



Anti-bullying Policy

This policy applies to: **BCVN Senior School**

Policy owner:	Head of College
Frequency of review:	Annual
Date of policy	August 2024
Next formal review:	August 2025
	This policy is reviewed by the Deputy Head Pastoral and Head of College on an annual basis



Purpose and Scope of Policy

BCVN is a caring community in which all members are actively encouraged to respect other people and develop good interpersonal skills. This policy is written to help staff and pupils prevent bullying and deal with it when it occurs.

1. Aims and Objectives

Brighton College Vietnam aims to encourage positive behaviour so that anti-social behaviour such as bullying is prevented. Bullying is a form of child-on-child abuse and is closely connected with pupil wellbeing, and therefore will often require a safeguarding response (see Safeguarding policy). Bullying demonstrates a lack of respect for others which can overlap with abusive and harassing behaviour and which, in turn, can lead to a culture of unacceptable behaviours and an unsafe environment for children. All this informs the school's zero-tolerance approach, and it is essential that all staff understand the importance of challenging inappropriate behaviour between peers that is actually abusive in nature.

With this policy we seek to ensure that all members of the community:

- a. know how to recognise bullying
- b. understand and support school procedures for preventing and reporting bullying
- c. feel safe from bullying
- d. are encouraged to challenge and report bullying.

2. Definitions of bullying

Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or line.

Bullying behaviour can be:

- **Physical** - pushing, poking, kicking, hitting, biting, pinching etc.
- **Verbal** - name calling sarcasm spreading rumours, threats, teasing, belittling.
- **Emotional** - isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.
- **Sexual** - unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
- **Online/cyber** - posting on social media, sharing photos, sending nasty text messages, social exclusion.
- **Indirect** - can include the exploitation of individuals.

3. Scope of the Policy

As well as applying on school grounds and during any school-led activity, this policy also applies to bullying behaviour outside of school, which the school becomes aware of, and applies to all forms of bullying, whether on or offline.



4. Cyberbullying

The rapid development of, and widespread access to technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyberbullying can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward content at a click.

All of the following constitute cyberbullying:

Harassment

Targeting an individual or group with rude, insulting, abusive messages.

Dissing

Sending or posting information with the intention of damaging someone's reputation. Sharing photos of someone to make them look stupid. Altering photos of someone and posting them online. Spreading fake rumours and gossip.

Catfishing

Stealing someone's profile or setting up fake profiles to lure people into starting online relationships.

Stalking

Sending repeated and frequent messages that include real threats of physical harm.

Outing

Publicly sharing personal, private, or embarrassing information, photos or videos about someone online.

Fraping

Logging into someone else's account, impersonating them, or posting inappropriate content in their name.

Roasting

Ganging up on an individual online and sending offensive abuse until the victim is seen to 'crack'.

Trolling

Deliberately posting provocative and insulting messages about sensitive subjects or inflicting racism or misogyny on an individual.

Exclusion

Deliberately excluding someone from online conversations, games, and activities.

When an electronic device, such as a mobile phone, has been seized by a member of staff, that staff member can examine data or files, and delete these, where there is good reason to do so. They should do this in the presence of another member of staff, after consultation with a member of CLT.

It is very important to note that if it is suspected that material on the device may be a pornographic image of a child, this should **not be viewed**, nor deleted, but the device should be given to the DSL immediately who will follow the safeguarding procedures.

5. Prejudice-based and Discriminatory Bullying

Bullying may be motivated by prejudice, such as comments or references made about another person's race, religion, culture, gender, sexuality or disability, among other things. It can also be motivated by actual or perceived differences between children. These comments may be made to the person's face or online or in their absence. It can also be the use of a language to isolate or exclude another pupil who does not speak that language.



A strong emphasis is placed by the school on each individual pupil feeling confident and free to be themselves, and it is vital that staff (and indeed other pupils) are quick to respond to any unkindness which may be targeted at such aspects of who a pupil is. The school does not tolerate any unkindness which is in any way prejudice-based or motivated by discrimination.

6. Bullying and Pupil Wellbeing

The school has a responsibility to safeguard and promote the welfare of children by:

- protecting children from maltreatment;
- preventing the impairment of children's mental and physical health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

Bullying is a form of child-on-child abuse and will often require a safeguarding response from staff. Wherever there is a safeguarding concern, school staff must discuss it with the DSL so that appropriate action may be considered and taken. Full details can be found in the school's Safeguarding policy.

7. Procedures for when bullying occurs

If a member of the school community is suspected to be the subject of bullying, the following guidance should be used to report incidents:

- Report and record the information on CPOMS which will go directly to the DSL team (including Head of KS and Deputy Head Pastoral).
- If there are several bullies, make sure they are all linked in the report.
- If the bully is a member of staff, speak to the Head of College/ DSL and complete a Low Level Concern Form(found on MyBCVN).
- If the bully is a volunteer or visitor, report to the Head of College/ DSL.
- Where the bullying raises safeguarding concerns (for either victim or perpetrator), appropriate action will be considered and taken according to the Safeguarding policy.

A decision will then be made within an appropriate time frame as to the next steps. These may include the following, pertaining to both bully and victim:

- Interviewing pupils;
- Interviewing staff;
- Gathering evidence (including transcripts or screenshots of electronic forms of bullying);
- Contacting parents (by phone and/or by meeting);
- Offering counselling support;
- Referring to the Health Centre;
- Following up meetings and investigations by writing to parents (of both victim and bully) informing them of the outcomes; and/or
- Following up incidents with meetings for whole year groups to address general issues.



The school will do all we can to ensure any bullied child continues to attend school. It is important that this support goes hand-in-hand with measures to tackle the bullying so that bullied children feel safe at school, and on their way to and from school. Consideration will also be given to providing pastoral support to the bully.

Records of incidents:

- The D/DDSL team keeps a central record of all bullying incidents, and the names of all of those involved.
- These records are used to consider any patterns identifiable, and to help to evaluate the effectiveness of the approach adopted.
- The records should distinguish any incidents of bullying which are motivated by prejudice or discrimination, to enable us to monitor effectiveness in instilling values of tolerance and respect and actively promoting the well-being of pupils.

Possible sanctions:

Sanctions for bullying behaviour are set out in the Behaviour Policy.

Desirable outcomes would be to change the bully's behaviour, reconcile pupils and ensure both the victim and bully receive support. However, in serious cases of bullying, the most serious sanction will be used to ensure that no one at the school is subjected to bullying behaviour.

In all cases the Head of College reserves the right to use his discretion in relation to the sanction given. The trust and confidence between BCVN, parents and pupils are a key component of the ongoing educational relationship.

8. Prevention of bullying

Bullying awareness training takes place annually for all staff as part of Safeguarding training. Staff are expected to recognise bullying when it occurs and follow the school procedures. Staff are expected to know their responsibilities to challenge and report bullying behaviour, including in relation to online behaviour. Staff should know how to access or signpost appropriate support for all pupils and should be aware of those who may need specific support (e.g. AEN, LGBTQ+). Staff must ensure that a victim should never feel ashamed or be given the impression that they are creating a problem, by making a report.

BCVN seeks to prevent bullying by encouraging good behaviour, identifying when and where bullying is most likely to take place, and using this awareness to reduce risk.

The school places a very strong and repeated emphasis on kindness, equality and the value of every individual. Alongside this emphasis, the Head of College makes it clear that bullying behaviour will not be tolerated, and every term pupils are reminded that they may forfeit their place at the College if they are involved in bullying. The school is an inclusive, open and tolerant community, and this message is underlined regularly by the Head of College and Senior Staff.

Adequate supervision by staff can ensure that any signs of potential bullying can be identified quickly. In addition, BCVN tries to reduce risk by encouraging participation in the CCA programme and establishing a good induction and monitoring programme for new pupils and staff.

The school seeks to minimise cyber-bullying through assemblies and newsletters, and via restriction



of use of devices.

Pupils are made aware of their responsibilities within school and the school alerts parents to their responsibilities at home (where pupils can spend considerable time on computers). This includes safe and acceptable use of devices not provided by the school and/or not used in school.

Kindness, respect, individuality, bullying, including cyber-bullying and online safety are major themes of assemblies and tutor time. These sessions aim to build confidence and resilience in the pupils, and also aim to help pupils understand and appreciate differences and to understand how to avoid prejudice-based language.

9. Vulnerable Pupils

Bullying can happen to all children, and it can affect their social, mental and emotional health. Staff should support all pupils who are bullied. This means being alert to the effect any form of bullying can have and being especially alert to where it may have a severe impact.

Some pupils are more likely to be the target of bullying because of the attitudes and behaviours some young people have towards those who are different from themselves. For example, those with additional educational needs or disabilities, those who are adopted, those who are suffering from a health problem or those with caring responsibilities may be more likely to experience bullying because of difference.

These young people might need greater support to deal with the impact of bullying. In addition, children with additional educational needs or disabilities can often lack the social or communication skills to report such incidents so it is important that staff are alert to the potential bullying this group faces and that their mechanisms for reporting are accessible to all.

Children who identify (or who are perceived to identify) as LGBTQ+ can be targeted by other children. Risks can be compounded where children who are LGBTQ+ lack a trusted adult with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced and provide a safe space for them to speak out or share their concerns with members of staff, to help counter homophobic, biphobic and transphobic bullying and abuse.

There will also be a range of other local or individual factors that result in some children being more vulnerable to bullying and its impact than others. Being aware of this will help the school to develop strategies to prevent bullying from happening. It will also help the school to be alert to those children who may be severely affected when it does occur.

The impact of bullying can be severe because of the nature and extent of the bullying or because it is combined with other factors such as those mentioned above that also affect the social, mental and emotional health of the pupil. For these pupils, the strategies to reduce the likelihood of bullying occurring are especially important.



Brighton College Vietnam Anti - Bullying Code

1. The pupils of BCVN do not tolerate bullying.

Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or line.

Name calling, taunting, mocking, making humiliating or offensive comments, gossiping, spreading hurtful rumours, laughing at somebody unkindly, taking or damaging somebody's belongings, threats or extortion, physical violence, using inappropriate body language, deliberately invading somebody's personal space, cyber bullying, and writing unkind notes or graffiti are all examples of bullying behaviour and are UNACCEPTABLE at the College. Being present and doing nothing whilst someone else bullies another pupil could mean that you are also considered a bully.

'Cyberbullying' is bullying that takes place using technology. It can take many different forms, such as inappropriate messaging and use of social network sites as well as sending or sharing offensive or unwanted images by phone, internet or email.

2. Bullying a person because of your views of their:

race, appearance, sexuality, religion, culture, disability, likes and dislikes, musical tastes, attitude to school, or any other characteristic or difference (actual or perceived) is also considered bullying and is unacceptable.

3. Support for each other is vital in this community.

If you encounter any of the above types of behaviour you must tell someone about it. This advice applies to us all: the witness, the bully and the victim. You all have a responsibility to our school and the people in it.

4. Who do you tell?

It is more important to tell **someone** than to worry about exactly **who** it is that you tell. People you can tell:

- Form tutor
- Head of Key Stage
- Deputy Head Pastoral
- Pastoral Care Officer
- The School Nurse
- The Psychologist
- A family member
- A friend
- A teacher
- An older pupil

5. Never Suffer in Silence.

Be assured that **anything** you say will be dealt with in a sensitive way. You will be **taken seriously, supported** and **kept safe**.