



Anti-Bullying Policy 2025/26

Introduction

At Cambridge International School, we believe it is every child's right to enjoy school life feeling safe, secure, and free from hurtful or harmful experiences. We aim to provide a safe, caring, and friendly environment for all our students, allowing them to learn effectively, improve their life chances, and maximise their potential. We are committed to fostering healthy personal relationships and creating a positive, caring, supportive community.

Rationale

This policy, alongside our Safeguarding and Child Protection Policy (with particular reference to the section on Child on Child abuse), Behaviour Policy and all other relevant policies, is designed to ensure that, as a school, we are alert to the signs of bullying and act promptly and fairly against it. Bullying is always undesirable behaviour and is never tolerated.

We are committed to providing a friendly, nurturing, and safe environment for all students to learn in a relaxed and secure atmosphere. We are an open, caring school and encourage children to share their concerns or worries with adults within the school, including members of our pastoral team. Anyone who knows or suspects that bullying is happening must tell the staff.

Everyone has a right to be treated with respect, and no one deserves to be a victim of bullying. Students who bully need to learn different ways of behaving. We take our role very seriously in tackling bullying outside the school premises and ensure that we follow similar procedures to prevent bullying.

Inclusion

All children at Cambridge International School are explicitly taught to value and respect each other irrespective of sex, gender, race, religion, or disability. This is underpinned by the children's personal, social, health and economic (PSHE) education and our whole school values.

Aims

This policy aims to:

- Ensure all staff, students and parents clearly understand what bullying is.
- Inform children and parents of the school's expectations and foster a productive partnership, which will help to maintain a bully-free environment.
- Show commitment to overcoming bullying by taking all incidents seriously and laying out processes for dealing with them consistently and effectively.
- Promote a secure and happy environment free from threats, harassment, and bullying.

Definition of bullying

However hard we try, inevitably, conflicts will sometimes occur. In these conflicts, children may hurt each other's feelings. This behaviour is never desirable, but it does happen. We believe it is more appropriate to help children understand how they may have hurt each other and consider different ways to behave than it is to 'punish' them.

Occasionally, hurtful behaviour can become bullying. Bullying differs from teasing or falling out with friends or other types of aggressive behaviour when it is **persistent** and either:

- There is a **deliberate intention** to hurt or humiliate, or
- There is a **power imbalance** that makes it hard for the victim to defend themselves.

Friendship fallouts are seen as accidental or occasional, with no power imbalance or hierarchy. Those involved show remorse and want to resolve the situation. At Cambridge International School, we teach children to help them differentiate between bullying and other conditions, as not all hurtful behaviour is bullying.

Although bullying can occur between individuals, it can often happen in the presence of others (virtually or physically) who become the 'bystanders' (see below for the role of the bystander).

Forms of bullying can be:



- **Verbal:** persistent name-calling, hurtful remarks, taunting, offensive remarks, and threats.
- **Relational:** causing harm to a person by damaging friendships and feelings of group acceptance. This can include behaviours much more hidden than other forms of bullying and often tied up among friendship groups. For example, spreading rumours, gossiping, being excluded from groups and social events, or using friendship as a bartering tool.
- **Physical:** kicking, hitting, taking, and damaging belongings.
- **Racial:** the bully's motivation can be identified by the language used and/or the fact that victims are singled out because of the colour of their skin, the way they talk, their ethnic grouping, or their religious or cultural practices.
- **Sexual:** sexist, homophobic, bi-phobic, transphobic, question-phobic - comments, taunting or rumours.
- **Cyber:** inappropriate messages, sharing or sending offensive and/or degrading photographs or video clips, and inappropriate comments on social media and gaming sites.
- **SEND related:** bullying that targets a child because of their Special Educational Needs and Disability.

All forms of bullying are treated equally seriously.

The Role of the Bystander

A bystander is “a person who does not become actively involved in a situation where someone else requires help” and, in this way, is understood to be a passive observer, an onlooker who watches something happening but stays on the sidelines and doesn't intervene or get help, even if someone needs it. At Cambridge International School, we encourage all our students not to be bystanders and teach that all children are responsible for reporting bullying or other unkind behaviour if they see it. They are also responsible for not getting involved in bullying and for standing up to the perpetrators.

Prevention of bullying

We work in a proactive way to teach children the essential social and emotional skills they need to make happy and effective relationships. To fulfil our aim of providing a friendly and safe environment for all students so that they can learn in a relaxed and secure atmosphere, the following strategies are used:

- **Raising awareness of bullying:** Bullying is discussed regularly, including in Computing, PSHE/Life Skills, assemblies, and through 'Anti-Bullying Week'.
- **Cambridge International School Values:** Children are encouraged to think about our school values through assemblies and class discussions, which are regularly linked to bullying.
- **PSHE/Life Skills programme:** Our PSHE/Life Skills scheme of work informs children of their right to be and feel safe.
- **E-safety training:** Children learn about this in computing and PSHE/Life Skills lessons, and their understanding is built up throughout the school.
- **Positive, active play** is encouraged at lunchtime by effectively deploying playground assistants and other school staff.
- **Celebrating success:** through our weekly assemblies and the unique ways the teachers celebrate success within their classrooms.

Reporting and Responding to Bullying

- At Cambridge International School, we encourage students who have been bullied to try to report this to a staff member.
- Students who see others being bullied should report this to a staff member (see above about student bystanders).
- Members of staff who receive reports that a student has been bullied will deal with it in the first instance and report it to the Head of School and other safeguarding leads.
- Members of staff will log reports of bullying. Our school behaviour and safeguarding tracking system also tracks incidents and patterns of behaviour. The analysis is used to impact practice and policy.



- Where bullying is sexual, we will follow the school's child protection procedures.
- Where a serious assault or wounding has occurred, we will inform the police.
- All reports will be taken seriously. Depending on the situation and the type of bullying reported, each bullying incident will be dealt with individually.

Support for children involved in bullying incidents

At Cambridge International School, we support all children in attending school feeling safe, valued, and happy. In the case of confirmed bullying incidents, we use various resources to support both the victim and the bully. This support will be tailored to the individuals as needed. As previously mentioned, our PSHE programme, school values, and ethos all centre on fostering positive relationships and caring for one another.

Cambridge International School's role in tackling bullying outside school premises

Schools are not responsible for bullying off the premises, but we know that bullying can happen outside the school gates and on journeys to and from school. The bullying may be done by students from our own school, students from other schools, or people who are not at school. Where a student or parent tells us of bullying off the school premises, we will:

- Talk to students about how to avoid or handle bullying outside of school.
- Support students pastorally where we can.
- Support parents and families.

Roles and Responsibilities

The School Director, **Mr Wayne Johnson**, is responsible for implementing the policy.

Additionally, other key staff members will support the implementation of this policy, including:

Ms Orla Flynn: Designated Safeguarding Lead

Ms Charlotte Thompson: Deputy Designated Safeguarding Lead

Mr Luke Mottram: Deputy Designated Safeguarding Lead

Collectively, their responsibilities are:

- Policy development and review involving students, staff, parents, and relevant local agencies.
- Coordinating strategies for preventing bullying behaviour.
- Implementing the policy, monitoring, and assessing its effectiveness in practice.
- Ensuring that the evaluation takes place and that this informs policy review.
- Managing bullying incidents.
- Managing the reporting and recording of bullying incidents.
- Assessing and coordinating training and support for staff, parents/carers, where appropriate.
- Coordinating strategies for preventing bullying behaviour.