



British School
Quito
an Orbital Education School

All our policies are developed to ensure our values are at the centre of all we do, as we work in the best interests of our pupils to ensure the best outcomes for them. All policies can be updated out with the set review cycle if advice, guidance, or new learning require it.

Excellence
Excellencia

Respect
Respeto

Responsibility
Responsabilidad

Integrity
Integridad

Compassion
Compasión

We live and learn together:

1. with **respect** and **care** for each other
2. with a **happy** and **welcoming** attitude to everyone
3. with an **active** and **determined** approach to our ambition

Anti Bullying Policy

Adopted:

Friday, 31 May 2024

Review cycle:

2 Year review cycle.

Next review:

Wednesday, 03 June 2026

Policy Lead:

Designated Safeguarding Lead.

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BSQ Website:



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Context

Bullying is wrong and damages children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is properly understood and regarded as wholly unacceptable. We aim, as a School, to produce a safe and secure environment where all can learn without anxiety, and measures are in place to reduce the likelihood of bullying. This policy aims to produce a consistent School response to any bullying incidents that may occur. We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our School. By promoting and living our school values we hope to achieve a community where bullying is both rare and quickly resolved.

Definition of Bullying

There is no legal definition of bullying but the Department for Education in the UK describes it as behaviour that is:

- Repeated
- Intended to hurt someone either physically or emotionally
- Often aimed at certain groups, for example because of race, religion, gender or sexual orientation

Forms of Bullying

Bullying can take many forms and can include:

- Physical assault
- Teasing
- Making threats
- Name calling
- Cyberbullying
- Spreading rumours and gossiping
- Stealing
- Graffiti
- Ignoring others

Bullying includes these same behaviours when they take place online and also include sending offensive or hurtful texts, images or messages through any online platform

According to the WHO and UNICEF, cyberbullying is the repeated exposure of one person to emotional aggression including teasing, name calling, mockery, threats, harassment, taunting, hazing, social exclusion or rumors through any online platform.

For bullying to occur, there are three key factors:

- An imbalance of power. This can be caused by greater numbers, physical size, intelligence, confidence etc. The imbalance of power can be perceived or actual.
- Intent to harm. The bully intends to harm the victim in some way.
- Repetition. The acts of aggression are repeated, or there is a threat of repetition.

BSQ Values

Bullying is totally against the Values of The British School Quito. We are committed to providing an educational environment in which students feel valued and secure. To achieve this end, the School will seek to create a school-wide culture that:

- Allows students to flourish free from discrimination, harassment or any form of bullying.
- Does not tolerate, condone or trivialise bullying behaviours.
- Is aware of what constitutes bullying behaviour.
- Provides support where needed.
- Deals firmly with incidents of bullying.
- Requires all members of the school community to address any issues and uphold the policy.
- Promotes and models positive relationships between all community members.

The methods used by the School to discourage and prevent at the School include, but are not limited to:

- Responding immediately to any reported or observed incidents of bullying.
- Reporting incidents to the Designated Safeguarding Lead (DSL).
- Recording incidents on the Child Protection (CP) and Safeguarding log.
- Employing appropriate sanctions as necessary.
- Providing time and support for students and families as required.
- Employing restorative processes to support children to move on and forward. This might include acts such as apologising, shaking hands, writing letters, working with the counsellor or participating in off-site restorative activities.
- Promoting a bullying free environment. For example, this might take the form of modelling excellent relationships and the use of positive framing.
- Ensuring effective support through Life Skills and PSHE and the class teacher or tutor.

The role of school staff

- All bullying falls into the remit of one form of abuse and should therefore be reported to the DSL via the usual CP referral form.
- All staff take all forms of bullying seriously, and seek to prevent it from taking place.
- If teachers witness an act of bullying, they should respond immediately and then report it to the DSL as soon as possible.
- Teachers may be responsible for meeting with the child's parents as necessary.
- Meeting records must be kept using the schools meeting record form.
- When any bullying has taken place between members of a class, the teacher will deal with the issue immediately. This will involve fully investigating the situation, and may then involve informal counselling and support for the victim, and taking direct preventative action with the perpetrator following the school behaviour policy and through liaison with the DSL
- Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They use drama, role-play, stories etc., within the formal curriculum, to

help pupils understand and empathise with the feelings of bullied children, and to practise the restraint required to avoid lapsing into bullying behaviour. Circle time is used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere.

The role of parents

- Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. If they are not satisfied with the outcome of this, they should contact the Head of Primary or Secondary School.
- Parents should be aware of the increasing dangers of cyber-bullying, through the sending of text messages to mobile phones or the posting of personal information or views on social networking sites, and should exercise due parental responsibility in supervising their children's use of phones and the Internet.
- Parents have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.
- Know who to contact at the school if they are concerned.
- Support and endorse the school values of welcome and respect at home.
- Attend training and information sessions run by school staff or external experts.

The role of pupils

- Pupils are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must keep on letting people know.
- Know who to speak to if they are worried.
- Ensure that the student council seeks ways to further develop the values of the school.
- Support each other by following the school values of welcome and respect.