

<b>Policy</b>	<b>Anti-Bullying</b>			
<b>Approval Date:</b>	<b>23<sup>rd</sup> May 2025</b>	<b>Next review:</b>	<b>22<sup>nd</sup> May 2026</b>	
<b>Review Cycle:</b>	<b>12 months</b>			
<b>Scope</b>	<b>Whole Group</b>	<input type="checkbox"/>	<b>Whole School</b>	<input checked="" type="checkbox"/>
	<b>International Primary</b>	<input type="checkbox"/>	<b>National Primary</b>	<input type="checkbox"/>
	<b>International Secondary</b>	<input type="checkbox"/>	<b>National Secondary</b>	<input type="checkbox"/>
<b>Ownership:</b>	<b>Campus Principal</b>	<b>Approved by:</b>	<b>Senior Leadership Team (SLT)</b>	

## **Introduction**

- 1.1 ISP and the Leadership Team of Tenby Schools Ipoh (hereinafter called 'School') recognise their responsibility to safeguard and promote the welfare of students at the school, and to work together with other agencies to ensure adequate arrangements within the School to identify, assess, and support those children who are suffering harm.
- 1.2 The School is committed to acting in the best interests of every student and recognises that safeguarding and promoting the welfare of children is the responsibility of everyone. It is the responsibility of all staff, volunteers, and governors to consider at all times what is in the best interests of the child.
- 1.3 The school believes that it should provide a caring, positive and stimulating environment that promotes the social, physical and moral development of the individual child.

## **2. Statement of Intent**

- 2.1 At Tenby Schools Ipoh, our community is based upon respect, good manners and fair play. We are committed to providing a safe and caring environment that is free from disruption, violence and any form of harassment, so that every one of our children can develop his/her full potential. We expect our children to treat members of staff with courtesy and cooperation so that they can learn in a relaxed, but orderly atmosphere. All children should care for and support each other.
- 2.2 Tenby Schools Ipoh prides itself on its respect and mutual tolerance. Parents/guardians have an important role in supporting us in maintaining high standards of behaviour. It is essential that school and home have consistent expectations of behaviour and that they cooperate closely together. Acceptance of this policy forms part of our standard terms and conditions.
- 2.3 Bullying, harassment and victimisation and discrimination will not be tolerated. We treat all our children and their parents fairly and with consideration and we expect them to reciprocate towards each other, the staff and the school. Any kind of bullying is unacceptable. There are no 'initiation ceremonies' intended to cause pain, anxiety or humiliation.
- 2.4. We aim to advance equality of opportunity and foster good relations between people who share a protected characteristic and people who do not share it.

### 3. Safeguarding Children and Young People

- 3.1 In order to minimise the risk of peer-on-peer abuse, Tenby Schools Ipoh educates children in this topic in its PSHE curriculum and general pastoral teaching.
- 3.2 Peer-on-Peer abuse is any form of physical, sexual, emotional or financial abuse, or coercive control exercised between children and within children's relationships. Peer-on-peer abuse can take various forms, including serious bullying (including cyber-bullying), physical abuse such as hitting, shaking, biting, hair pulling etc., relationship abuse, domestic abuse, criminal exploitation, serious violence, harmful sexual behaviour including sexual violence and sexual harassment between children in schools, initiation/hazing type rituals, upskirting and/or gender-based violence. **Regardless of the form, abuse is taken extremely seriously by the school.**
- 3.3 Staff should be aware that other safeguarding issues may manifest themselves via peer- on-peer abuse. Therefore, a safeguarding approach should be taken by staff to all children involved in allegations of, or concerns about, peer-on peer abuse, including those who have allegedly experienced abuse, and those who have allegedly been responsible for it. Research has shown that many children who present harmful behaviour towards others, are themselves vulnerable and may have been victimised by peers, parents or adults in the community prior to their abuse of peers.
- 3.4 Staff should be alert to signs of peer-on-peer abuse which may include changes in friendship groups, out-of-character behaviour, patterns of absence from school, lack of attention, as well as physical symptoms of abuse. Staff should also recognise the gendered nature of peer-on-peer abuse (i.e., that it is more likely that girls will be victims and boys are perpetrators).
- 3.5 If staff feel that a child may be suffering abuse from their peers, they should discuss their concerns with the DSL or DDSL immediately.
- 3.6. When investigating any incident of alleged peer-on-peer abuse, the school will take into account that the abuse may indicate wider safeguarding concerns for any of the children involved. The DSL will discuss the proposed action with the child/children and their parents, and obtain consent to any referral before it is made unless it is considered unsafe to do so (for example, where a referral needs to be made immediately). The school will manage the child/children's expectations about information sharing, and keep them and their parents informed of developments, where appropriate and safe to do so.
- 3.7 A bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering or is likely to suffer

significant harm.’ Where this is the case, the school staff should report their concerns to the DSL. Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the child who is experiencing bullying, or to tackle any underlying issue which has contributed to a child doing the bullying.

#### **4. Bullying and Anti-Social Behaviour**

Bullying or harassment of any kind including but not limited to, mental, verbal, cyber or physical is unacceptable. All students and boarders need to recognise that bullying, theft and vandalism can do more to erode a sense of community and respect for each other than almost anything else. Students should be in absolutely no doubt that they all have a collective responsibility to promote this attitude.

#### **5. Definition of Bullying**

5.1 Bullying may be defined as the intentional and repeated hurting, harming or humiliating of another person by physical (including sexual or sexist), verbal or cyber (please see relevant policy) and emotional means (by excluding, tormenting or spreading malicious rumours). It can involve manipulating a third party to tease or torment someone. It can involve complicity that falls short of direct participation.

Bullying is often hidden and subtle. It can also be overt and intimidatory.

5.2 Bullying may involve actions or comments that are racist, homophobic, religious or cultural, which focus on disabilities (including special educational needs) or other physical attributes (such as hair colour or body shape). Tenby School Ipoh believes bullying can cause serious psychological damage and it will never be underestimated.

#### **6. Cyber-bullying**

The rapid development of, and widespread access to, technology has provided a new medium for ‘virtual’ bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying, which can happen 24/7, with a potentially bigger audience and more accessories as people forward on content at a click.

#### **7. Signs of Bullying**

7.1 Changes in behaviour that may indicate that a child is being bullied include:

- Unwillingness to return to school.
- Displays of excessive anxiety, becoming withdrawn or unusually quiet.
- Failure to produce work or producing unusually bad work, or work that appears to have been copied, interfered with or spoilt by others.

- Books, bags and other belongings suddenly go missing or are damaged.
- Change to established habits (e.g. giving up music lessons, change to accent or vocabulary).
- Diminished levels of self-confidence.
- Frequent visits to the Nurse with symptoms such as stomach pains and headaches.
- Unexplained cuts and bruises.
- Frequent absence, erratic attendance or late arrival to class.
- Choosing the company of adults.
- Displaying repressed body language and poor eye contact.
- Difficulty in sleeping, experiences nightmares.
- Talking of suicide or running away.

7.2 Although there may be other causes for some of the above symptoms, a repetition or a combination of these possible signs of bullying should be investigated by parents and teachers. It must be remembered that bullying can take place anywhere, in and out of school hours, in class or at break times. Particular places and times to watch for are:

- Locker areas.
- Changing rooms.
- When lining up for lessons.
- Mobile phone and social networking sites.

## **8. Bullying – Preventative Measures**

We aim to instill a strong Anti-Bullying culture across all areas of school life. In doing so, we take the following preventative measures:

- A Designated Safeguarding Lead (DSL) is made available to all children, name clearly on display.
- Bullying and what to do if being bullied is discussed in class at the beginning of every term.
- We use appropriate assemblies to explain the school policy on bullying. Our PSHE programme is structured to give children an awareness of their social and moral responsibilities as they progress through the school. The programme is structured to enforce the message about community involvement and taking care of each other.
- Other lessons, particularly English and Drama can highlight the issue of bullying and reinforce this message by teaching moral values that show bullying to be unacceptable and by developing social skills.
- All our children are encouraged to tell a member of staff at once if they know that bullying is taking place.
- All reported incidents are recorded and investigated at once. We always

monitor reported incidents.

- Form Tutors play a vital role in supporting the DSL and are trained in handling any incidents as an immediate priority. All are alert to possible signs of bullying.
- Our DSL and other senior staff give support and guidance to other staff on handling and reporting of incidents and on the follow-up work with both victims and bullies.
- The school counsellor is an important part of our pastoral support service, providing specialist skills of assessment and counselling. They are available to give confidential advice and counselling support to children who can refer themselves to them when they have social, emotional or behavioural concerns.
- Staff are trained to be alert to inappropriate language or behaviour.
- All children have access to the Ipoh Antibullying email [iph.antibullying@tenby.edu.my](mailto:iph.antibullying@tenby.edu.my), enabling them to reach out for support in private.
- We reserve the right to investigate incidents that take place outside school hours, on school visits and trips and that occur in the vicinity of the school, involving our children.
- We encourage feedback from parents and guardians on the effectiveness of our preventative measures.

## **9. Whistleblowing**

Tenby Schools Ipoh encourages children to report any bullying of which they become aware. It is the duty of staff to do so.

## **10. Procedures for Dealing with Reported Bullying**

If an incident of bullying is reported the following procedures are adopted:

- The member of staff to whom it was reported or who first discovers the situation will control the situation if necessary, reassuring and supporting the children involved. Child(ren) should be removed to safety if necessary. MyConcern report should be made.
- The staff will inform the relevant Head of School/Pastoral Lead as soon as possible.
- The victim will be interviewed and asked to write an account of events. He/she may be helped to do this. Leading questions must be avoided and factual evidence should only be taken.
- The alleged bully, together with all others who were involved, will be interviewed individually and asked to write an immediate account of events. The Head of School/Pastoral Lead will calmly explain the range of disciplinary measures that are potentially involved.
- An incident form will be recorded in school iSams adding relevant school leaders as recipient.

- The DSL will be informed and become involved if the bullying is of a serious or persistent nature and requires a greater level of intervention.
- The victim will be interviewed at a later stage by a member of the Pastoral Team, separately from the alleged perpetrator. It will be made clear to him/her why revenge is inappropriate. He/she will be offered support to develop a strategy to help him or herself.
- The alleged bully will be interviewed at a later stage by a member of the pastoral team, separately from the victim and it will be made clear why their behaviour was inappropriate and caused distress. He/she will be offered guidance on modifying his or her behaviour, together with any appropriate disciplinary sanctions.
- The parents/guardians of all parties should be informed and may be invited into school to discuss the matter. Their support should be sought.
- A way forward, including disciplinary sanctions and possibly counselling should be agreed. This should recognise that suitable support is needed both for children who are being bullied and for children who bully others, as well as dealing with appropriate disciplinary measures. Strong sanctions such as suspension or expulsion for repeated bullying may be necessary.
- A meeting involving all the parties, with close staff supervision could be helpful in developing a strategy for all concerned to close the episode.
- A monitoring and review strategy will be put in place.

## **11. Disclosures Involving Other Children**

- 11.1 The School recognises that children are capable of abusing their peers. Peer-on-peer abuse by children in the School may be physical, sexual or emotional and may include cyber-bullying, youth-produced sexual imagery (sexting) and gender-based issues. Such behaviour will not be passed off as 'banter' or 'part of growing up'.
- 11.2 There will be a need to distinguish between actions that can be dealt with through normal disciplinary channels and those that constitute possible abuse where involvement of other statutory agencies is required. If in any doubt, the member of staff who witnesses the incident or to whom it is disclosed, must directly contact the DSL, who will seek advice and guidance from David Jameson who is the Safeguarding Manager in ISP. If there is reasonable cause to suspect that a child has suffered, is suffering or may be likely to suffer, significant harm, the abuse will always be referred to David Jameson. Where it is clear that a crime has been committed or there is the risk of a crime being committed, the Police and Social Services will be contacted.
- 11.3 The School will provide appropriate support to all those involved in peer-on-peer abuse, whether perpetrator or victim.

## **12. Disciplinary steps**

The disciplinary steps are:

- Children are warned officially to stop offending. Initial instances of unkind behaviour will be dealt with as per the student code of conduct.
- If bullies do not stop agreed behaviours, the bully's parents/guardians will be informed and demands for the appropriate changes in behaviour will be made.
- If they still do not stop target behaviours, bullies will be suspended for a fixed period; there will be a re-admission interview and Behaviour Plan drawn up, as appropriate.
- If they then carry on, they will be recommended for suspension for an indefinite exclusion; following this exclusion there will be a re-admission interview and Behaviour Plan drawn up, as appropriate.
- If they will not end such behaviour, they will be recommended for permanent exclusion to the Campus Principal.

## **13. Staff Training**

- 13.1 Tenby Schools Ipoh aims to review and train all staff about bullying annually. Periodically, meetings are used to discuss bullying and to review the effectiveness of current preventative measures. The Senior Leadership Team review records of bullying termly.
- 13.2 The School intends to identify and take action against any child bullying. Close communication between the Boarding House and School is crucial at all times.

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