HALCYON
LONDON INTERNATIONAL SCHOOL

An exceptional education that draws out the unique potential of each student

Innovation | Collaboration | Community

Anti-Bullying Policy
(incorporating E-safety)

*This policy is available from our website (halcyonschool.com) and in hard copy on request.
It has been formulated using: Halcyon London International School's Mission & Vision Statements;
International Baccalaureate (IB) Learner Profile; DfE The Prevent Duty Advice for schools (June 2015); DfE
Advice on Cyberbullying (November 2014); The Education (Independent School Standards) Regulations 2014;
DfE Guidelines on Preventing and Tackling Bullying (October 2014); Equality Act (2010); Childnet International's
cyberbullying guidance and the UK Safer Internet Centre; Preventing and Tackling Bullying - Advice for
Headteachers, Staff and Governing Bodies, July 2017.*

*This policy should be considered alongside and in conjunction with the suite of policies concerning the safety and
welfare of students: Anti-Bullying; Behaviour & Discipline; Educational Trips; Fire Safety; First Aid; Health & Safety;
PSHEE; Risk Assessment; Safeguarding & Promoting Welfare of Children; Supervision; Wellbeing Policy*

1. Introduction

Halcyon London International School aims to create a safe, secure learning environment where students, staff and parents are treated with respect. In an international community, where people of different cultural, national and religious backgrounds are working together, it is particularly important that there is common understanding of appropriate working relationships, and of the shared values that underpin this. This includes policies and procedures, accepted by all stakeholders, that concern bullying, and the prevention of bullying.

2. Objectives

The objectives of this policy are:

A. to define bullying so that everyone understands what forms of physical or verbal behaviour are regarded as bullying
B. to reassure all members of the community that the school will not tolerate bullying and has procedures in place to address inappropriate behaviour
C. to create an environment where the qualities explicit in the International Baccalaureate (IB) Learner Profile inform and guide interactions between members of the school community. As a result, the community takes responsibility for its actions; bullying will not be tolerated; and instances of bullying can be reported without threat of fear or negative consequences
D. to establish a framework of procedures, current with relevant legislation, to deal with bullying and applicable to all members of the community

E. provide an evaluative process that analyses the instances of reported bullying; the process, methods and efficacy of the response; the intended and actual outcomes; and the effectiveness of systems to provide feedback for policy improvement

F. to comply with the school's duties under the Equality Act of 2010 and the Prevent Duty 2015.

This policy will also apply to bullying outside of the school when this has a direct, and negative, impact on the school's ability to provide a safe and secure learning environment, or when there are safeguarding concerns. Such behaviour will be investigated and appropriate action taken.

3. Definition of bullying

All communities, including schools, experience conflict. As an IB school, and through its intentional wellbeing programme, Halcyon supports students' in developing the necessary skills to engage in mediation and to resolve conflict. However, there are certain types of conflict - bullying - that require a different response from the school. It is matter for the school to define whether behaviour is 'bullying' or 'conflict', guided by the following definitions:

Conflict is defined as a communication between community members who are in disagreement. The nature of the disagreement may be such that the conflict might be short-term and quickly resolved; however, some conflicts may be long-lasting and students may struggle to find a resolution. These types of communication can be intense, uncomfortable, generate strong emotions and may require staff interventions to help resolve them. At times, the balance of power in these conflicts may cause individuals to feel uncomfortable. The School takes incidents of conflict seriously and commits to resolving them with our students.

Bullying is behavior which is repeated over time, by an individual or group, and intends to hurt another individual or group, either physically or emotionally. If the intent is unsuccessful, it is still bullying. A lesser degree of repetition is still bullying.

Bullying can take many forms, and it may be motivated by prejudice against particular groups on the grounds of race, political views, religion, belief or culture, gender or gender reassignment and sexual orientation. Bullying is also associated with a person's health or appearance, disability, special educational needs, learning difficulties, pregnancy, or because a child is looked-after or has caring responsibilities. The school recognises that stopping violence and ensuring immediate physical safety is a first priority but also

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recognises that emotional and physical bullying can be equally damaging. All allegations of bullying will be taken seriously and dealt with in accordance with this policy.

The School (and specifically the Student Wellbeing Lead, Student Wellbeing Support, Designated Safeguarding Lead and, in serious incidents, the Director) will decide what definition is appropriate to any given behaviour. They may take into account a range of data, including previous incidents and/or information from families and other community members.

The school has an E-Safety Policy (Appendix 1) which deals the risks to students associated with the use of technology, including cyberbullying, grooming and radicalization.

4. Who is responsible for this policy?

The Board of Trustees, Director and all members of staff are responsible for the implementation of this policy.

The Director, supported by the Board of Trustees, is responsible for being up-to-date with relevant legislation, research and methods for dealing with bullying, and for ensuring that staff are given appropriate training and information related to this issue.

Teachers known as class advisors have special responsibility for personal, social, health and economic (PSHEE) education and associated behaviour matters. The class advisors meet daily with their students and also teach a weekly timetabled PSHEE lesson to their advisees, under the direction of the Student Wellbeing Leader. The Mentor is the first point of contact for parents with regard to student wellbeing and academic concerns. All members of staff have a duty for general student wellbeing care including the monitoring of behaviour, intervening where necessary and taking remedial action.

Students are encouraged to speak to their parents or a teacher, and especially the Student Wellbeing Leader, if they are being bullied or are worried about anyone else being bullied.

Parents who are concerned that their child is being bullied are encouraged to inform a teacher, their child's mentor, the Student Wellbeing Leader or the Director without delay.

5. Methods of achieving policy objectives

A. All staff have been provided with, and are trained to understand, the school's Anti-Bullying Policy and their specific role in upholding the policy.
B. All teachers make full use of the school's mission and vision statement and the IB Learner Profile to reinforce appropriate behaviour, particularly during PSHEE classes.

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C. Incidents of bullying will be regularly discussed in Student Wellbeing meetings, and in staff meetings, to feed back information about friendship patterns, incidents, isolated students, growing 'power bases' and known conflict between students so that strategies can be developed to prevent bullying incidents.

D. Any teacher who hears of, or has a suspicion of, bullying should respond quickly and sensitively by offering advice, support and reassurance to the alleged victim and refer the matter to the Student Wellbeing Leader or senior colleague as soon as possible so that the appropriate strategy for dealing with the incident can be agreed.

E. The person investigating the incident must maintain an objective approach until full understanding of the facts is established.

F. Initial investigation may take the form of a conversation between all parties or parties may be approached separately, depending on the circumstances. These matters must be dealt with firmly and with sensitivity. The Director must be kept informed of all developments and advise accordingly. Parents of all parties must be kept informed when an incident is reported and how it is being managed and by whom.

G. Students responsible for bullying must (in the presence of one or both parents if appropriate):
  I. demonstrate an understanding of why their behaviour constitutes bullying, with specific reference to the IB Learner Profile
  II. accept responsibility for their behaviour and agree not to repeat the behaviour
  III. agree to set goals for improvement, engage in further reflective conversations or undertake any counselling required as a result of their behaviour
  IV. accept the responsibility for their actions and any consequences arising as required by the school
  V. understand that repeated incidents may lead to further more serious actions, including the possibility of constructive loss of instructional time or expulsion.

H. In dealing with bullying behaviour, there will be consideration of the motivation behind the behaviour and whether external services should be used to tackle any underlying issues which contributed to the bullying behaviour. If these considerations lead to any concerns that the bully may be at risk of harm, the school's child protection and safeguarding procedures will be followed.

I. Any disciplinary action against the student responsible for bullying behaviour will be taken in accordance with the school's Behaviour & Discipline Policy. Disciplinary measures will be applied fairly, consistently and reasonably taking into account any special educational needs or disability of the student and the needs of vulnerable students.

J. In a very serious case of bullying or in a case of persistent bullying, a student may, after a fair hearing, be expelled or be required to leave the school permanently in accordance with the school's Behaviour & Discipline Policy.

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K. If external agencies are involved to resolve a bullying issue, the parents of the perpetrator must be notified and may be required to fund any associated fees or costs.

L. Students who are victims of bullying (and potentially one or both parents if appropriate):

   A. will receive appropriate help and support
   B. will be offered counselling in dealing with bullying behaviour and how to avoid becoming victimised in the future
   C. can choose a member of staff who will be available to them should they feel threatened in the future.

Student Wellbeing

Halcyon seeks to eradicate bullying through the School's Wellbeing Policy, which seek to build a compassionate, collaborative community. Through our Wellbeing program we aim to "enable student agency and so allow community values to be explored and re-negotiated. These values include

A Sense of Justice: a grasp of the fundamental principles of social justice, economic and environmental equality and an understanding of the ethical frameworks which support the virtue of fairness.

Altruism: a commitment to work towards the sustainable benefit of others. To approach advantage aware of how our choices can help the common good.

Courage: to have the fortitude to stand by their principles. To know when it is most effective to speak up, and to have the confidence to do so.

Resilience: to have the capacity to be deeply resourceful when life is inevitably challenging. To know how to seek help, and to have a good understanding of stoicism, optimism and happiness.

Happiness: to be in a state of positive wellbeing, allowing ourselves to not take ourselves too seriously. To have a sense of humour and above all to develop a sense of what brings us joy."

In developing empathy and compassion, the School will openly discuss differences between people that could motivate bullying, such as religion, ethnicity, disability, gender, sexuality or appearance related difference. This includes children with different family situations. Halcyon also teaches children that using any prejudice-based language is unacceptable. Halcyon's

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Wellbeing Policy intends to create an inclusive environment - a safe environment where students can discuss bullying, without fear of further bullying or discrimination.

Documentation and records

All incidents will be logged and the appropriate information filed in student files. Copies of letters to parents and other documents related to individual incidents shall be kept in Safeguarding Log and/or in the files of all relevant students. The Safeguarding log is reviewed weekly by the Student Wellbeing Leader, and reported to the Director monthly, and to the Board of Trustees at least once per year. Any unusual re-occurring patterns of bullying behaviour will be investigated by the Wellbeing Team, informing and involving the Director as necessary, and appropriate action will be taken and reported to the Board of Trustees. This may result in amendments to this policy.

Bullying Outside of School

Where bullying outside school is reported to school staff, it should be investigated and acted on. The Director will consider whether it is appropriate to notify the police or the local authority of the action taken in regard to any student engaged in bullying. If the bullying could be criminal, or poses a serious threat to a member of the public, the police will be informed. While school staff members have the power to discipline students for bullying that occurs outside school, any sanction only applies to the school premises or when the student is under the lawful control of school staff, for instance on a school trip.

Approved by Board of Trustees February 2013. Approved by Board of Trustees January 2014. Revised 5 October 2015. Approved by Board of Trustees 17 February 2016. Reviewed September 2017. Revised August 2018. Approved by Board of Trustees 20 September 2018

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Appendix 1. E-safety Policy

1.Introduction

Halcyon London International School is a digital learning environment and to this end upholds a rigorous e-safety policy for all stakeholders. E-safety must be the concern of all members of staff as well as students, parents and the Board of Trustees. This policy will be regularly reviewed in consultation with these constituencies and amended as required.

2. Objectives

The objectives of this policy are:

A. To regularly audit the training needs of all staff and provide training to improve their knowledge of and expertise in the safe and appropriate use of new technologies

B. To work closely with all families to help them ensure that their children use new technologies safely and responsibly both at home and at school

C. To use students' and families' views to develop e-safety strategies

D. To provide an enriching, safe, digital learning environment

E. To provide – through the IB curriculum, the mentoring system, the role of the Digital Learning Leader, and personal, social, health and economic education (PSHEE) classes – a comprehensive curriculum for e-safety that enables students to become safe and responsible users of new technologies

F. To work with the school's partners and other providers to ensure that students who receive part of their education away from school are e-safe

G. To systematically review and develop the school's e-safety procedures, including training, to ensure that they have a positive impact on students' knowledge and understanding.

This policy will also apply to bullying outside of the school when this has a direct, and negative, impact on the school's ability to provide a safe and secure learning environment, or when there are safeguarding concerns. Such behaviour will be investigated and appropriate action taken.

Potential risks to students associated with use technology for educational or leisure

purposes in or out of the school:
- H. exposure to inappropriate content, including online pornography, ignoring age-ratings in games, violence and racist language
- I. lifestyle websites, for example pro-anorexia/self-harm/suicide sites
- J. hate sites
- K. terrorist ideology and extremist material aiming to radicalize young people
- L. grooming
- M. cyberbullying in all forms
- N. identity theft (including "frappe" (hacking Facebook profiles)) and sharing passwords
- O. content validation: how to check authenticity and accuracy of online content.

3. Conduct issues arising from use of technology

- A. privacy issues, including disclosure of personal information
- B. digital footprint and online reputation
- C. health and wellbeing (amount of time spent online (internet or gaming)
- D. sexting (sending and receiving of personally intimate images) also referred to as SGII (self-generated indecent images)
- E. copyright (little care or consideration for intellectual property and ownership such as music and film).

This policy will be implemented using recommended practices and features including a whole-school approach supported by robust reporting routines:
- F. Ensuring all staff are trained and their knowledge kept current
- G. Ensuring that all students know how to report abuses arising from the use of technology
- H. Ensuring that there is one member of staff (Digital Learning Leader) qualified to support colleagues and parents on matters of digital safety and good practice
- I. Providing training and workshops for parents in order to better understand the use of technology and possible abuses
- J. Ensuring the Internet Service Provider applies and actively monitors appropriate filters for the age/maturity of the school's students
- K. Managing personal data securely and in accordance with the statutory requirements of the Data Protection Act 2018.

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Appendix 2. Acceptable Use
Policy & Agreements

Halcyon is committed to a safe and productive digital learning environment. The School has the following **shared understandings** about the use of digital technologies:

1. Halcyon requires students to have an iPad and/or laptop, which is/are the property and responsibility of the parent and user
2. Halcyon provides staff with an iPad and laptop, both of which are the property of Halcyon and the responsibility of the user, and both of which should have protective covers at all times.
3. Halcyon provides certain staff with a phone, which is the property of Halcyon and the responsibility of the user, and which should have a protective cover and screen protector at all times.
4. Halcyon provides an Internet service solely for educational purposes
5. Access to the Internet is a privilege not a right
6. Users are responsible for their digital behavior
7. Users are responsible for their digital devices, including all the content
8. Halcyon iTunes U courses, and the @halcyonschool.com Google suite of applications, are the intellectual property of Halcyon London International School
9. Users are allowed to connect to the Internet using other, personal, devices
10. All members of the School's community will promote and model safe, responsible digital citizenship
11. Users will, at all times, respect
    a. data protection laws
    b. copyright and intellectual property rights
    c. age-restrictions applied to websites or online resources.

Acceptable Use Agreement - Staff

Staff use of Halcyon London International School digital resources (digital devices and Halcyon Internet services) is bound by the following terms:

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Staff will
1. use Halcyon London International School's equipment for Halcyon London International School teaching and/or learning and other lawful, appropriate activities.
2. use electronic resources in a way that reflects a professional duty of care for the community at Halcyon London International School.
3. respect security protocols and procedures, and will not disclose passwords or security information to anyone other than a technology leader at the school.
4. report immediately any activity that may concern student safety to an appropriate person within the Halcyon London International School such as the Designated Safeguarding Lead, Digital Leader or SLT Member.
5. ensure communications within the Halcyon London international community are respectful.
6. ensure data relating to Halcyon London International School is kept secure, and report any breach of data security.
7. model and promote digital citizenship within Halcyon London International School Community.
8. respect copyright and intellectual 'property' rights
9. have a password-protected (preferably with 2FA enabled) @halcyonschool.com Google account
10. use an @halcyonschool.com iTunes U account

Staff understand that Halcyon London International School may monitor the use of electronic resources to ensure compliance with this agreement. Staff acknowledge that Halcyon London International School has a right to intercept and monitor email, delete inappropriate materials and ultimately suspend an account if unauthorized or unlawful activity is taking place.

Acceptable Use Agreement - Students

Students' use of Halcyon London International School digital resources (digital devices and Halcyon Internet services) is bound by the following terms:

1. Students will use the School's equipment primarily to support their learning at Halcyon London International School and other lawful, appropriate activities.

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2. Students will use electronic resources in a way that reflects a sense of care for the community at the School.
3. Students will respect security protocols and procedures, and will not disclose passwords or security information to anyone other than a technology leader at the school.
4. Students will report immediately any activity that may concern student safety to an appropriate person at the School, such as the Designated Safeguarding Lead, the Digital Learning Leader or SLT Member.
5. Students will ensure communications within the School's international community are respectful.
6. Students will ensure data relating to the School is kept secure.
7. Students will model and promote digital citizenship within thel School.
8. Students will respect copyright and intellectual property rights.
9. Students will respect age restrictions for all online services.

Students understand that Halcyon London International School may monitor the use of electronic resources to ensure compliance with this agreement. Students acknowledge that Halcyon London International School has a right to intercept email, delete inappropriate materials and ultimately suspend a students' account if unauthorised or unlawful activity is taking place.

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