



NORD
ANGLIA
EDUCATION

The British College of Brazil

Anti-Bullying Policy

The British College of Brazil Anti-Bullying Policy - This policy is based on best practice and UK guidance “Preventing bullying”(July 2017) and supporting documents such as ‘Sexual violence and sexual harassment between children in schools and colleges’ guidance.

Mission statement:

The British College of Brazil is committed to creating and sustaining a safe, positive and inclusive environment for all students, staff and parents/carers.

We believe that all students, staff and parents/carers have the right to be protected from bullying and abusive behaviour.

Who the policy applies to:

This policy was developed and is reviewed and monitored through consultation with the whole school community and applies to all members of our community.

1) Policy objectives:

- This policy outlines what The British College of Brazil will do to prevent and tackle all forms of bullying.
- The policy has been adopted with the involvement of the whole school community.
- The British College of Brazil is committed to developing and maintaining an anti-bullying culture where the bullying of adults, children or young people is not tolerated in any form.

2) Links with other school policies and practices

This policy links with several school policies, practices and action plans including:

- Behaviour policy
- Complaints policy
- Safeguarding and Child protection policy
- Confidentiality policy
- E safety and Acceptable Use Policies (AUP)
- Curriculum policies, such as: PSHE, citizenship and computing
- Mobile phone and social media policies

3) Links to legislation

In Brazil, there are several pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These may include (but are not limited to):

- LEI N° 9.394, DE 20 DE DEZEMBRO DE 1996 (LDBE)
- LEI No 13.185, DE 6 DE NOVEMBRO DE 2015.

4) Responsibilities

It is the responsibility of:

- The Designated Safeguarding Leads (DSLs) to communicate this policy to the whole school community, to ensure that any disciplinary measures are applied fairly, consistently and reasonably, and that a member of the senior leadership team has been identified to take overall responsibility.
- All staff, including: senior leadership, teaching and non-teaching staff, should support, uphold and implement this policy accordingly.
- Parents/carers to support their children and work in partnership with the school.
- Students to read and abide by the policy.

5) Definition of bullying

- Bullying can be defined as “*behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally*”. (UK, “Preventing and Tackling Bullying”, July 2017)
- Bullying can include name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.
- This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include: sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.
- Bullying is recognised by the school as being a form of peer on peer abuse. It can be emotionally abusive and can cause severe and adverse effects on children’s emotional development.

6) Forms and types of bullying covered by this policy

Bullying can happen to anyone. This policy, and our school expectations, cover all types and forms of bullying including:

- Bullying related to physical appearance
- Bullying of young carers, children in care or otherwise related to home circumstances
- Bullying related to physical/mental health conditions
- Physical bullying
- Emotional bullying
- Sexual bullying
- Bullying via technology, known as online or cyberbullying
- Prejudicial bullying (against people/pupils with protected characteristics) i.e. ▪ Bullying related to race, religion, faith and belief and for those without
- Faith
- Bullying related to ethnicity, nationality or culture
- Bullying related to Special Educational Needs or Disability (SEND)
- Bullying related to sexual orientation (homophobic bullying)
- Gender based bullying, including transphobic bullying
- Bullying against teenage parents (pregnancy and maternity under the Equality Act)

7) School ethos

- The British College of Brazil recognises that all forms of bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing.
- By effectively preventing and tackling bullying, our school can help to create a safe and disciplined environment, where pupils are able to learn and fulfil their potential.

Our Community:

- Helps to monitor and review our anti-bullying policy and practice on a regular basis.
- Supports staff to promote positive relationships to help prevent bullying.
- Recognises that some members of our community may be more vulnerable to bullying and its impact than others; this may include children with SEND. Being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required.
- Will intervene by identifying and tackling bullying behaviour appropriately and promptly.
- Ensures our students are aware that bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn and abide by the anti-bullying policy.
- Requires all members of the school to uphold the anti-bullying policy.
- Recognises the potential impact of bullying on the wider family of those affected so will work in partnership with parents/carers regarding all reported bullying concerns and will seek to keep them informed at all stages.
- Will deal promptly with grievances regarding the school response to bullying in line with our complaints policy.
- Seeks to learn from good anti-bullying practice elsewhere.

8) Responding to bullying

The following steps may be taken when dealing with all incidents of bullying reported to the school:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern.
- The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision making, as appropriate.
- The Designated Safeguarding Lead (DSL) or another member of leadership staff will interview all parties involved.
- The DSL will be informed of all bullying issues where there are safeguarding concerns.
- The school will speak with and inform other staff members, where appropriate.
- The school will ensure parents/carers are kept informed about the concern and action taken, as appropriate and in line with child protection and confidentiality policies.
- Sanctions, as identified within the school behaviour policy, and support will be implemented in consultation with all parties concerned.
- If necessary, other agencies may be consulted or involved, such as the police, if a criminal offence has been committed, or other local services, where appropriate.

- Where the bullying of or by students takes place off school site or outside of normal school hours (including cyberbullying), the school will do all that it can to ensure that the concern is fully investigated, especially where this impacts on students at the school. If required, the DSL will collaborate with other schools. Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with this policy and the school's behaviour policy.

Cyberbullying

When responding to cyberbullying concerns, the school will:

- Act as soon as an incident has been reported or identified.
- Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again.
- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- Take all available steps where possible to identify the person responsible. This may include:
 - looking at use of the school systems;
 - identifying and interviewing possible witnesses;
 - contacting the service provider and the police, if necessary.
- Work with individuals to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:
 - Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.
 - Confiscating and searching pupils' electronic devices, such as mobile phones, but only in accordance with the local law.
 - Requesting the deletion of locally-held content and content posted online if they contravene school behavioural policies.
- Ensure that sanctions are applied to the person responsible for the cyberbullying; the school will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need.
- Inform the police if a criminal offence has been committed, where this is in the student's best interests.
- Provide information to staff and pupils regarding steps they can take to protect themselves online. This may include:
 - advising those targeted not to retaliate or reply;
 - providing advice on blocking or removing people from contact lists;
 - helping those involved to think carefully about what private information they may have in the public domain.

Supporting pupils

Students who have been bullied will be supported by:

- Reassuring the pupil and providing continuous pastoral support.
- Offering an immediate opportunity to discuss the experience with their teacher, the designated safeguarding lead, counsellor or other member of staff, as appropriate.
- Being advised to keep a record of the bullying as evidence and discuss how respond to

concerns and build resilience as appropriate.

- Working towards restoring self-esteem and confidence.
- Providing ongoing support; this may include: working and speaking with staff, offering counselling, engaging with parents and carers etc.

Students who have perpetrated bullying will be helped by:

- Discussing what happened, establishing the concern and the need to change behaviour.
- Informing parents/carers to help change the attitude and behaviour of the child.
- Providing appropriate education and support regarding their behaviour or actions and the impact of this on others.
- If online, requesting that content be removed and reporting accounts/content to service provider.
- Sanctioning, in line with school behaviour/discipline policy; this may include official warnings, detentions, removal of privileges (including online access when encountering cyberbullying concerns), and exclusions for fixed periods.
- Where necessary, working with the wider school community and local organisations to provide further or specialist advice and guidance.

Note: Our school takes measures to prevent and tackle bullying among students; however, it is equally important to recognise that bullying of adults, including staff and parents, whether by students, parents or other staff members, is unacceptable. While the school has no duty or responsibility to investigate issues between parents or the wider school community, issues affecting staff or students will be dealt with in line with this policy and or local law.

9) Preventing bullying

Environment

The whole school community will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer on peer abuse).
- Recognises the potential for children with SEN and disabilities to be disproportionately impacted by bullying and will implement additional pastoral support as required.
- Openly discuss differences between people that could motivate bullying, such as: children with different family situations, such as looked after children or those with caring responsibilities, religion, ethnicity, disability, gender, sexuality or appearance related difference.
- Challenge practice and language (including ‘banter’) which does not uphold the school values of tolerance, non-discrimination and respect towards others.
- Be encouraged to use technology, especially mobile phones and social media, positively and responsibly.
- Work with staff, the wider school community and outside agencies, where appropriate, to prevent and tackle concerns including all forms of prejudice-driven bullying.
- Actively create “safe spaces” for vulnerable children and young people.
- Celebrate success and achievements to promote and build a positive school ethos.

Policy and Support

The whole school community will:

- Provide a range of approaches for students, staff and parents/carers to access support and report concerns.
- Regularly update and evaluate our practice to consider the developments of technology and provide up-to-date advice and education to all members of the school community regarding positive online behaviour.
- Take appropriate, proportionate and reasonable action, in line with existing school policies, for any bullying brought to the schools' attention, which involves or affects students, even when they are not on school premises; for example, when using school transport or online, etc.
- Implement appropriate disciplinary sanctions; the consequences of bullying will reflect the seriousness of the incident, so that others see that bullying is unacceptable.
- Use a variety of techniques to resolve the issues between those who bully, and those who have been bullied, including restorative justice approaches.

Education and Training

The school community will:

- Require all staff and volunteers, including: teaching staff, support staff (e.g. administration staff, lunchtime support staff and site support staff) and pastoral staff, to identify all forms of bullying and take appropriate action, following the school's policy and procedures, including recording and reporting incidents.
- Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as: through displays, assemblies, peer support, the school/student council, etc.
- Ensure anti-bullying has a high profile throughout the year, reinforced through key opportunities such as an anti-bullying week
- Provide systematic opportunities to develop students' social and emotional skills, including building their resilience and self-esteem.

10) Involvement of students

We will:

- Involve students in policy writing and decision making, to ensure that they understand the school's approach and are clear about the part they play in preventing bullying.
- Regularly canvas children and young people's views on the extent and nature of bullying, through interviews and student surveys.
- Ensure that all students know how to express worries and anxieties about bullying.
- Ensure that all students are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve students in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
- Utilise potential for pupil led education and support.
- Publicise the details of internal support, as well as external helplines and websites.
- Offer support to students who have been bullied and to those who are bullying to address the problems they have, including the use of restorative justice approaches.

11) Involvement and liaison with parents and carers

We will:

- Take steps to involve parents and carers in understanding policies and procedures, to ensure they are aware that the school does not tolerate any form of bullying.
- Make sure that key information about bullying (including policies and named points of contact) is available to parents/carers in a variety of formats.
- Ensure all parents/carers know who to contact if they are worried about bullying.
- Work with all parents/carers and the school community to address issues beyond the school gates that give rise to bullying, where appropriate.
- Ensure that parents work with the school to role model positive behaviour for students, both on and offline.
- Ensure all parents/carers know about our complaints procedure and how to use it effectively, to raise concerns in an appropriate manner.

12) Monitoring and review: putting policy into practice

We will:

- Ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied.
- Any issues identified will be incorporated into the school's action planning.
- Bullying concerns will be escalated across the schools SLT, as appropriate.

Relevant School personnel:

Nominated Members of Leadership Staff Responsible for the policy:

Paul McDaniel paul.mcdaniel@britishcollegebrazil.org (Head of Primary School)

Andy Mullan andrew.mullan@britishcollegebrazil.org (Deputy Head of Primary School)

Tim Jones timothy.jones@britishcollegebrazil.org (Deputy Head of Secondary School)

Designated Safeguarding Leads (DSL): Paul McDaniel, Andy Mullan and Timothy Jones

Date written: (September, 2019)

Date reviewed: (October, 2022)

Date of next review: (October, 2023)

This policy will be reviewed and where necessary updated annually