



**HARROW**  
INTERNATIONAL SCHOOL  
—  
BANGKOK

**Upper School**  
**Anti-Bullying Policy**  
(Reviewed August 2017)



## **Anti-Bullying Policy**

### **General Statement**

The school expects that every allegation of bullying will be taken seriously. Some experts say that a child should be treated as being bullied simply because they say they are. The school considers that this is the attitude that this school and its staff should adopt. This is preferable than to tell students 'not to be so sensitive'.

All staff, students and parents should be aware of the negative effects that bullying can have on individuals and the school in general, and should work towards ensuring that students can work in an environment without fear.

Bullying is unacceptable in this school and will not be tolerated. The school also recognises that because of verdicts in bullying cases it must take note of bullying perpetrated outside school which spills over into school. The school will do what is reasonably practicable to eliminate any such bullying. Bullying is a serious matter and can cause serious psychological damage if it is allowed to take root. The school tries to deal with cases of bullying through its internal procedures. However, in the event of harassment and/or threatening behaviour which is persistent the school recognises that this can be a criminal offence.

This policy aims:

- to demonstrate that the school takes bullying seriously and that it will not be tolerated;
- to take measures to prevent all forms of bullying in the school and during off-site activities;
- to support everyone in the actions to identify and protect those who might be bullied;
- to demonstrate to all that the safety and happiness of students is enhanced by dealing positively with bullying;
- to promote an environment where it is seen as positive to tell someone about bullying;
- to promote an environment where students treat one another with respect and care.

We believe that:

- Bullies often do not recognise their behaviour as bullying
- Targets of bullying behaviour are targeted because, in that situation, they do not have the ability to fight back or to seek help

- The process of dealing with incidents of bullying must empower the victim of the bullying
- Bullying relationships will develop and prosper unless others intervene
- Eliminating bullying is EVERYONE'S responsibility

Bullying is defined by the school as behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, eg because of race, religion, gender or sexual orientation

It takes many forms and can include: (see Appendix 1)

- physical assault
- teasing
- making threats
- name calling
- cyberbullying - bullying via mobile phone or online (e.g. email, social networks and instant messaging) (see Appendix 2)

### **Identifying Bullying**

Students who are being bullied may show changes in behaviour e.g. becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be changes in work patterns, a lack of concentration, or truancy.

All staff need to be aware of these possibilities and report promptly any suspicions of bullying to the appropriate Prep House Leader for Year 6 – 8 or Head of House (HoH) for Year 9 – 13.

Students are also encouraged to report incidents of bullying.

Annual anonymous surveys will be used to identify bullies and victims.

Term 1a: Year 12 and 13, Year 6 and 9; Term 1b Year 8 and 11; Term 2a Year 7 and 10

If bullying is suspected by a teacher or reported to a teacher the incident should be dealt with immediately by the teacher approached;

- The teacher must record the details of the incident on the Engage Daybook and pass those details to the PHL or HoH by e-mail and cc in the Form Tutor;
- The PHL or HoH will determine the appropriate strategy and plan of action to combat the bullying (consulting the Deputy Head of Prep, House Master or Mistress in Boarding or Director of Houses as necessary);
- Staff teaching the bullied student and the Form Tutor will be informed;
- The Form Tutor and PHL or HoH will oversee implementation of that strategy;
- Where necessary, parents will be kept informed by the PHL or HoH;
- Any sanctions against the bullies will be determined by the PHL or HoH in liaison with the Deputy Head of Prep, House Master or Mistress in Boarding or Director of Houses or when necessary the Head of Upper School;
- Bullying may attract the full range of sanctions from warning to exclusion if that would be deemed to be appropriate;
- Follow-up checks by the PHL or HoH to ensure that bullying has not restarted should be carried out after one week, one month and one term.

### **Strategies to deal with Bullying incidents**

A problem solving approach will be adopted to deal with all cases of bullying. In the first instance, the emphasis must be on ensuring that the bullied student is supported. The Prep House Leader or Head of House will ensure support is given through other staff, counsellors or reliable students.

Four key strategies can be used by the school as dictated by each individual case.

### **1. Cease and Desist**

Where appropriate, and with the permission from the victim, initially the Prep House Leader or Head of House will directly approach the protagonist(s). In an authoritative manner, the protagonist(s) is informed that the victim is feeling isolated/hurt/sad/angry because of the protagonist(s) behaviour and requests that the bullying behaviour stop.

This meeting needs to be recorded on Engage. The Prep House Leader or Head of House needs to make sure that the protagonist does not know where the information came from. It could be stated that it came from an anonymous source or from teacher observation.

### **2. Mediation**

Where appropriate, and with the permission from the victim, the victim and the bully may be brought together with a counsellor or teacher as mediator to resolve the situation.

### **3. “No Blame Circle”**

Where necessary the school will use a ‘No-Blame Circle’ (see Appendix 4) to get bullies to reflect on their behaviour and actions in an effort to change them.

### **4. Escalating sanctions**

Any of the school’s formal punishments can be used against bullies as appropriate. In most cases bullies will have initially been told to stop or been involved in a No Blame Circle before sanctions are imposed. For persistent offenders or incidents considered to be gross acts of aggression, a student could be permanently excluded.

## **Reporting and recording**

All incidents must be reported on the Engage Daybook to the Prep House Leader or Head of House. All subsequent action must be recorded on the Engage Daybook. With more serious cases all relevant documentation is kept on student files.

## **Follow-up**

Any incident of bullying that has been dealt with should be followed-up on with both victim and bully that it has not restarted. This should be done by the Prep House leader or Head of House and the Form Tutor and needs to be ongoing regularly at first and then intermittently afterwards.

A flow diagram outlining the steps to take in the Upper School (Year 6 – 13) is given in Appendix 3.

## **Anti-Bullying Education in the Curriculum**

The School raises awareness of the anti-social nature of bullying through its PSHE and tutorial programmes, school assemblies, the school council and in department schemes of learning as appropriate.

The school’s counsellors have initiated the training of peer mentors to help younger students and provide a point of contact for them if they are being bullied or if they know of another student who is being bullied.

When a major problem is identified with bullying in a particular year group the Director of Houses may alter the proposed PSHE Scheme of Learning and Tutorial Programme so that the issue is specifically addressed at that time.

The Director of Houses is responsible, with the Deputy Head of Prep, Prep House Leaders and Heads of House for developing the anti-bullying programme in the PSHE course. Heads of Faculty are responsible for introducing anti-bullying material in their programmes of study as appropriate. Changing the attitude and behaviour of bullies plays a major part in the strategies we use.

## **Appendix 1 (Anti-bullying Policy)**

### **What are the different types of bullying?**

Bullying can take many forms but it usually includes the following types of behaviour.

#### **Physical**

Hitting, kicking, pinching, punching, scratching, spitting or any other form of physical attack. Damage to or taking someone else's belongings may also constitute physical bullying.

#### **Verbal**

Name-calling, insulting, making racist, sexist or homophobic jokes, remarks or teasing, using sexually suggestive or abusive language, offensive remarks.

#### **Indirect**

Spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours, sending abusive mail, and email and text messages (cyber bullying).

#### **Cyber**

Any type of bullying that is carried out by electronic means, including:

- Text message bullying
- Picture/video clip bullying via mobile phone cameras
- Phone call bullying via mobile phones
- E-mail bullying
- Chat-room bullying
- Bullying through instant messaging (IM)
- Bullying via websites and social media

### **Further information about specific types of bullying**

#### **Bullying related to race, religion or culture**

A high proportion of bullied students have experienced racist or faith-based bullying. When black and ethnic minority children experience bullying it is more likely to be severe bullying.

#### **Bullying related to SEN and disabilities**

Children with SEN and disabilities are more at risk of bullying than their peers. Children with SEN do not always have the levels of social confidence and competence, and the robust friendship bonds that can protect against bullying. Where children with SEN and disabilities are themselves found to be bullying, we apply the same standards of behaviour as we would to the rest of the school community.

#### **Bullying related to appearance or health conditions**

Those with health or visible medical conditions, such as eczema, may be more likely than their peers to become targets for bullying behaviour. Perceived physical limitations, such as size and weight, and other body image issues, can result in bullying.

#### **Bullying related to sexual orientation**

Evidence of homophobic bullying suggests that children who are gay (or perceived to be) face a higher risk of victimisation than their peers. Homophobic bullying is perhaps the form of bullying least likely to be self-reported, since disclosure carries risks not associated with other types of bullying. A student may not want to report bullying if it means 'coming out' to teachers and parents before they are ready to.

#### **Sexist or sexual bullying**

Sexist and sexual bullying affects boys as well as girls. Boys may be the victims of their own sex. Sexual bullying may be characterised by name-calling, comments and overt 'looks' about appearance, attractiveness and emerging puberty. In addition, uninvited touching, innuendos and propositions, pornographic imagery or graffiti may be used.

Students identifying as transgender or experiencing gender dysphoria (feeling that they belong to another gender or who do not conform with the gender role prescribed to them) can also be targeted by bullies.

## **Appendix 2 (Anti-bullying Policy)**

### **Cyber-Bullying**

Cyberbullying includes bullying via text message, via instant-messenger services and social network sites, via email, and via images or videos posted on the internet or spread via mobile phone. It can be used to bully for the same reasons as other forms of bullying e.g. race, sexuality, disability etc.

Though the evidence base is narrow, UK studies indicate that around twenty per cent of children have suffered cyberbullying. There is some evidence of a strong transition in cyberbullying: those who have been bullied can go on to do the bullying themselves.

#### **A. Key advice to parents and carers on cyberbullying**

When a child is the target of cyberbullying, bullying via mobile phone or the internet, they can feel alone and very misunderstood. It is therefore vital that, as a parent or carer, you know how to support your child if they are caught up in cyberbullying. Hopefully, this short guide will help you.

##### **Prevent cyberbullying**

###### **Where to start**

The best way to deal with cyberbullying is to prevent it happening in the first place. Although it may be uncomfortable to accept, you should be aware that your child may as likely cyberbully as be a target of cyberbullying, and that sometimes children get caught up in cyberbullying simply by not thinking about the consequences of what they are doing. It is therefore crucial that you talk with your child, and understand the ways in which they are using the internet and their mobile phone. In this guide there is an anti-cyberbullying code which contains eight key messages for children, which you may find a helpful starting point for a discussion with them about issues.

###### **Use the tools**

Most software and services on the internet have in-built safety features. Knowing how to use them can prevent unwanted contact. For example, IM services such as Whatsapp and Snapcaht have features which allow users to block others on their contact list, and conversations can be saved on most IM services or screen shots can be taken. Social-networking sites such as Facebook also have tools available, e.g. young people can keep their profile set to 'private' so that only approved friends can see it.

###### **Responding to cyberbullying**

It is vital that you have strategies to help your child if they come to you saying that they are being cyberbullied.

###### **The anti-cyberbullying code**

Start by teaching your children the eight key messages in the anti-cyberbullying code (see **item B**). This includes advice on not replying or retaliating to cyberbullying, as well as not assisting a cyberbully by forwarding a message, even as a joke.

**Keep the evidence** Keeping the evidence of cyberbullying is helpful when reporting an incident and may help in identifying the bully. This means keeping copies of offending emails, text messages or online conversations.

###### **Reporting cyberbullying**

There are a number of organisations that can help you if you need to report incidents of cyberbullying:

**The school:** if the incident involves a student, or students, at your child's school, then it is important to let the school know who can work with you to end the bullying. They have measures in place to support the person being bullied and to apply disciplinary sanctions to the student doing the bullying.

**The provider of the service:** most service providers have complaints and abuse policies, and it is important to report the incident to the provider of the service, i.e. the mobile-phone operator (e.g. AIS or True), the IM provider (e.g. Line or Whatsapp), or the social-network provider (e.g. Facebook or Instagram). Most responsible service providers will have a 'Report Abuse' or a nuisance call bureau, and these can provide information and advice on how to help your child.

**The police:** if the cyberbullying is serious and a potential criminal offence has been committed you should consider contacting the police. Relevant criminal offences here include harassment and stalking, threats of harm or violence to a person or property, and any evidence of sexual exploitation, e.g. grooming, distribution of sexual images, or inappropriate sexual contact or behaviour.

## **B. Key advice to children and young people on cyberbullying**

### **Anti-cyberbullying code**

Being sent an abusive or threatening text message, or seeing nasty comments about yourself on a website, can be really upsetting. This code gives you eight important tips to protect yourself and your friends from getting caught up in cyberbullying, and advice on to how to report it when it does happen.

#### **1. Always respect others**

Remember that when you send a message to someone, you cannot see the impact that your words or images may have on the other person. That is why it is important to always show respect to people and be careful what you say online or what images you send. What you think is a joke may really hurt someone else. Always ask permission before you take a photo of someone.

If you receive a rude or nasty message or picture about someone else, do not forward it. You could be assisting a bully and even be accused of cyberbullying yourself. You could also be breaking the law.

#### **2. Think before you send**

It is important to think before you send any images or text about yourself or someone else by email or mobile phone, or before you post information on a website. Remember that what you send can be made public very quickly and could stay online forever. Do you really want your teacher or future employer to see that photo?

#### **3. Treat your password like your toothbrush**

Don't let anyone know your passwords. It is a good idea to change them on a regular basis. Choosing hard-to-guess passwords with symbols or numbers will help stop people hacking into your account and pretending to be you. Remember to only give your mobile number or personal website address to trusted friends.

#### **4. Set High Standards**

Make sure your settings for social network sites are secure allowing only limited access to your friends. Do not "friend" anyone you do not know in person.

#### **5. Block the Bully**

Most responsible websites and services allow you to block or report someone who is behaving badly. Make use of these features, they are there for a reason!

#### **6. Don't retaliate or reply**

Replying to bullying messages, particularly in anger, is just what the bully wants.

#### **7. Save the evidence**

Keep records of offending messages, pictures or online conversations, use screen shots (print screen) to capture them. These will help you demonstrate to others what is happening and can be used by the school, internet service provider, mobile phone company, or even the police to investigate the cyberbullying.

#### **8. Make sure you tell**

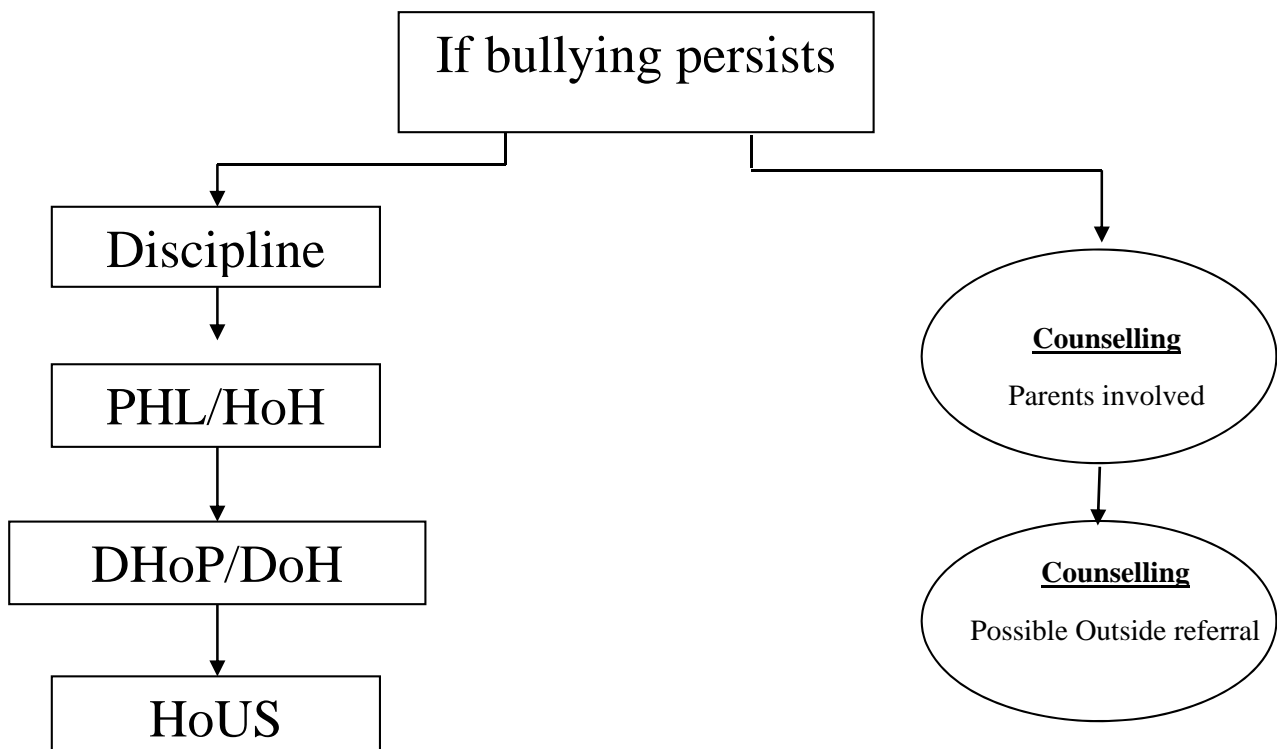
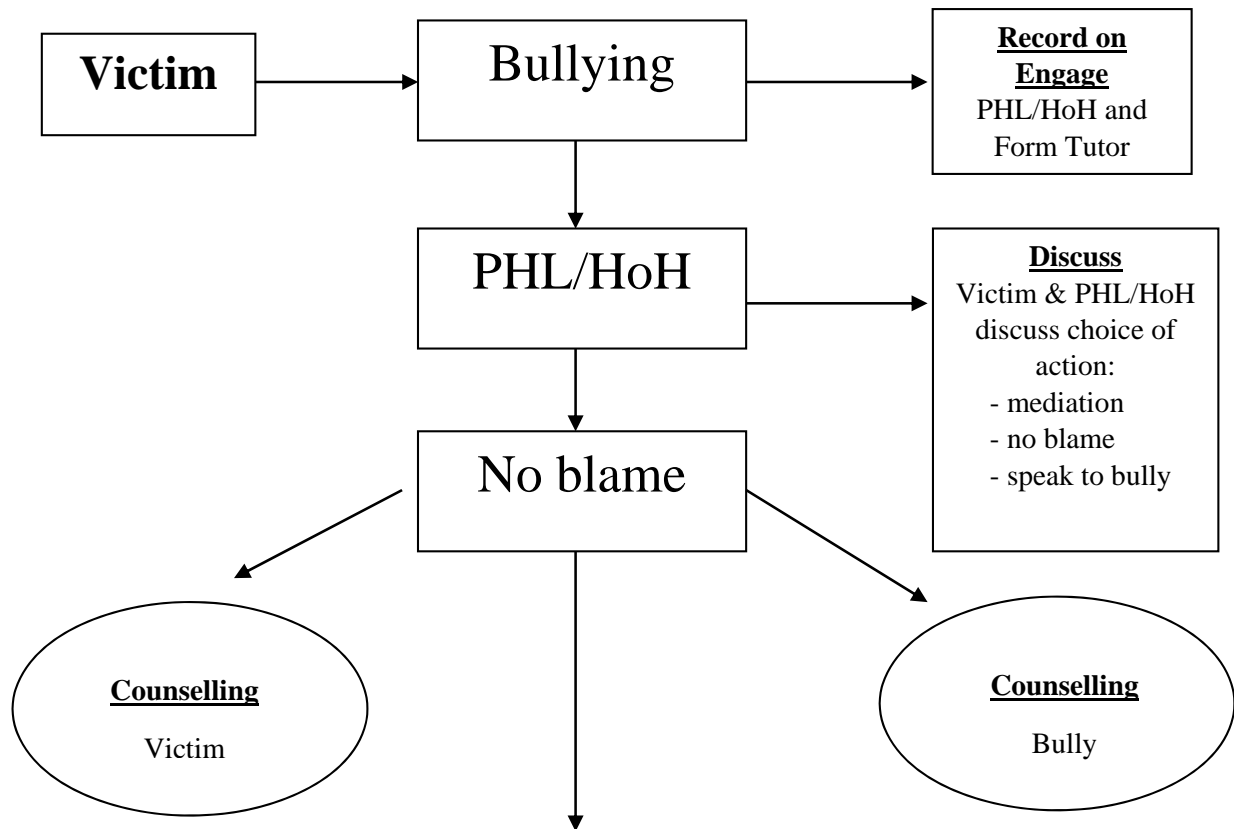
You have a right not to be harassed and bullied online.

Tell your parents who can help you to report it to the right place.

Tell your school. Your teacher or counsellor at your school can support you and can discipline the person bullying you.

Finally, don't just stand there. If you see cyberbullying going on, support the victim, take screenshots of what you have seen and report the bullying to a teacher. How would you feel if no one stood up for you?

**Appendix 3 (Anti-Bullying Policy)**  
**Procedures for action and support**





## **Appendix 4 (Anti-Bullying Policy)**

### **No Blame Approach to Bullying.**

George Robinson, a university lecturer and Barbara Maines, an educational psychologist developed the No-Blame Approach in Bristol, United Kingdom in the early 1980s. There is an excellent review of the approach in *“Educational Psychology in Practice” Vol 14, No. 1 April 1998.*

**1. Interview the victim.** Concentrate on supporting and congratulating the victim in confiding in you. Stress that this is the most important first step. *“Don’t try to get to the bottom of it.”* Rather concentrate on convincing the victim that it is the behaviour of the other students that is deviant, not theirs. They have done nothing wrong and they have every right to be left in peace. Discuss how it feels to be bullied, share the experience and the common human feelings of loneliness that comes from being isolated and rejected.

Tell the victim that you are going to work with the bullies and some others in the class/group to get them to understand the effect their behaviour or lack of support is having on one of their classmates. Ask the victim to suggest who they admire/look up to in the class or group and suggest that you will include them in the group discussion the next day. Ask her/him to spend some time putting down their feeling on paper that night. (Many victims of bullying start diary writing as a counter to the isolation from their peer group.) Explain that you will share these feelings with the group in an effort to end the bullying.

**2. Consult with teachers who know the peer group well** to ensure that you are able to assemble a balanced group to look at the bullying. Try to have the main bully, his/her two main supporters, one or two bystanders who have been friends of the victim in the past (Victims) as well as two dominant, assertive class members who have abdicated their responsibility to stop the bullying behaviour (Bullyproof).

**3. Convene a meeting** of this group (**do not include the victim**) allowing at least thirty minutes.

**4. Explain that there is a problem in the class/group.** That (victim’s name) is very unhappy and tell of her/his feelings. Share the feelings of the victim by reading out the written work from the victim. **Don’t get into details and certainly don’t apportion blame.**

**5.** Discuss the concept of **group responsibility** if necessary, though allow the group to discuss the why the victim is feeling the way they are. This may lead to a larger discussion of class dynamics.

**6.** Each group member is then encouraged to **suggest ways the victim’s problem may be solved** (i.e. made to feel happier). There is no need to solicit promises.

**7.** Tell the group that you will **re-convene in about a week** to discuss progress and that you are leaving it up to them to support the victim.

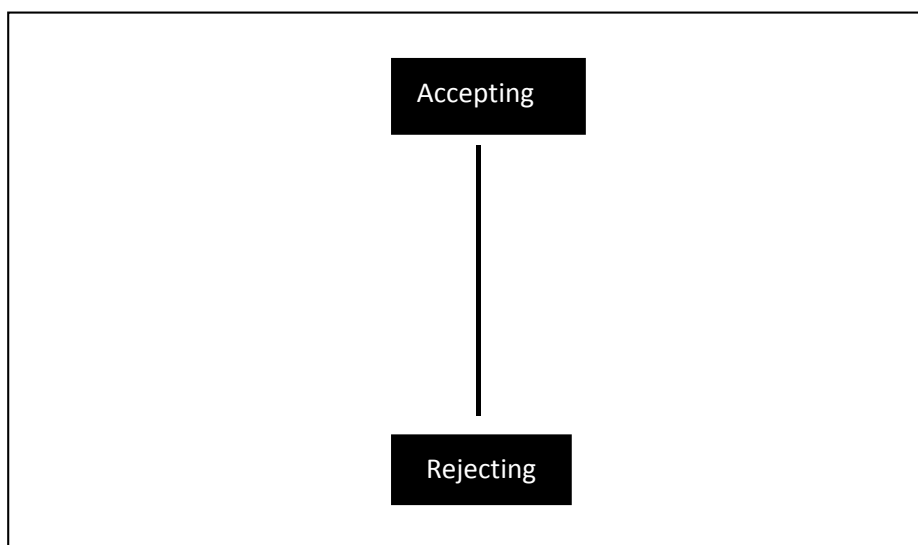
**8. Support the victim** by meeting them informally on a daily basis to check on progress.

## Notes:

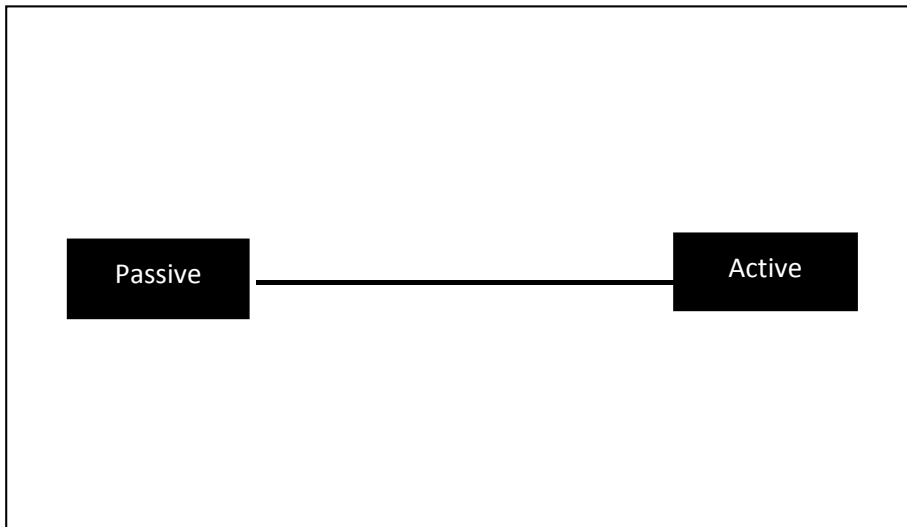
- Students will be surprised that they are not going to be punished, this leads to a more relaxed empathetic response and makes the problem solving approach much more successful.
- Do not ask the victim to do anything different (if they had the personal skill and resources to deal with the problem they would have already dealt with it.) Often the victim is made to feel more helpless if asked to adopt strategies they may not work.
- Don't ask why. They will be unable to explain, and may become more alienated, demotivated or anti-social if challenged. The raising of levels of empathy is crucial.
- Avoid labelling the participants, as talk of victim and bully will reinforce the power imbalance that is an essential part of the bullying relationship. Bullying is a behaviour not a personality.

Separate stopping the bullying behaviour, from addressing specific incidents such as assaults. The No Blame approach deals with the behaviour, specific violent acts need to be dealt with formally in accordance with the law.

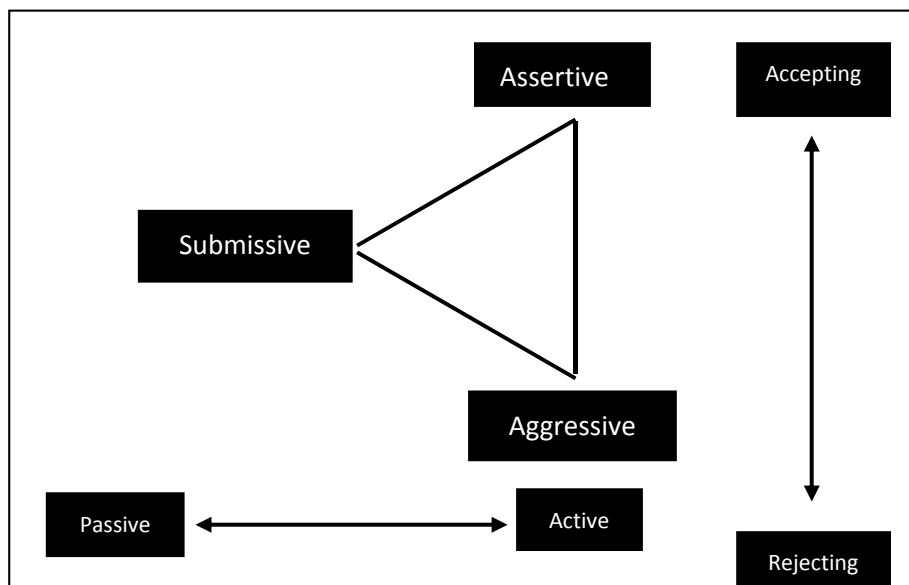
## **Bully, Victim or Bully Proof?**



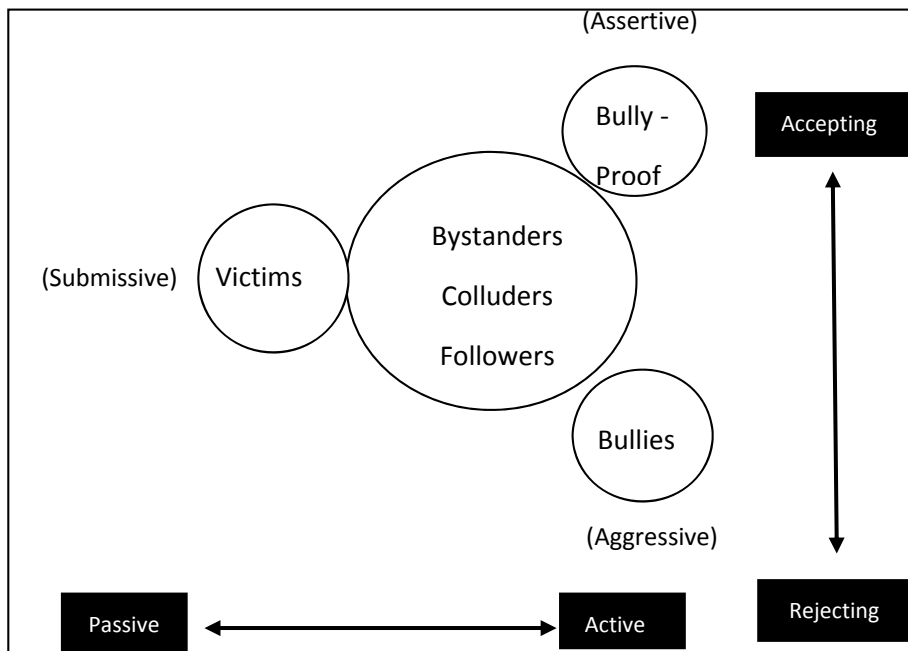
A group can be sorted along this line in terms of how, in the specific social context, they relate to others in the group or relationship. In other words, it is a measure of empathy. High levels of empathy are produced when there is an **acceptance** and high awareness of others. High levels of selfishness and manipulation with poorly developed or used pro-social skills are the result of the **rejection** of the needs of others.



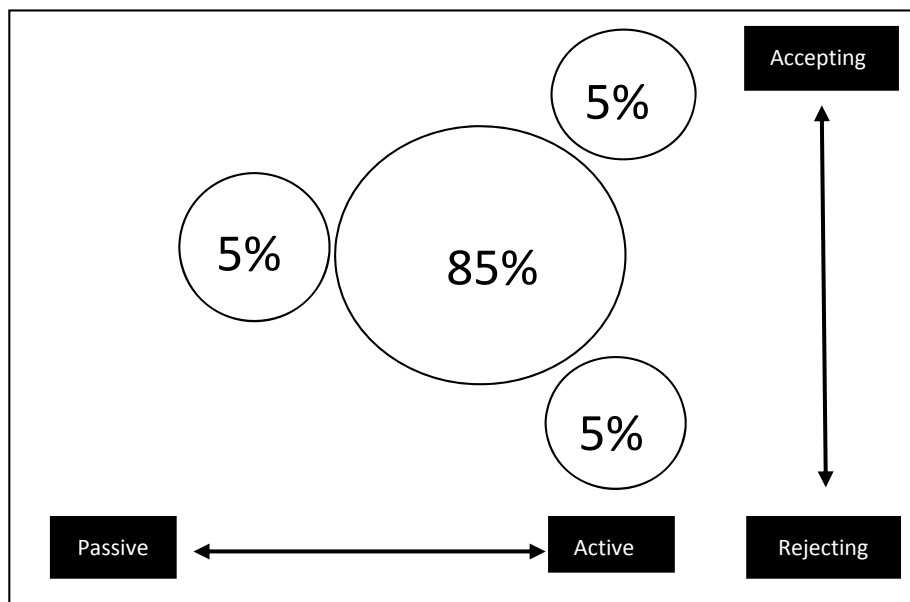
Using this continuum, participants (teachers, senior students) can be placed. The more passive a person is, the greater the isolation, withdrawal, unsureness and self consciousness they display. The more active the person, the more influential, involved confident and self-assured they are.



When these two lines are put together, a triangle is formed and three style of individual are highlighted. Assertive students are popular, busy and involved in extra activities, secure and confident. Aggressive students are surrounded by followers, seek reinforcement and acknowledgement, constantly seek audiences and are determined to maintain status. Submissive students are those who are vulnerable to bullies and do not have the skills to be able to protect themselves.



The Assertive corner is labelled "Bully proof", the aggressive "Bullies", the submissive "Victims".



It is suggested that in a group of 100 students, about 5 will be naturally in each of the three corners, with the remaining majority being labelled by-standers/ colluders/ vulnerable.