Secondary Anti-Bullying Policy

Reviewed: December 2024

Rationale

At Park Lane International School, we are committed to fostering a happy, supportive, and productive learning environment rooted in the principles of positive education and positive psychology, with the school's 5Rs 'Learner Profile' at its core. We prioritise the well-being, growth, and resilience of our entire school community by nurturing strong, respectful relationships among staff, pupils, and parents.

We recognise that bullying, as a harmful and unacceptable behaviour, can undermine a student's sense of belonging and emotional safety. While we strive to create a culture of kindness, empathy, and mutual respect, it is essential to acknowledge that bullying can occur. When it does, we respond promptly, firmly, and with care, ensuring support for all individuals involved while using the experience as an opportunity for learning and growth. Our students and parents are well-informed about the resources and communication channels available for reporting incidents of bullying. Additionally, we provide explicit education on bullying through our PSHEE curriculum and integrate these lessons across broader aspects of school life.

Our anti-bullying policy reflects our commitment to a safe and inclusive environment. It provides a clear definition of bullying, establishes a consistent approach to addressing it, and aligns with our mission to build a positive, values-driven culture. Through this, we aim to empower our students to thrive academically, socially, and emotionally, while equipping them with the skills to foster well-being and kindness within their community.

The Anti-Bullying Policy has been informed by the United Nations Convention for the Rights of the Child (UNCRC) and is underpinned by the Park Lane International School 5Rs of: **respectfulness, responsibility, risk-taking, resourcefulness and resilience and the IB Learner Profile.** Its ethos is one of high expectations for standards of behaviour and respect for the rights of all members of our community:

Pupils have a right under article 29 of the UNCRC to a safe, supportive and productive learning environment to enable them to achieve their full academic potential.
Staff are entitled to work in a positive environment, free from disruption. Agreed standards of behaviour should be consistently applied across the school.
Parents have a duty under article 3 to share responsibility for the behaviour of their child. The school counts on the support of parents to maintain high standards of behaviour.
The Governing Board supports the school with disciplinary matters.

It is essential that all members of the school community - students, staff and parents - understand and abide by the policy, and model respectful behaviour in all situations. This encourages and empowers all stakeholders to be proactive in creating a positive sense of community and responsibility so that the opportunities for bullying to exist are minimal.

Definition of bullying

At Park Lane International School we define bullying as the **repetitive, intentional harming of one person or group by another person or group,** where the relationship involves an **imbalance of power.** Bullying can be physical, verbal or psychological. It can happen face-to-face or online. (See Appendix 1 for more details). The school acknowledges that, 'Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical.' (*Preventing and Tackling Bullying* (2017) DfE)

When is it not considered bullying?

At Park Lane International School we understand that sometimes there is relational conflict that is not defined as bullying where it could be considered to fall under the categories outlined below:

Unintentional harmful action	Unintentionally causing harm through something you say or do. *In these cases, a reflective conversation with a Form Tutor or Head of Year will take place and the individual/s responsible will be given clear expectations for their behaviour moving forward. It will be considered as unkindness or bullying if the behaviour repeats despite these expectations having been made clear.*
Unkindness	Saying or doing something to intentionally hurt or upset an individual once (or maybe twice).
Bullying	The repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Protected characteristics

Bullying is often driven by prejudice against specific groups. This prejudice may relate to race, religion, sex, sexual orientation, or factors such as a child being adopted or having caring responsibilities. Bullying may stem from actual differences between children or from perceived differences.

As a school, we have a responsibility to protect students from discrimination related to protected characteristics, both in-person and online. These protected characteristics include:

- Age
- Disability (including neurodivergence)
- Gender reassignment (transphobia)
- Biological sex
- Race (including colour, nationality, ethnic or national origin)
- Religion or belief
- Sexual orientation
- Pregnancy and maternity
- Marriage or civil partnership

Our role is to ensure that every student feels safe, valued, and respected, regardless of these characteristics.

Policy Scope:

This policy applies to **all members of the school community** including teaching staff, support staff, students, parents, guardians, administrative staff and visitors.

The policy will apply at the following times and places:
- During the school day (including break, lunchtime and after school clubs) in all areas of the school buildings and grounds
- Going to and from school, as well as between school buildings
- On educational trips and visits
- School network: Gmail, Gmail Chat, Google Apps
- Outside of school, including on social networking / messaging apps such as TikTok, Snapchat, WhatsApp, when it causes harm that impacts upon a person's wellbeing in school. *The Principal will consider whether it is appropriate to notify the Police or OSPOD of the action taken against a student. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.*

Reporting Bullying

At Park Lane International School, we strive to ensure that every member of our community feels empowered and confident to report any suspected or confirmed cases of bullying. We are committed to providing a safe environment for those who come forward, assuring them that all reports will be handled with sensitivity, care, and the utmost seriousness.

Setting a reporting ethos

Our students are encouraged to report bullying if it is happening to themselves or others. Reporting and snitching are fundamentally different in intent and purpose. In the context of bullying, reporting is essential to stopping harmful behaviour and fostering a culture of respect and accountability.

Reporting is a responsible and courageous act aimed at protecting oneself or others from harm and ensuring a safe and supportive environment. It reflects care and concern for the well-being of the community. On the other hand, **snitching** is often associated with trivial or self-serving motives, such as getting someone into trouble unnecessarily.

Students are encouraged, if they feel able, to let individuals responsible for harmful behaviour towards them know that they do not like what is happening and ask them to stop. If it does not stop, they or a concerned adult, should report the incident/s as follows:

How to report bullying

Students	1. tell a **trusted adult** at home or in school, or **peer mentor** 2. use **Tootoot** to anonymously share information
Teachers	1. create a **MyConcern** report
Peer mentor; Parent/carer; Club provider	1. contact the student's **Form Tutor** or **Head of Year** 2. contact the **school office** who will direct you to a person who can help

Anti-Bullying Education

The school's curriculum serves as a vital tool to raise awareness about the nature and causes of bullying, its impact on individuals and communities, and the steps to take if one experiences or witnesses bullying.

Anti-bullying themes are integrated into assemblies, PSHEE lessons, tutor time, and subject-specific teaching, as well as through collaborative projects and events like Anti-Bullying Week. Addressing bullying directly and proactively within the curriculum is essential to fostering a safe and respectful school environment. All teachers and support staff play an important role in supporting this area of pastoral care, ensuring a consistent and unified approach.

School Response

Appendix 2 outlines in a flow chart, the steps that will be taken when a report of bullying is made based on who the **reporting person** is: **a student, an adult who is not a member of staff or a member of staff.**

If a young person chooses to tell you they are being bullied, reassure them that you believe them, that it is not their fault and that they are not alone. Record what they have told you on MyConcern or tell their Form Tutor / Head of Year in person.

The Form Tutor / Head of Year will speak to the reporting person and the targeted person (which may be the same) and establish whether **an unintentional harmful action, unkindness, or bullying** has taken place. In each case, there are clear steps and communication channels that should be followed, as outlined in Appendix 2. In all cases, whether an unintentional harmful action, unkindness, or bullying has taken place, relevant members of staff will be informed so that the situation can be monitored.

It is important to note that in order to properly investigate an allegation of bullying, evidence needs to be collated and various members of the community spoken with. Such an investigation can be time consuming and we ask for patience to ensure that incidents can be dealt with fairly. All notes of meetings and any other evidence will be recorded on MyConcern.

Where incidents take place outside of school and have a clear detrimental effect on the life of a student in school, the School will investigate and work with parents, and where necessary the local police to take appropriate action.

Consequences and Behavioural Interventions

If an act of bullying is confirmed, the response will vary based on the severity of the behaviour and whether it persists despite previous interventions. At our school, all interventions and consequences are applied in a fair, consistent, and reasonable manner, with careful consideration given to any children who are vulnerable or who may have Special Educational Needs (SEN) or disabilities that may affect their understanding or ability to regulate themselves. While we acknowledge that students with SEN or disabilities may face unique challenges, bullying behaviour is never acceptable. Clear communication will ensure that such behaviour is understood to be unacceptable, and appropriate sanctions will be implemented to address it effectively.

In line with our Relationships and Behaviour Policy, the severity of the bullying will be assessed to determine whether it falls into Stage 3, Stage 4 or Stage 5. This decision will be made by a panel comprising the Head of Year (HOY), Deputy Head of Secondary (DHoS), and Head of Secondary (HoS). In more serious cases, the Principal will be involved. Where there is evidence that a criminal act may have occurred, the police will be informed.

Support
At Park Lane International School, we are committed to providing comprehensive support for **individuals who have experienced bullying**. Measures are designed to ensure their wellbeing and help them recover from the experience. Some or all of these measures may be utilised depending on the situation. A list of possible measures can be found in Appendix 3.

We also believe that addressing the root causes of bullying behaviour and fostering positive change is essential. The following measures aim to support **students who have engaged in bullying**, helping them develop empathy, self-regulation, and healthier interpersonal skills. A list of possible measures can be found in Appendix 4.

Resources

Supporting organisations:
- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Beat Bullying: www.beatbullying.org
- Childline: www.childline.org.uk
- DfE: "Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies", and "Supporting children and young people who are bullied: advice for schools" March 2014: https://www.gov.uk/government/publications/preventing-and-tackling-bullying
- DfE: "No health without mental health": https://www.gov.uk/government/publications/nohealth-without-mental-health-a-cross-government-outcomes-strategy
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- PSHE Association: www.pshe-association.org.uk

- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net

Appendix 1

TYPES OF BULLYING	EXAMPLES (bullying can include but is not limited to any of the following):
Emotional	**Exclusion**: Deliberately leaving someone out of group activities, conversations, or events. **Spreading Rumors**: Sharing false or malicious information to damage someone's reputation. **Intimidation**: Using threatening looks, gestures, or actions to make someone feel unsafe. **Belittling**: Constantly putting someone down with sarcastic remarks, mocking, or dismissive comments. **Manipulation**: Using friendships or relationships to control or harm someone emotionally (e.g., "If you don't do this, I won't be your friend"). **Humiliation**: Making someone feel embarrassed in front of others, such as public ridicule or revealing personal information. **Silent Treatment**: Ignoring someone deliberately to make them feel isolated or unworthy. **Graffiti**: Writing hurtful or demeaning messages about someone in visible places. **Mocking**: Making fun of someone's voice, appearance, mannerisms, or personality. **Extortion**: Using emotional pressure or threats to force someone into giving up money, possessions, or favours.
Physical	**Hitting**: Punching, slapping, or striking someone with intent to harm. **Kicking**: Using feet to cause pain or discomfort. **Pushing/Shoving**: Forcing someone to move or lose balance

	aggressively.
	Tripping: Deliberately causing someone to fall. **Throwing Objects**: Using items to hit or hurt someone (e.g., rocks, books, or sports equipment). **Stealing or Damaging Property**: Taking, breaking, or hiding someone's belongings. **Spitting**: Spitting on or at someone as an act of aggression. **Pinching or Scratching**: Physically hurting someone with hands or nails. **Restraining**: Forcing someone into a position they cannot escape, such as holding them down. **Invasive Physical Actions**: Unwanted touching, poking, or pulling hair.

Prejudice based	**Racial Bullying** ● Using racial slurs or derogatory language based on someone's race or ethnicity. ● Mocking accents, cultural traditions, or clothing. ● Excluding someone because of their race or background. ● Making offensive jokes or graffiti related to race. **Faith-Based Bullying** ● Insulting or mocking someone's religious beliefs, practices, or attire (e.g., hijab, turban, kippah). ● Pressuring someone to abandon their faith or religious customs. ● Stereotyping or accusing someone unfairly based on their religion. ● Defacing religious symbols or places of worship. **Gender-Based (Sexist) Bullying** ● Belittling someone based on gender stereotypes (e.g., "You can't do that because you're a girl/boy"). ● Mocking someone for participating in activities perceived as "gender-inappropriate." ● Using sexist language, insults, or assumptions to diminish someone's worth. **Homophobic or Biphobic Bullying** ● Using slurs or derogatory terms to target someone's sexual orientation. ● Spreading rumors about someone's sexuality. ● Excluding or isolating individuals perceived to be LGBTQ+. ● Physical aggression or verbal harassment related to sexual identity. **Transphobic Bullying** ● Misgendering someone intentionally (e.g., using the wrong pronouns or name). ● Mocking someone's gender identity or expression. ● Harassing someone for transitioning or expressing themselves authentically. ● Damaging belongings associated with gender identity (e.g., clothing, accessories). **Ability-Based Bullying** ● Mocking or imitating someone's physical, cognitive or

neurological differences including disabilities and neurodivergence.
- Using derogatory terms or making inappropriate jokes about someone's physical, cognitive or neurological differences including disabilities and neurodivergence.
- Excluding someone due to their disability or neurodivergence
- Tampering with assistive devices (e.g., wheelchairs, hearing aids).

Socio-Economic Bullying

- Targeting someone based on their financial status, perceived wealth, or lack thereof. *For example: mocking someone for not having trendy clothes or gadgets, excluding individuals due to their socioeconomic background, flaunting wealth to demean others.*

Sexualised	**Inappropriate Comments**
	● Making explicit remarks about someone's body, appearance, or clothing.
	● Commenting on someone's sexual reputation or personal relationships.
	Unwanted Physical Attention
	● Touching, grabbing, or brushing against someone inappropriately and/or deliberately.
	● Attempting to kiss or hug someone without consent.
	Sexual Gestures
	● Making lewd hand gestures or facial expressions.
	● Mimicking sexual acts to embarrass or intimidate someone.
	Sharing Explicit Content
	● Creating, displaying or sharing sexual images, videos, or materials (e.g., pornography) without consent.
	● Spreading intimate or private images of someone, including online (e.g., "sexting" or revenge posting).
	Sexual Harassment
	● Persistently asking for dates or sexual favours despite being rejected.
	● Sending inappropriate messages, notes, or emails of a sexual nature.
	Name-Calling and Rumours
	● Using derogatory terms or labels intended to shame.
	● Spreading false or damaging rumours about someone's sexual behaviour or relationships.
	Pressuring or Coercion
	● Pressuring someone into sexual activity, discussions, or sharing intimate details.
	● Threatening or blackmailing someone using sexual content.
	Jokes and Humiliation
	● Making inappropriate or crude sexual jokes about someone.
	● Publicly humiliating someone with comments or actions of a

	sexual nature.
Verbal - direct or indirect	**Name-Calling** ● Using hurtful or insulting names to belittle someone. ● Targeting physical appearance, interests, or abilities. **Teasing** ● Repeatedly mocking someone in a hurtful way, even if disguised as "just joking." ● Highlighting personal insecurities or perceived weaknesses. **Spreading Rumors** ● Sharing false or private information to damage someone's reputation. ● Gossiping about someone's relationships, habits, or personal life. **Insults** ● Using direct verbal attacks to criticise or demean someone. **Belittling or Dismissing** ● Undermining someone's ideas, thoughts, or achievements. **Threats** ● Verbally intimidating someone by threatening harm or consequences. **Public Embarrassment** ● Calling someone out in front of others to humiliate them. **Exclusionary Remarks** ● Making comments to highlight someone's exclusion.
Cyber bullying	**Harassing Messages** ● Sending hurtful, threatening, or offensive messages via text, email, or messaging apps. **Social Media Attacks** ● Posting mean or embarrassing comments, photos, or videos

about someone on social media or messaging platforms.
- Tagging someone in inappropriate or humiliating content.

Spreading Rumours

- Sharing false information, gossip, or personal details about someone online to damage their reputation.

Impersonation

- Creating fake accounts or profiles to impersonate someone and post harmful or misleading content.
- Hacking into someone's account to send inappropriate messages or cause harm.

Exclusion

- Deliberately excluding someone from group chats, online games, or social media groups.
- Publicly discussing the exclusion to make the person feel isolated.

Accessing or Sharing Private Information

- Accessing someone's personal device without their consent.
- Sharing personal photos, messages, or secrets without permission to embarrass or humiliate someone.
- Leaking private or intimate content (e.g., revenge posting).

Cyberstalking

- Repeatedly sending unwanted messages, monitoring someone's online activity, or threatening harm.

Trolling

- Posting inflammatory, offensive, or provocative comments to upset someone or provoke a reaction.
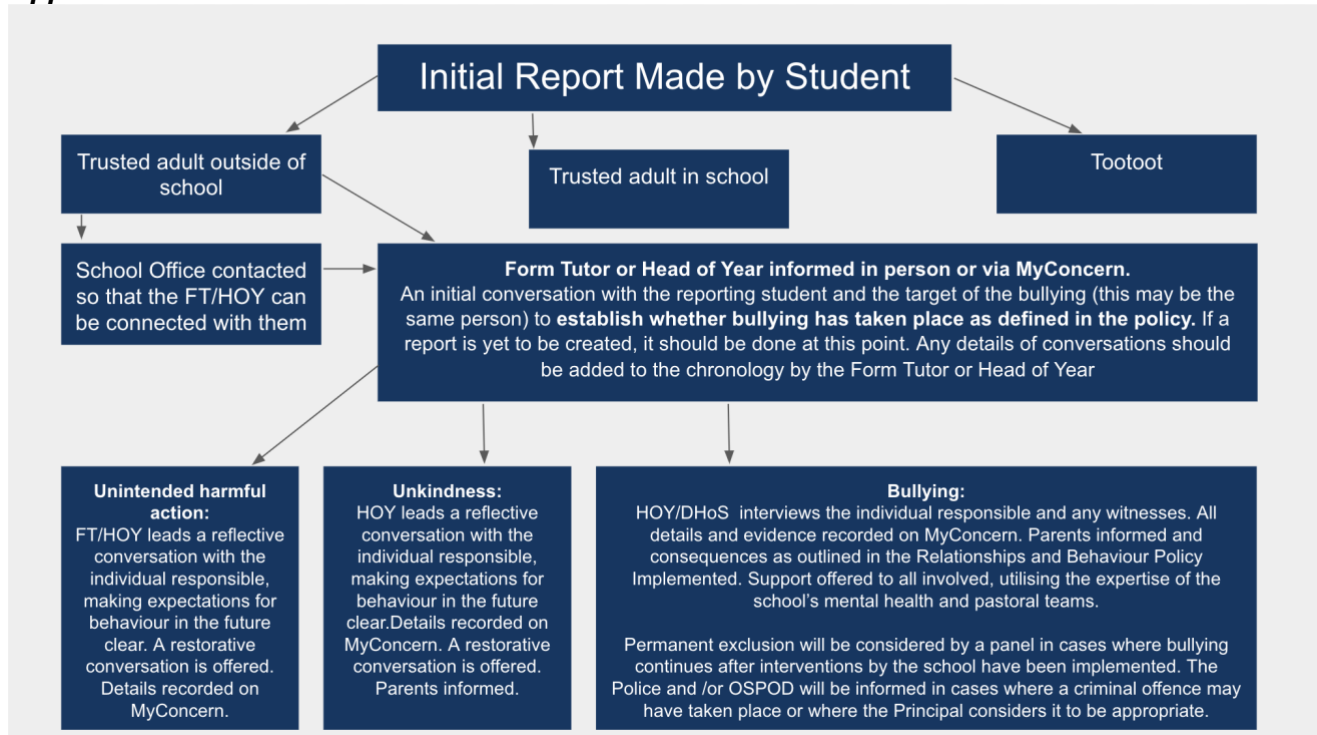
Online Shaming

- Publicly humiliating someone for a mistake, action, or opinion by sharing it online.
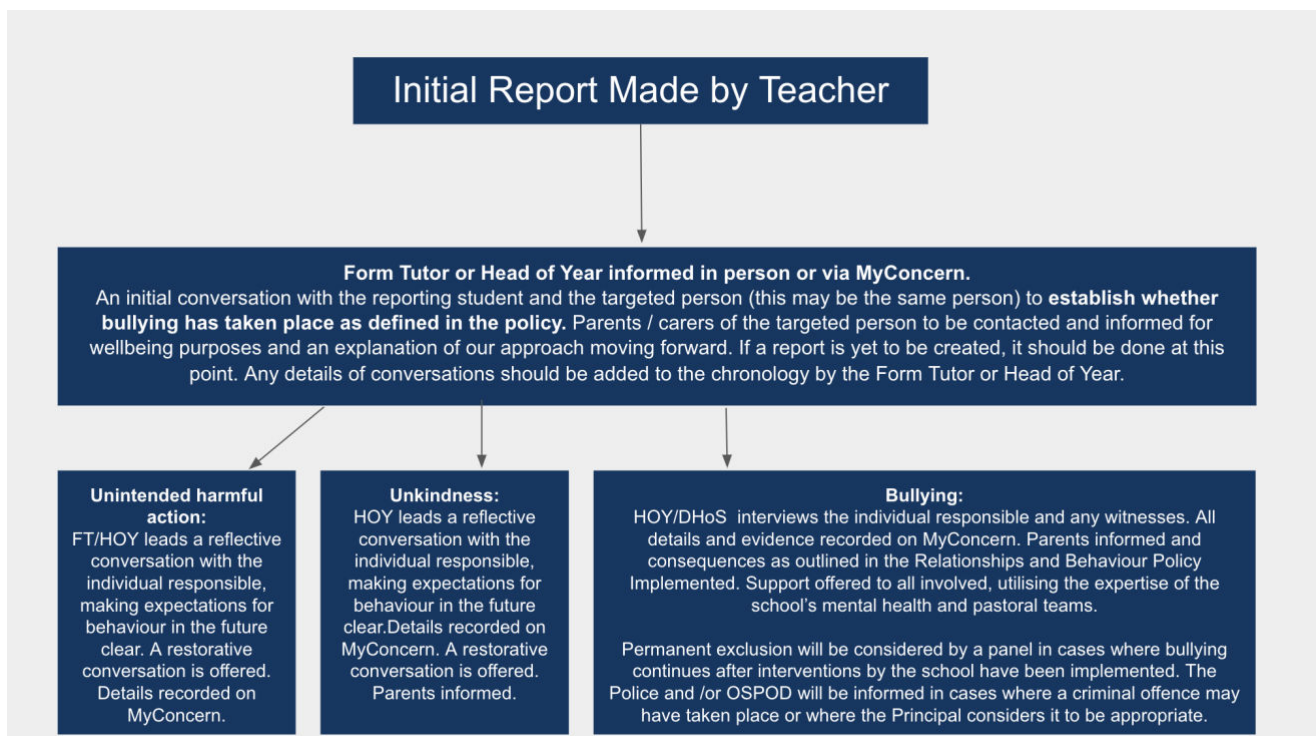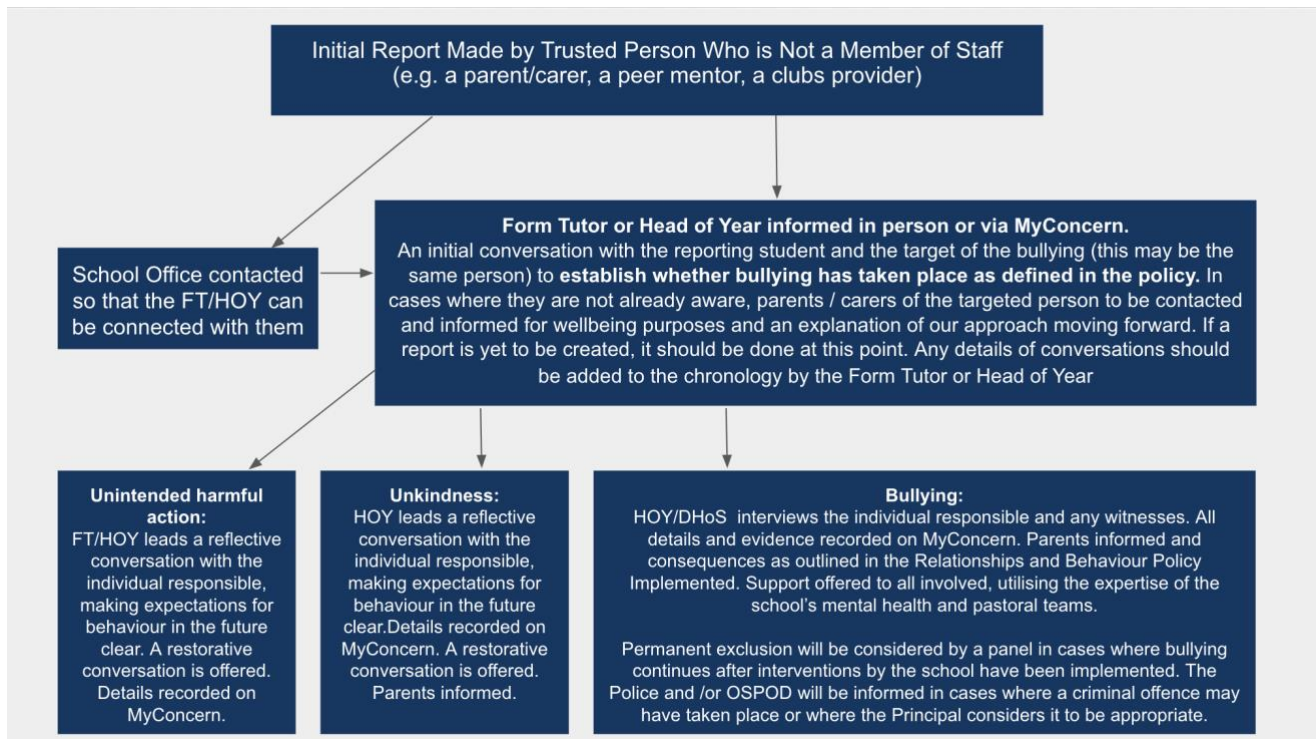
Excessive Gaming Bullying

	● Targeting players in online games with verbal abuse, exclusion, or unfair play tactics (e.g., targeting or sabotaging specific players).

(Open AI 2024)

Appendix 2

Initial Report Made by Trusted Person Who is Not a Member of Staff
(e.g. a parent/carer, a peer mentor, a clubs provider)

School Office contacted so that the FT/HOY can be connected with them

Form Tutor or Head of Year informed in person or via MyConcern.
An initial conversation with the reporting student and the target of the bullying (this may be the same person) to **establish whether bullying has taken place as defined in the policy.** In cases where they are not already aware, parents / carers of the targeted person to be contacted and informed for wellbeing purposes and an explanation of our approach moving forward. If a report is yet to be created, it should be done at this point. Any details of conversations should be added to the chronology by the Form Tutor or Head of Year

Unintended harmful action:
FT/HOY leads a reflective conversation with the individual responsible, making expectations for behaviour in the future clear. A restorative conversation is offered. Details recorded on MyConcern.

Unkindness:
HOY leads a reflective conversation with the individual responsible, making expectations for behaviour in the future clear. Details recorded on MyConcern. A restorative conversation is offered. Parents informed.

Bullying:
HOY/DHoS interviews the individual responsible and any witnesses. All details and evidence recorded on MyConcern. Parents informed and consequences as outlined in the Relationships and Behaviour Policy Implemented. Support offered to all involved, utilising the expertise of the school's mental health and pastoral teams.

Permanent exclusion will be considered by a panel in cases where bullying continues after interventions by the school have been implemented. The Police and /or OSPOD will be informed in cases where a criminal offence may have taken place or where the Principal considers it to be appropriate.

Initial Report Made by Teacher

Form Tutor or Head of Year informed in person or via MyConcern.
An initial conversation with the reporting student and the targeted person (this may be the same person) to **establish whether bullying has taken place as defined in the policy.** Parents / carers of the targeted person to be contacted and informed for wellbeing purposes and an explanation of our approach moving forward. If a report is yet to be created, it should be done at this point. Any details of conversations should be added to the chronology by the Form Tutor or Head of Year.

Unintended harmful action:
FT/HOY leads a reflective conversation with the individual responsible, making expectations for behaviour in the future clear. A restorative conversation is offered. Details recorded on MyConcern.

Unkindness:
HOY leads a reflective conversation with the individual responsible, making expectations for behaviour in the future clear. Details recorded on MyConcern. A restorative conversation is offered. Parents informed.

Bullying:
HOY/DHoS interviews the individual responsible and any witnesses. All details and evidence recorded on MyConcern. Parents informed and consequences as outlined in the Relationships and Behaviour Policy Implemented. Support offered to all involved, utilising the expertise of the school's mental health and pastoral teams.

Permanent exclusion will be considered by a panel in cases where bullying continues after interventions by the school have been implemented. The Police and /or OSPOD will be informed in cases where a criminal offence may have taken place or where the Principal considers it to be appropriate.

Appendix 3: support for individuals who have experienced bullying

Emotional Support:
- counselling services: we will offer the chance for the student to speak with our school counsellor and/or signpost counselling services available outside of school
- peer support: opportunities to connect with peer mentors or trusted friends for emotional reinforcement and guidance
- safe spaces: ensuring students know where designated safe areas are for times of need

Practical support:
- check-ins: the Form Tutor, Head of Year or another trusted adult in school will carry out regular check-ins to monitor wellbeing
- action plan: development of an individualised support plan that includes strategies for coping and addressing concerns
- empowering skills: coaching or mentoring (and in awesome cases, workshops) to build confidence, assertiveness and effective communication skills

Academic support:
- flexibility with deadlines
- additional tutoring

Restorative measures:
- restorative meeting: if appropriate and agreed upon, a restorative conversation facilitated by trained staff to promote understanding, reconciliation and closure

Parent/carer involvement:
- communication: regular updates for parents/carers to ensure they are informed and involved in their child's support process
- provision of resources: signposting of online or local support available

Ongoing monitoring:
- behaviour monitoring: close observation to ensure no recurrence
- follow up meetings: scheduled to keep track of wellbeing and to make adjustments to support plan

Appendix 4: support for students who have engaged in bullying

Behavioural support:
- reflective conversations: one to one with a trusted member of staff to help the student reflect on their behaviour and understand the harm and impact
- restorative meeting: if appropriate and agreed upon, a restorative conversation facilitated by trained staff to promote accountability, empathy and conflict resolution
- Clear expectations: ensuring the students understands what is expected of them moving forward and what the consequences will be or repeated harmful actions

Emotional support:
- counselling services: access to our school counsellor to explore underlying issues contributing to bullying behaviour, such as self esteem problems, anger, or past trauma
- peer mentoring: to encourage positive peer relationships and accountability
- safe expression outlets: for example, creative activities, journaling, physical activities

Skill development:
- empathy training: with our mental health and pastoral teams, we can work with students on strategies to build empathy and social awareness

Academic and practical support:
- addressing any academic challenges that may contribute to frustration or negative behaviour
- regular check-ins with staff to monitor progress and provide ongoing guidance

Parent/carer involvement:
- engaging parents or carers to discuss the behaviour or any underlying issues and support strategies, ensuring alignment between home and school approaches
- signposting online and local resources

Restorative measures:
- encouragement to make amends through positive actions, such as acts of kindness or service to the school community
- regular assessments of the student's progress, ensuring they are on track to meet behavioral goals

Preventative measures:
- peer mentoring: pairing the student with a mentor or role model who can guide them toward more constructive behaviour
- encouraging participation in sports, clubs, or other structured activities to build positive relationships and channel energy constructively