AISL HARROW NANNING 南宁

PREVENTION OF BULLYING (HS20)

APPLIES TO:	All staff
AISL RESPONSIBILITY:	Chief Education Officer
LAST UPDATED:	01 October 2026
READ and NOTED	JD – Head of School, 01 October 2026
REVISIONS: (Reviewer to enter initials and date)	RL, 01 October 2026

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1. SCOPE & PURPOSE

1.1 This policy relates to students. For any bullying incidents relating to staff refer to the Internal Grievance Policy (Inc Workplace Bullying) (HS45).

1.2 AISL is committed to providing a caring and safe environment for all students and staff. Bullying of any kind is unacceptable. If bullying does occur, all pupils or staff should be able to report the incident and know that incidents will be dealt with promptly and effectively. We are resolute that bullying, both physical and emotional, will not be tolerated in AISL Harrow schools.

1.3 The highest level of sanctions may be necessary in cases of severe and persistent bullying.

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

1.5 The school considers bullying perpetrated outside of school, but which is perpetuated in school when managing issues that arise. Furthermore, the school is responsible for acting upon incidents of alleged bullying that take place between pupils outside of the school day and campus (e.g. online bullying). The school is empowered to deal with cases of bullying through its internal procedures. However, in the event of persistent harassment and/or threatening behaviour, the school may regard the matter a criminal offence.

1.6 We believe that:

- Bullies often do not always recognise their behaviour as bullying;
- The targets of bullying behaviour are singled-out often 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 the responsibility of all members of the school community.

1.7 Definition of Bullying:

Bullying is repeated verbal or physical actions over time which intentionally hurt another students or groups of students physically or emotionally and is often motivated by prejudice,

for example, on grounds of race, religion, culture, sex, gender, homophobia, special educational needs and disability. It may occur directly or remotely through the likes of cyber technology (social media, mobile phones, text messages, photographs and email). See Appendix 1 for further detail on types of bullying.

2. AIMS

2.1 This policy aims:

- Establish that the school takes bullying seriously and that it will not be tolerated;
- Present measures to be undertaken to prevent all forms of bullying in the school and during off-site activities;
- To support everyone in their 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 proactively and 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.

3. IDENTIFYING BULLYING

3.1 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.

3.2 All staff need to be aware of these possibilities and report promptly any suspicions of bullying to the appropriate pastoral leader.

3.3 Student surveys should be undertaken at least annually and have questions included relating to bullying.

3.4 If a parent suspects or knows that their child is a victim of bullying, they are asked to:

- Listen carefully to the child, reassure and support them
- Advise them how to cope in a non-violent manner (e.g. walk away)
- Build up the child's self-esteem and learn how to be assertive
- Communicate openly with the school

3.5 If a parent suspects or knows that their child is involved with bullying behaviour they are asked to:

- Talk through the situation calmly.
- Support the school in expecting this behaviour to stop (reminding child if necessary).
- Accept that this may have happened due to peer group pressure and the child may be bullying to avoid being bullied themselves.
- Acknowledge that this may or may not be an isolated incident.
- Ease the situation by using a sensitive approach.
- Explain to their child why this situation cannot continue and why it is important to you and your family.

4. STRATEGIES TO DEAL WITH BULLYING INCIDENTS

4.1 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. Pastoral leaders must give support themselves and/or ensure that support is given through other staff, counsellors or reliable students.

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

- Cease and Desist: Where appropriate, and with the permission from the victim, an appropriate member of staff 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. The member of staff 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.
- Mediation: Where appropriate, and with the permission of the victim, the victim and the bully may be brought together with a counsellor or teacher as mediator to resolve the situation.
- 'No Blame Circle': Where necessary the school will use a 'No-Blame Circle' (see Appendix 2) to get bullies to reflect on their behaviour and actions to recognise and change them.
- 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 (Appendix 2) before sanctions are imposed. For persistent offenders or incidents considered to be gross acts of aggression, a student could be permanently excluded.

4.3 Students should be encouraged to take responsibility for preventing bullying by using a range of strategies:

- Asking the bully to stop;
- Rescuing the victim;
- Staying with or close to a potential victim;
- Talking to a bully at a time when he/she is not bullying;
- Taking collective responsibility, by not standing around and watching bullying;
- Ensuring that contact details given to others are restricted and, if necessary, changed;
- Contributing to the writing and implementation of a policy for dealing with bullying.

4.4 Students are encouraged to discuss the issue of bullying within their tutor or pastoral leader.

5. REPORTING AND RECORDING

5.1 The school promotes the idea that caring for one another is the upmost priority. All situations are dealt with promptly and talked through thoroughly. We seek to gain a clear picture of the situation and clearly explain ideas about unfairness, cruel actions and the consequences of such actions.

5.2 If bullying is reported to a teacher, the incident should be dealt with immediately by notifying the pastoral leader. The pastoral leader will:

- Explain to the person disclosing bullying that if you feel they may be at risk, you cannot promise confidentiality.
- Explain to them that you will discuss with them how to proceed, so they can be as comfortable as possible with the actions to be taken and you are able to sustain their confidence.
- Initially establish the facts; ask open-ended questions; listen, believe and support pupils who say they have been bullied.
- If possible, gain a written account of what happened, asking them to express their opinions; the written records should be dated and signed, from all parties present. Witness statements should be included as appropriate. Statements and Interviews should be conducted in the presence of a responsible adult, whenever possible. Statements about possible consequences should not be made.
- Inform the appropriate Head of Primary/ Head of Upper School who will ensure that a full record of the incident has been made and check that the truth of the incident has been established as far as possible.
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- The Pastoral Leader alongside the Head of Primary/ Head of Upper School will then decide on how to proceed with the problem and follow up with members of staff involved.
- The Pastoral Leader will meet separately with the alleged bully and victim to discuss the specific incident(s) and the general situation in order to identify the cause of the bullying; depending on the seriousness of the incident(s) or general situation, parents may be invited to this or a further meeting; appropriate sanctions will be imposed which will follow from the Sanctions & Behaviour Policy (HS25).
- Boarding staff should be informed in cases involving all boarders.
- Cyber-bullying will be investigated using the same procedures, with support from the ICT, technical team, where appropriate. Schools are expected to make appropriate use of internet monitoring software.
- Counselling should be used to support both the victim and bully in order to help change attitudes and behaviours.
- The situation will continue to be monitored by the pastoral leader for an appropriate length of time after the incident has been resolved.
- The teacher must record the details of the incident on the school's MIS system, and/or safeguarding software (such as CPOMS) passing details to the relevant pastoral leaders for the student concerned.

5.3 All incidents must be recorded and reported, with subsequent action noted on CPOMS.

5.4 If a teacher has concerns about being bullied, they should report this to the Head of School. If the Head of School is accused of bullying, then this should be reported to the Chairman of the Board of Governors.

6. FOLLOW-UP

6.1 Any incident of bullying that has been dealt with should be followed up with both victim and bully to ensure that it does not restart. This would be the responsibility of either the tutor or pastoral lead and needs to be ongoing and regular at first and then intermittently afterwards.

6.2 Involvement of Parents/Other adults

We aim to support parents of children who are either bullying or being bullied. We support parents by discussing the problems and offering help and advice as soon as the situation becomes evident.

Parents are invited to meetings at school so that the situation can be closely monitored. If the child is bullying, then sanctions may be discussed. The reasons why the child may have chosen to bully are also discussed. What kind of support can be given to the child to help them change their behaviour is explored. If the child is being bullied, problems and possible solutions are discussed, including ways to help the child deal with this problem, ways to help build self-esteem (often connected to those who are bullied) and ways to ensure all incidents are reported and explored.

7. ANTI-BULLYING EDUCATION IN THE CURRICULUM

7.1 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.

7.2 The School's counsellor (or other appropriately trained pastoral leader) should initiate 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.

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

7.4 The PSHE Coordinator and Designated Safeguarding Lead (DSL) are responsible for developing the school's anti-bullying programme. This may include tailored sessions to help students understand what bullying is and how it can affect others. Class teachers may also incorporate relevant anti-bullying content into their lessons where appropriate.

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APPENDIX

APPENDIX I: 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
    - Email bullying
    - Chatroom 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 SEND and disabilities: Children with SEN and disabilities are more at risk of bullying than their peers. Children with SEND 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.

Possible signs and symptoms of bullying:

- Reluctance to go to school (school phobic)
- A pattern of minor illnesses
- Damaged possessions or clothing
- Missing items of equipment
- Aggression to siblings
- Mood swings or character changes
- Changes in eating habits
- Difficulty sleeping
- Sudden loss of friends or avoidance of social situations
- Get into physical or verbal fights
- Have friends who bully others
- Blame others for their problems
- Don't accept responsibility for their actions
- Standards falling at school
- Unexplained injuries
- Asking for money or stealing money

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APPENDIX II: 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 a 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.

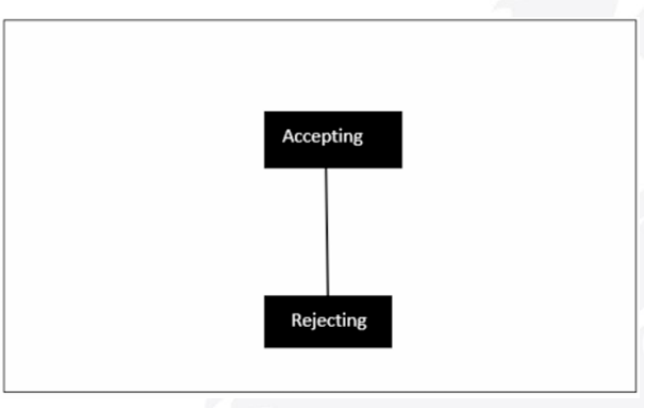
7. Tell the group that you will reconvene in about a week to discuss progress and that you are leaving it up to them to support the victim.

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

Notes:

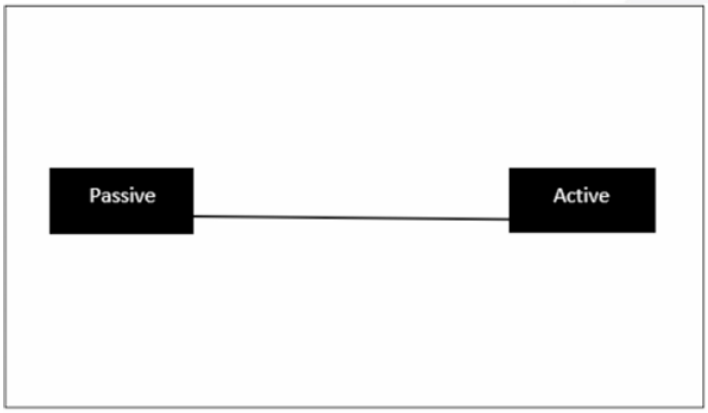
- Students will be surprised that they are not going to be punished, this leads to a more relaxed
- empathetic response and makes the problem-solving approach much more successful.
- Do not ask the victim to do anything different (if they had the personal skill and resources to deal with the problem, 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?

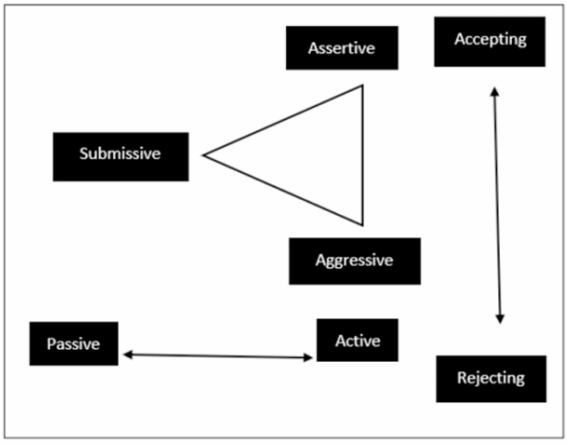


A group can be sorted along this line in terms of how, in the specific social context, they relate to others in the group or relationship. In other words, it is a measure of empathy. High levels of empathy are produced when there is an acceptance and high awareness of others. High levels of

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 styles 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.