Anti-Bullying Policy

The following document covers:

1 Statement of Commitment, Purpose, and Scope

Embassy International School is committed to providing a supportive, caring, and safe environment in which all children and young people are free from the fear of being bullied. As a school/organisation, we take bullying and its impact seriously. Bullying of any form is not tolerated in our school, whether carried out by a child or an adult. Bullying behaviour is unacceptable in any form, and we have high expectations of outstanding behaviour, consistently challenging any conduct that falls below this standard.

The purpose of this statement is:

- To prevent bullying from happening between children and young people who are a part of our organisation or take part in our activities.
- To make sure bullying is stopped as soon as possible if it does happen and that those involved receive the support they need.
- To provide information to all staff, volunteers, children, and their families about what we should all do to prevent and deal with bullying.
- This policy applies to anyone working on behalf of Embassy International School, including senior managers and, paid staff, volunteers, sessional workers, agency staff, and students.
- This policy has been drawn up based on legislation, policy, and guidance that seeks to protect children in the UK and in Poland. We believe that children and young people should never experience abuse of any kind and that we have a responsibility to promote their welfare and keep them safe.

2 Scope

We recognise that many children and young people will experience conflict. As a school, we are committed to developing empathy and the skills to manage relationships in a peaceful way that does not harm others.

Bullying is a range of abusive behaviour that is repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online. School is not responsible for bullying incidents that occur out of school hours, off the school premises, but there may be some circumstances where the school feels that it has a duty of care to investigate and sanction such behaviours.

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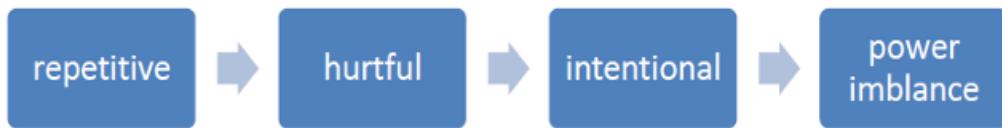
2.1 Why is it Important to Respond?

We recognise that bullying causes real distress and affects a person's health and development. It can lead to mental health concerns such as anxiety and depression, impact students' wellbeing, and become a significant barrier to learning and attendance. Bullying is unacceptable, and schools have a responsibility to respond promptly and effectively to reported incidents.

2.2 Types of Bullying Behaviour

Bullying can take many forms:

- **Emotional** - being unfriendly, excluding, tormenting, or threatening behaviour.
- **Verbal** - name calling, sarcasm, spreading rumours, teasing, or the use of derogatory language.
- **Physical** - pushing, kicking, hitting, punching, or any use of violence.
- **Extortion** - demanding money/goods with threats.
- **Online/Cyberbullying** - use of social media, messaging and calls, and the misuse of associated technology (e.g., photos and videos). The school views cyberbullying in the same light as any other form of bullying and will follow all policies and procedures.
- **Prejudice-Based** - Bullying due to Race (racist), Religion or belief, Culture or class, Gender (sexist), Sexual orientation (homophobic or biphobic), Gender identity (transphobic), Special Educational Needs (SEN) or disability, appearance or health condition, or related to home/other personal situation (e.g., travelling families, young carers, Looked After Children).

3 Prevention and Positive Culture

We foster a clear understanding that bullying, in any form, is unacceptable. We believe that preventing bullying is the responsibility of our whole school community.

We will seek to prevent bullying by:

- Developing a code of behaviour that sets out how everyone is expected to behave, in face-to-face contact and online and within and outside of our activities.
- Building a positive, inclusive ethos that promotes a culture of mutual respect, consideration, and care for others, which will be upheld by all. Diversity is valued and everyone is included.
- Holding regular discussions with staff, volunteers, children, young people, and families about bullying and how to prevent it, focusing on group members' responsibilities to look after one another and uphold the behaviour code.

- Using assemblies, circle time, and specific programmes (e.g., PSHE, PSED) to ensure students understand differences, develop empathy, social skills, and emotional understanding.
- The Anti-Bullying Week campaign is scheduled annually in November to raise awareness.
- Challenging practice and language that does not uphold the values of tolerance, non-discrimination and respect towards others. Derogatory or offensive language is not acceptable and will not be tolerated.
- Ensuring playground and midday staff are trained and are proactive on all duties, noticing any children who seem isolated or withdrawn.

In the classroom, consideration is given to:

- room layout
- availability of resources
- explicit use of the Behaviour Policy
- student involvement and management of individual classroom rules and routines
- use of rewards and consequences
- developing our students' self-image so they feel confident to speak up for themselves
- monitoring and stopping inappropriate behaviour
- flexible learning practices
- group work.

Outside the classroom, consideration is given to:

- positive promotion of our expectations through the Behaviour Policy to encourage all to respect themselves as well as others
- encouraging students to engage in a wide variety of extra-curricular activities and be occupied in a positive manner
- supervision of all areas, including toilets, particularly during break times helping to minimise bullying opportunities
- adults and elder students as role models
- use of sanctions in school.

4 Staff Responsibilities

Staff members will:

- Be alert to signs of bullying, including a change of pattern in behaviour (friendship groups), attendance, punctuality, and achievement.
- Be available for children to talk through issues outside lesson time.
- Use any opportunity to reinforce expectations about positive behaviour and good relationships.
- Report any suspicion of bullying the Safeguarding officer (DSL).

5 Reporting Procedures and Recognition of Signs

Anybody who knows that bullying is happening is expected to tell a member of staff. Students understand that they have a right to feel and be safe and a responsibility to support others to feel and be safe.

5.1 Reporting Channels

Students are encouraged to report bullying to:

- A trusted adult.
- DSL
- Their class teacher/TA.
- Peer mentors or buddies.
- The 'worry box' where children can report concerns confidentially.
- Parents are encouraged to report concerns and bullying to DSL immediately or to a member of staff

5.2 Signs and Symptoms (At Home and at School)

Adults should be aware of these possible signs and investigate if a child:

- Is frightened of walking to or from school, begs to be driven, or begins truanting.
- Becomes withdrawn, anxious, or lacking in confidence (e.g., starts stammering, feels ill in the morning, cries themselves to sleep, has nightmares).
- Begins to do poorly in schoolwork.
- Has possessions which are damaged or go 'missing' or has unexplained cuts or bruises.
- Is frightened to say what's wrong or gives improbable excuses.
- Is afraid to use the internet or a mobile phone or is nervous/jumpy when a cyber-message is received.

What a Child Should Do:

- Tell a teacher or another grown up you trust as soon as possible. Your silence is the bully's greatest weapon.
- Try not to show that you are upset—a bully thrives on fear.
- Stay with a group of friends/people. There is safety in numbers.
- Be assertive – shout NO, walk confidently away and go straight to a teacher.
- If reporting cyberbullying, keep a record of the date and time and don't delete any messages.

6 Responding to Incidents and Outcomes

If bullying is suspected or reported it should be reported to the DSL (Designated Safeguarding Lead).

6.1 Procedure for Dealing with Bullying

Staff are trained to **LISTEN**. Any child who is a victim of bullying will be dealt with in a sympathetic manner.

A clear account of the incident will be recorded, usually through our safeguarding reporting system.

Parents of both parties will be informed and will be asked to come into a meeting in serious cases. Parents should not confront the bully or their parents.

The bullying behaviour or threats will be investigated and the bullying stopped quickly. Outcomes may include the bully being asked to genuinely apologise, alongside other consequences such as detention, removal from the playground, or in serious cases fixed term or permanent suspensions.

After the incident/s have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place. We give students the opportunity to feedback on how safe and happy they feel through questionnaires and School Council meetings.

6.2 Supporting All Parties

We will make sure our response considers:

- the needs of the person being bullied
- the needs of the person displaying bullying behaviour
- needs of any bystanders
- and our organisation as a whole.

Students who have been bullied will be supported by providing continuous support, offering an immediate opportunity to discuss the experience, working towards restoring self-esteem and confidence, and providing ongoing support (e.g., formal counselling, engaging with parents/carers, or working with wider community/external organisations).

An attempt will be made to help the bully change their behaviour. This may include working with the individual to identify the most effective way of preventing reoccurrence, as well as accessing additional help (e.g., social skills groups).

When responding to cyberbullying concerns, the school will:

- Act as soon as an incident has been reported.
- Encourage the person being bullied to keep any evidence (screenshots).
- Take all available steps to identify the person responsible, which may include looking at use of school systems, interviewing witnesses, or contacting the service provider and the police.
- Work with individuals and online service providers to assist in removing offensive or upsetting material from circulation.
- Inform the police if a criminal offence has been committed.

7 Related Policies and Contact Details

This policy statement should be read alongside our organisational policies and procedures including:

- Safeguarding Policy
- Behaviour chart
- Equality and Diversity Policy
- Exclusions Policy
- SEN policy
- Whistle blower policy

8 Policy Details

Policy created	September 2025
Policy created by and position	Ewelina Alpin Designated Safeguarding Lead
Policy accepted and authorised by	Kristian Cejka Principal September 2025
Next review date	September 2026
Policy to be reviewed by	Designated Safeguarding Lead

Policy update	**Description**