

## ANTI-BULLYING GUIDELINES

### RATIONALE

Nexus International School (Singapore) does not tolerate bullying in any of its forms. This document exists to help both prevent and address bullying. The ethos underpinning this is that bullying is better prevented than resolved after harm has occurred. As such, the school commits to making every reasonable effort to create an environment in which bullying does not exist.

This document has been created using information from the *DfES guidance document Bullying: Don't Suffer in Silence* and reflects current best practice in safeguarding and student welfare.

### KEY DEFINITION

As per the DfES guidance these guidelines commences with a definition of bullying:

*"The persistent or systematic use of superior strength or influence to intimidate another person (or persons) and/or cause hurt or harm. Such may include physical, sexual, psychological or social hurt or harm and may be made on a racist, sexist or homophobic grounding."*

By use of the word systematic the inference is that there is a level of intent. The school considers that bullying occurs when there is an ongoing and persistent pattern of (list not exhaustive):

- Making a learner feel isolated or marginalised
- Stealing or damaging another learner's belongings
- Frightening or forcing others to act against their will
- Physical aggression or threats of violence
- Bullying related to physical and/or mental health conditions
- Emotional bullying
- Sexual bullying
- Prejudicial bullying
- Misuse of ICT, mobile phones or the internet (cyberbullying)

Cyberbullying that takes place outside school hours will be considered a school issue if it impacts a learner and affects their life in school.

Where incidents that take place outside school hours impact learning in school or the ability of members of the school community to function cohesively, the school will take reasonable and proportionate steps to investigate and, where possible, support resolution.

### AIMS

These guidelines are intended to:

- Create an inclusive environment that maximises learning, in which learners feel happy, comfortable with each other and themselves, and do not feel the desire to engage in any form of bullying.
- Develop awareness in learners of how their actions affect others and that their actions have consequences.
- Promote understanding of what bullying is and the consequences that may result.
- Provide an effective structure within which to respond should a possible incident of bullying occur.
- Support all members of the community in taking action that minimises bullying within the school and beyond.

## RELATED POLICIES

These guidelines should be read and used in conjunction with:

[Safeguarding and Child Protection Handbook](#)

[Engagement and Behaviour Policy and Guidelines](#)

[TSO Anti-Bullying Policy](#)

## REVIEW AND REVISION

This document will be reviewed once every two (02) years or as required to reflect updates to the relevant legislations, TEG group policies or internal school governance standards where applicable.

## Guidelines

### Responsibilities

All members of the Nexus community — including learners, staff, parents/carers, and school leadership — share responsibility for preventing and responding to bullying.

#### Role of the Learner

Learners are expected to:

- Strive to uphold the school's core values (RECIPE), particularly 'Respect' and 'Care'.
- Understand that it is unacceptable to intimidate, harm or hurt another person.
- Accept responsibility for their actions and actively engage in restorative practice when required.
- Listen to and respond appropriately to advice and guidance.
- Report concerns promptly as the first and most important step toward resolving issues.

#### Role of Staff

Staff are expected to:

- Encourage positive relationships based on mutual respect and trust.
- Promote a culture in which bullying is clearly understood to be unacceptable and reporting concerns is viewed as the right and responsible action.
- Ensure learners understand what bullying is, its forms, possible consequences, and the school's response procedures.
- Provide opportunities to discuss bullying through the PSHE programme (homeroom teachers) and at other appropriate times.
- Apply the [Engagement and Behaviour Policy and Guidelines](#) consistently.
- Create an environment in which learners feel safe speaking to adults about concerns.
- Communicate promptly with the appropriate Year Leader or designated leader when a possible bullying situation is identified. (see response to bullying below).

#### Role of Parents and Carers

Parents and carers are expected to:

- Support their child in upholding the school's core values.
- Help their child understand what bullying is and the consequences of engaging in it.
- Inform the school if they have concerns that bullying may be taking place or if relevant information comes to light.

#### Role of Leadership

School leadership is expected to:

- Provide ongoing professional development for staff regarding prevention and response to bullying.
- Identify times and locations where bullying may be more likely and implement effective safeguarding procedures.
- Ensure every learner knows which trusted adult they can speak to in confidence.
- Maintain and communicate clear procedures for preventing and responding to bullying.

- Promote a positive learning environment where bullying is minimised and respect and care for others is central to the way in which all members of our community function.

### Response to Bullying

- Firstly if behaviour is reviewed and if it is isolated instances of poor behavioural choices that do not meet the criteria of bullying are dealt with by the homeroom teacher / tutor adhering to the [Engagement and Behaviour Policy and Guidelines](#).
- Secondly if the incident(s) are considered bullying, potentially bullying or a pattern of bullying emerges during investigating other incidents, the issue is immediately referred to the appropriate teacher/leader, or when deemed more serious a Deputy Head of School (according to the level of concern - see [Engagement and Behaviour Policy and Guidelines](#)).
- The designated leader takes any possible initial precautionary steps to ensure that a learner who may have been bullied feels safe, protected and reassured.
- In most instances the parents of the victim should be informed.

### Investigation

- The designated teacher/leader discretely investigates the known facts, e.g., when incidents have occurred, who was involved, and collects evidence from multiple sources (victim, other learners, staff, video recordings, on-line posts etc).
- Incidents that take place outside of school hours (e.g., cyberbullying), the greatest efforts possible must be made to investigate thoroughly.
- If the nature of the bullying represents a safeguarding concern, a DSL/O is informed immediately.
- In most instances at this time the parents of the perpetrator(s) should be informed.
- Guidelines in the [Engagement and Behaviour Policy and Guidelines](#) are used to respond to incidents and parents/carers are kept up to date.
- A log of incidents and related actions should be kept by key members of the school student welfare team(s).

### Outcomes

- Subsequent decisions are often taken in liaison with the victim/victim's family and must consider any impact these actions might have on the victim.
- The designated leader ensures that appropriate support is provided to the victim, as well as to the perpetrator(s) towards correcting their behaviour(s).
- Clear and strategic actions must be planned and carried out; all actions taken by the school should be recorded. It may be appropriate to use the inclusive support referral system to refer the bully and/or the victim for additional support. Plans of response should include a specific follow-up after a prescribed period of time.
- If appropriate, external agencies are involved.
- If the problem persists the agreed consequences are applied.

### Longer-Term Response

- Review of the issue must be undertaken post issue.
- Should bullying continue it must be reported immediately to the leader who has been dealing with the issue. At this point consequences of continued bullying are reinforced and the outcome of subsequent behaviour taken very seriously; this may include suspension or exclusion.

## Appendix One: Cyberbullying Guidance

When responding to cyberbullying concerns, Nexus staff will:

- Act promptly when an incident is reported or identified.
- Provide appropriate support for the person who has been targeted and work with the person responsible to prevent recurrence.
- 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 the individuals and online service providers 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 learners' electronic devices, such as mobile phones, in accordance with the law and school policies.
  - Requesting the deletion of locally-held content and content posted online if they contravene school contracts/code of conducts.
- Apply appropriate sanctions in line with the [Engagement and Behaviour Policy and Guidelines](#), as well as ensuring access to any additional help that they may need.
- Inform the police if a criminal offence has been committed.
- Provide information to staff and learners 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.

## Appendix Two: Guidance for Supporting Learners

Learners who have been bullied may be supported by:

- Reassuring the learner and providing continuous pastoral support.
- Offering an immediate opportunity to discuss the experience with a teacher, the designated safeguarding lead, or a member of staff of their choice.
- Being advised to keep a record of the bullying as evidence and discuss how to 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 formal counselling, engaging with parents and carers.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance.

Learners who have perpetrated bullying may be helped by:

- Discussing what happened, establishing the concern and the need to change.
- Engaging in restorative practice.
- Informing parents/carers to help to change the attitude and behaviour of the learner.
- Providing appropriate education and support regarding their behaviour or actions.
- If online, requesting that content be removed and reporting accounts/content to service providers.
- Sanctioning, in line with the [Engagement and Behaviour Policy and Guidelines](#); this may include official warnings, removal of privileges (including online access when encountering cyberbullying concerns), and suspensions and/or exclusions.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance.