
2. Informing perpetrators' Parent/Guardian
3. Possible exclusion from the school playground at break and/or lunchtime
4. Possible suspension for a period of (1-5 days)
5. In the very high level category for continued or severe cases recommended for permanent exclusion to the Senior Leadership and Board of Directors

A bullying incident should be addressed as a child protection concern and the Designated Safeguarding Lead informed when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer significant harm'.

What should students do?

If they are experiencing bullying, students are encouraged to tell their tutor or another adult whom they trust. It's very important that everyone understands that telling someone is the only way that bullying will be stopped. Students sometimes feel that '*telling on someone*' makes them 'weak' and should not be done, so we encourage everyone to reassure students that they are doing the right thing to come forward.

Bystanders/Eyewitnesses have an important role in fighting bullying, so if a student witnesses someone being bullied we urge them to report it to an adult.

In cases of cyberbullying, bystanders, or 'accessories' to the bullying, often have a more active role, e.g. forwarding messages or contributing to chat room discussions. Therefore they may not have started the bullying. They are active participants and often make the situation worse. The School makes it clear to all students that bystanders have a key responsibility to the School community and to anyone they see being bullied or victimised. They are encouraged not to tolerate such behaviour and to stand up for what they know to be right, for example by telling a member of staff what they have seen or heard.

How to respond to a bullying incident?

1. Report the incident immediately to any available, responsible person. Students may report a bullying incident to any member of staff with whom they feel comfortable.
2. Senior Students may also be approached. They will then pass these concerns on to School staff.

All disclosures will be treated confidentially. Any 'comeback' or 'reprisal' that results from a disclosure will be treated as severe bullying by the School and will not be tolerated.

What should Staff and Parent/Guardian's know?

Solving bullying problems is not something that the School can control and solve only when children are in school, it is necessary to work together with families so that intervention strategies are impactful. It is therefore imperative

that there is a close cooperation between the family and the School, and Parent/Guardian meetings are an important tool for establishing this relationship.

Monitoring impact:

The Well-Being department will monitor the impact of this policy by:

- Investigating and monitoring incidents of bullying
- Liasing with staff and with the Parent/Guardian
- Keeping records of incidents and meetings
- Monitoring the effectiveness of the PaRK International School anti-bullying strategy

C. The Law in Portugal

Estatuto do Aluno defines the rights and responsibilities of a minor. *Estatuto do Aluno* defines the corrective measures and sanctions that can be applied depending on student behaviour, and if necessary, could be seen in Child Court.

Lei Tutelar Educativa defines children between 12 and 16 years of age, are not eligible for criminal liability, being subject to the application of educational guardianship measures referred to therein. Also young people who, having committed an act qualified as a crime and, at the date of that fact, have turned 16 without reaching 21 years old, are subject to the regime applicable to young delinquents, regulated by *Decreto-Lei no. 401/82*.

Lei de Proteção de Crianças e Jovens promotes the rights and protects children in risk to guarantee their wellbeing and integral and healthy development.

"Escola Segura" Programme

With regard to bullying and its legal framework, it is essential to mention, necessarily briefly, the "Escola Segura" programme. Started in 1992, this programme has a very important role in deterring violence in the school environment, aiming to ensure the policing of proximity to school establishments, especially with schools located in problematic areas. Its execution is regulated by a protocol celebrated between the ministries. Internal Administration and Education and its objectives are defined in *Joint Order No. 25 649/2006*, published in the Diário da República on November 29 of that year.

[E-Safety](#)

PaRK IS trains staff to identify cyberbullying in School and follow appropriate procedures defined by the School. Further details can be found in the **E-Safety Policy** for staff. Students are informed about the risks of new communications technologies, the consequences of their misuse, and how to use them safely, see: [BYOD Policy](#) and

[Student Pledge](). Students know and understand School policies on the use of mobile phones in School and at other times when they are under the School's authority. Appropriate internet blocking technologies are employed and harmful sites blocked where reasonably practicable.

Any form of Radicalisation, or access to extremist material on the internet, is forbidden. Through INSET and the Social Skills Programme staff and students are aware of national guidance and good practice to ensure new communications technologies are used safely.

Last reviewed: July 2023

Next review date: July 2024

Review by: Heads of Cycle | Heads of School

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An **inspired** school

Embracing **Individuality**. Preparing **Leaders**.