



British Academy
School Marrakech
— Belong Achieve Become —

ANTI-BULLYING
BASM 30

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THE BRITISH MARINE TECH ACADEMY SCHOOL

1. INTRODUCTION

BASM is a family school, by which we mean we want siblings to study together in the same school and feel equally valued, irrespective of their talents, interests or aptitudes, and we want parents to share in that one family school experience.

We celebrate the diversity of our international community, and seek to promote values, of individual liberty, mutual respect, and tolerance. We are committed to actively promoting the wellbeing of every one of our students.

We want every student to be safe, feel safe and to enjoy their time at BASM; to feel valued as individuals, in an environment where their talents can prosper to the benefit of the community, so that when the time comes to leave us, each will do so with confidence high, skills sharpened, and personalities rounded. Underpinned by a belief that ultimately, life is about expectations, aiming high, having high aspirations.

2. AIMS

The British Academy School Marrakech aims to:

- Provide children with the opportunity to develop to their full potential, academically, emotionally, and socially.
- Provide the highest standard of education to enable children to acquire the skills, knowledge, and concepts relevant to their future.
- Promote an ethos of care, mutual respect and support where effort is valued, and success celebrated.
- Enable children to become active, responsible, and caring members of the school and wider community.

The aims of the BASM anti-bullying policy are to:

- Actively promote and safeguard the welfare of pupils at the school.
- Maintain and drive a positive and supportive culture among all pupils and staff throughout the school.
- Prevent bullying, detect it when it occurs, and respond to it appropriately on a case-by-case basis; and to encourage pupils to tell someone if they or others are being bullied.

3. SCOPE

This policy applies to the whole school including Early Years Foundation Stage (EYFS).

This policy always applies when the pupil is:

- in or at school.
- representing the school or wearing school uniform.
- travelling to or from school.
- on school-organised trips.

- associated with the school at any time.
- in the care of the school or not and the school becomes aware of an incident of bullying.

This policy also applies to pupils and places in circumstances, where failing to apply this policy may:

- affect the health, safety, or well-being of a member of the school community or a member of the public.
- have repercussions for the orderly running of the school.
- Or bring the school into disrepute.

4. REGULATORY FRAMEWORK

This anti bullying policy has been developed in line with the Department for Education document, 'Preventing and tackling bullying (July '14)'. The policy also pays due regard to the DfE document 'Cyberbullying: Advice for Head teachers and school staff (2014). The BASM is a member of the Anti-Bullying Alliance (ABA) and all staff undertake appropriate training provided by them. The language used within this policy reflects that used by the ABA.

This policy is linked to other school policies such as: Behaviour, Rewards & Sanctions (11), Safeguarding and Child Protection (13), Admissions (1), Pupil Exclusion (17), SEND (31), IT Acceptable Use Policy for Students (22). The school recognises that bullying may represent a safeguarding issue.

The policy has been prepared referencing UK guidance, including the following publications: Education (Independent School Standards) Regulations 2014, Statutory framework for the Early Years Foundation Stage (DfE, March 2017), Education and Skills Act 2008, Children Act 1989, Childcare Act 2006 and Equality Act 2010, KCSIE 2022. And:

Preventing and tackling bullying: Advice for headteachers, staff and governing bodies (DfE, July 2017), Cyberbullying: advice for headteachers and school staff (DfE, November 2014), Advice and guidance: How can we stop prejudice based bullying in schools (Equality and Human Rights Commission), Working together to safeguard children (DfE, July 2018), Keeping children safe in education (DfE, September 2021), Sexual violence and sexual harassment between children in schools and colleges (DfE, May 2018) and Searching, screening and confiscation: advice for schools (DfE, January 2018).

5. RESPONSIBILITY STATEMENT AND ALLOCATION OF TASKS

The Advisory Board of Governors has a responsibility, within the limitations of its constitution, for scrutinising the effective implementation of this policy by the Head of School and SLT which has a delegated responsibility for its implementation.

6. PUBLICATION AND AVAILABILITY

This policy is published in English and French and is made available on the school website, is available in hard copy at Reception. A summary is included in the Parental Handbook.

7. DEFINITION AND TYPES OF BULLYING

The BASM uses the Anti-Bullying Alliance definition of bullying which 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.*

Not all bullying is deliberate or intended to hurt. Some individuals may see their hurtful conduct as "teasing" or "a game" or "for the good of" the other person. These forms of bullying are equally unacceptable but may not be malicious and can often be corrected quickly with advice and without disciplinary sanctions.

However if left unchallenged or dismissed, low level disruption can have a wearing, and very harmful impact on targeted individuals exposed to such behaviour.

Bullying is often motivated by prejudice against groups and includes child on child abuse. Bullying is always unacceptable and will not be dismissed as being normal or as "banter" or "part of growing up". Bullying may be:

- **Physical:** hitting, kicking, pushing people around, spitting, or taking, damaging, or hiding possessions
- **Verbal:** name-calling, taunting, teasing, insulting or demanding money.
- **Exclusionary behaviour:** intimidating, isolating, or excluding a person from a group.
- **General unkindness:** spreading rumours or writing unkind notes, mobile phone texts or emails.
- **Low level disruptive behaviour:** wearing "banter" and "horseplay" over a prolonged period.
- **Cyberbullying:** bullying that takes place using technology. This may include bullying using mobile electronic devices, social media, or gaming sites. BASM's Acceptable Use Policy for Pupils sets out the school rules about the use of technology including mobile electronic devices.

All members of the BASM community have the right to remain free from bullying or the fear of bullying. All members of the BASM community should be free to be able to report any concerns related to bullying in the certain knowledge that those concerns will be listened to, and the matter investigated by those competent to do so. Those who report an incident of bullying or suspected bullying will be able to do so in safety.

Every member of the school can expect to be treated with respect, dignity, and tolerance irrespective of their religious beliefs, ethnic background, aptitude, or disability.

- Pupils are expected to treat others as they would wish to be treated themselves.
- Members of the school community have both an individual and collective obligation to report any incident of bullying whenever or wherever it might occur and have a right to expect that appropriate action will be taken to prevent its repetition.

Those who bully should be aware that action will always be taken; this may include help and guidance. However, bullying will not be tolerated because:

- it is harmful to the person who is bullied, to those who engage in bullying behaviour, and those who support them.
- it interferes with a pupil's right to enjoy their learning and leisure time free from intimidation.
- it is contrary to all our aims and values, our internal culture and the reputation of the school.

Bullying may also be:

- racist, or regarding someone's religion, belief, or culture.
- related to a person's sexuality.
- related to pregnancy and maternity.
- related to a person's home circumstances; or
- related to a person's disability, special educational needs, learning difficulty, health, or appearance.

Harmful sexual behaviours includes sexual harassment and sexual violence:

Sexual harassment: unwanted conduct of a sexual nature that can occur online and offline. It can include but is not limited to:

- sexual jokes or taunting.
- physical behaviour such as deliberately brushing against someone, interfering with their clothes, displaying pictures, photos or drawings of a sexual nature.
- online sexual harassment which may include non-consensual sharing of sexual images and videos (sexting); inappropriate sexual comments on social media; exploitation; coercion and threats.
- Incidences of sexual harassment will be investigated to ensure they are not part of a wider pattern of sexual harassment and / or sexual violence.

Sexual violence: sexual offences under Moroccan law, specifically rape, assault by penetration and sexual assault.

A person who makes a physical or sexual assault on another, or who steals or causes damage to the property of another, commits a criminal offence.

Bullying may also be regarded as threatening behaviour or harassment which can be either a criminal offence or a civil wrong. Misuse of electronic communications could also be a criminal offence.

8. ANTI-BULLYING CULTURES AND SYSTEMS

It is everyone's responsibility to ensure, whatever the circumstances, that no-one becomes a victim of bullying. A person may be vulnerable to bullying because of their age, physical appearance, nationality, colour, religion or belief, culture or learning difficulty, disability, home circumstances or because they are new in the school, appears to be uncertain or has no friends. They may also become a target because of an irrational decision by a bully.

Our expectation of all members of the BASM community is that:

- everyone will uphold the school rules;
- a pupil or a member of staff or volunteer who witnesses or hears of an incident of bullying will report it in accordance with the terms of this policy.
- a complaint of bullying will always be taken seriously.
- no-one will tolerate unkind actions or remarks or stand by when someone else is being bullied.

In school and in every year group:

- discriminatory and offensive words and behaviour are treated as unacceptable.
- positive attitudes are fostered towards people with any protected characteristic including those who are disabled and towards ethnic, religious, cultural and linguistic groups within and outside the school and
- positive attitudes are fostered towards gender and other differences through the curriculum and tutorials.

9. SAFEGUARDING

Some behaviour by a pupil towards another may be of such a nature that safeguarding concerns are raised. Such behaviour may include bullying (including peer-on peer abuse, cyberbullying, and prejudice-based bullying), causing physical harm, initiation / hazing type violence (a ritual imposed on a person who wants to join a group) and rituals, sexting or any form of sexual harassment or violence.

BASM's policy and procedures with regard to child-on-child abuse are set out in the Safeguarding and Child Protection Policy and Procedure. Concerns about a pupil's welfare because they are the victim or perpetrator of bullying behaviour must be reported in accordance with the BASM Safeguarding and Child Protection Policy and Procedure and appropriate action taken.

BASM will always treat a bullying incident as giving rise to a child protection concern when there is reasonable cause to believe that a child (whether victim or perpetrator) is suffering or likely to suffer significant harm.

10. THE ADVISORY BOARD OF GOVERNORS

The Advisory Board has overall responsibility, within the limits of its constitution for actively promoting and the welfare of pupils at the BASM, ensuring that those in executive positions actively promote pupil well-being. This includes ensuring that policies and procedures are in place, and reviewed regularly to ensure effective and efficient implementation, to:

- minimise the risk of bullying at BASM so pupils and staff feel safe and secure.
- intervene early in low-level disruption to prevent negative behaviours escalating.
- deal swiftly with allegations and incidents of bullying at BASM so pupils and staff feel confident that all incidents will be dealt with appropriately.
- consider incidences of sexual harassment in broad terms so that it is challenged to prevent the normalisation of behaviours which can provide an environment that may lead to sexual violence.

11. STAFF

Through their training and experience, members of staff and volunteers are expected to promote an anti-bullying culture by:

- celebrating achievement
- anticipating problems and providing support.
- adopting a proactive interactive approach to bullying by gathering intelligence about issues between pupils which might provoke conflict and developing strategies to prevent bullying occurring in the first place.
- disciplining perpetrators fairly, consistently, and reasonably, considering any special educational needs or disabilities of the pupil, taking into account the motivations and any underlying safety concerns of the perpetrator and providing support as appropriate.
- making opportunities to listen to pupils.
- acting as advocates of pupils.

Members of staff and volunteers are always vigilant and particularly:

- at the start and end of the school day when pupils arrive and leave the site.
- before and after lessons, and during playtimes/ breaks.
- in the queue for the dining hall and in the dining hall itself.
- in school corridors.
- in sport changing rooms.
- on school trips.

Watch for signs of distress in children:

- deterioration of work
- spurious illness
- isolation
- eating on their own at lunch
- the desire to remain with adults
- erratic attendance
- lateness to lesson
- loss of games equipment or other items of personal property.

Ensure you do not unwittingly promote bullying by making thoughtless comments about a child (because they are tall, short, fat or thin, because they are slow to understand, or hard of hearing). You would not expect the Head to call you an 'idiot' or 'liar' or 'fat' or 'weird' in front of other colleagues or at any other time. It does not matter how much pressure you are under; you must extend the same level of courtesy to the pupils at all times.

The relationship between teacher and pupil is already an unequal one. By being seen not to abuse that relationship, you shine a light on what positive and compassionate relationships look like. By failing to understand that relationship you give a green light to children to bully each other.

Example: You are sure a child has cheated in a test, but they deny it. You call them a liar in front of their classmates. The other children see that and will mirror that behaviour with each other.

Instead, speak to the child at the end of the lesson, tell him/her that you cannot accept their explanation and that consequently you are going to give them a sanction/speak to their tutor/their parents/help them! More importantly. Why did the child cheat in the first place?

- Are they new to the school, and behind in the subject?
- Do they find the work impossibly hard and feel stupid?
- Are they keen to do well but didn't revise because their dog died?
- Are parents putting them under far too much pressure to come first.
- Is the culture of the class / school unforgiving on children who do not do well academically?

Example: A child is consistently late for your lesson and complains that his or her equipment is being hidden might be lying. Perhaps they have a SEND issue and their forgetfulness / disorganised is symptomatic of a deeper issue, or alternatively, they might be telling the truth and are being bullied. Perhaps their books, PE Kit are being hidden. Perhaps they make themselves discrete until such time as the bully has gone to class.

Bullying is discussed in staff meetings. The result of these meetings is to feedback information about friendship patterns, particular incidents, any pupil who seems to be isolated, any growing "power base", any development of spaces where others are made

to feel uncomfortable and any known conflict between pupils so that strategies can be developed to prevent bullying incidents.

Staff as Victims

This policy focuses mainly on the bullying of pupils by pupils although it is recognised that a staff member could be a victim of and on occasion may be perceived to be the perpetrator of bullying behaviour. The bullying of staff, whether by pupils, parents, or other colleagues, is unacceptable. Staff members who are concerned about being bullied or harassed should speak to the Head of School. If the member of staff does not wish to speak to the Head, for whatever reason they might speak to the Deputy Head (Pastoral) who has a responsibility for staff well-being or should speak to the Chair of the Advisory Board (for contact details refer to the Safeguarding and Child Protection Policy). Pupils, other staff, or parents who feel that a member of staff is bullying should report this in accordance with the procedures set out above.

12. STAFF REPORTING

a) Suspicion of bullying

- respond quickly and sensitively by offering advice, support, and reassurance to the alleged victim.
- listen carefully and keep an open mind.
- Do not ask leading questions.
- reassure the child but not give a guarantee of confidentiality.

b) Report an allegation to:

- The alleged victims Form Teacher, Deputy Head (Pastoral - Designated Safeguarding Lead) or one of the DDSLs, including the Head of School.
- The member of staff should make a reporting on CPOMS.

c) Bullying as a Safeguarding and Child Protection Concern

- If the alleged bullying behaviour raises a safeguarding concern
- Follow the guidance as laid out in the School's Safeguarding and Child Protection Policy before further investigation is carried out.
- In the case of bullying potentially involving harmful sexual behaviours, follow the school's Safeguarding and Child Protection Policy.

d) Assessment of Concerns

The child's Form Teacher will normally see the victim and (unless the case is very serious) any witnesses without delay and form an initial view of the allegation. The assessment will consider:

- The nature of the incident(s): physical? sexual? verbal? exclusionary? etc
- Is it a "one-off" incident involving an individual or a group?
- Is it part of a pattern of behaviour by an individual or a group?
- Has physical injury been caused?
- Who should be informed: The Deputy Head Pastoral – DSL, Head, Parents?
- Can the alleged bully be questioned without disclosing the victim's identity?
- What is the likely outcome if the allegation proves to be correct?

Details of any investigation should be recorded on CPOMS. At this stage, the possible outcomes for an incident which is not too serious include:

- There has been a misunderstanding which can be explained sympathetically to the alleged victim with advice to the alleged bully.
- the complaint is justified in whole or in part, and further action will be needed
- If at any stage the alleged bullying behaviour raises a safeguarding concern, the school's Safeguarding and Child Protection Policy should be followed **before further investigation is carried out.**

e) **Response to Concerns**

When a complaint of bullying behaviour is upheld, the pupil's Form Teacher (in conjunction with the Form Teacher of the child who is bullying) have to take a view on the seriousness of the response, given the guidance above. The range of responses may include one or more of the following:

- Consideration as to whether the bullying incident should be addressed as a safeguarding concern and if so, the school's Safeguarding and Child Protection Policy.
- Advice and support for the victim and, where appropriate, establishing a course of action to help the victim, including support from external professional services where appropriate.
- Advice and support for the bully in trying to change their behaviour. This may include clear instructions and a warning or final warning.
- consideration of the motivation behind the bullying behaviour and whether external professional advice should be used to tackle any underlying issues of the bully which contributed to the bullying behaviour.

If these considerations give rise to safeguarding concerns relating to the bullying, follow school's Safeguarding and Child Protection Policy.

- A supervised meeting between the bully and the victim to discuss their differences and the ways in which they may be able to avoid future conflict (only with the victim's express agreement); **(Appendix 1)**
- Utilising the silent majority to change the behaviour **(Appendix 2)**

- A disciplinary sanction against the bully, in accordance with BASM's Behaviour Rewards Sanctions Policy.
- Action to break up a "power base" or areas where others feel uncomfortable.
- Altering the physical arrangements of the school, or the duty times of staff.
- changing the teaching arrangements for either the child who is bullying or victim after consultation with the pupils, their parents, and the relevant staff.
- Notifying the parents of one or both pupils about the case and the action which has been taken.
- Ensure accurate notes are recorded on CPOMS.

f) Monitoring of Children

The position should be monitored for as long as necessary thereafter by.

- Sharing information with some or all colleagues so that they may be alert to the need to monitor certain pupils closely.
- Alerting specific pupils so that they may assist in monitoring and/or offering support.
- ongoing counselling and support.
- vigilance.
- Informing staff at staff meetings.
- reviewing support for vulnerable individuals and reviewing sensitive areas of the school.
- The primary mechanism for doing so is alerting staff via CPOMS.

g) Cases of re-occurring Bullying

If after investigation a judgment is made that bullying by a child has recurred after warnings have been given, the matter is referred to the Deputy Head (Pastoral), and if this has already happened then then Head of School who will:

- Interview the alleged victim, child who is allegedly bullying and any witnesses separately, to establish the facts of the case. He / she may decide to ask another member of staff to be present; and
- Together the Head, Deputy Head Pastoral and possibly safeguarding governor will decide on the action to be taken in accordance with this policy.
- The Head will notify the parents of the victim and the child who is bullying giving them details of the case and the action being taken. Such action may include further investigation and action in accordance with BASM's Behaviour Rewards Sanctions Policy.
- In a single serious case, or a case of reoccurring bullying, a pupil will often face suspension (internal or external) or may even be required to leave the school permanently.
- Any disciplinary action will be applied fairly, consistently, and reasonably, in a timely manner taking into account any special educational needs or disabilities and the needs of vulnerable pupils.

- Parents of a child facing permanent exclusion have a right of appeal to the Advisory Board of Governors.

h) Reasons why incidents might not be reported

There are many reasons why a pupil who has suffered bullying may be reluctant to report it. They may:

- Be concerned or frightened of the consequences of reporting.
- Become demoralised thinking about it.
- Not know, or want to acknowledge that what is happening is bullying
- Be new to the school and think this behaviour is normal here, perhaps because it also happened at their previous school.
- Think they are telling tales.
- Not believe me because the person I am complaining about is popular, and I will become even more unpopular.
- Be saying / doing things that are too embarrassing to discuss with an adult.
- Make me blame myself for being overweight / too studious, stupid etc.
- Make me feel there are too many of them; staff can't do anything.

And

- It will get back to my parents and they will think less of me.
- I will just try and toughen up and grow a thicker skin.
- I will lie low and not draw attention to myself.
- I will change my behaviour, misbehave, bully someone to make friends with them.
- This is a normal part of growing up and going to school.

There are reasons why a pupil who has witnessed or learned of bullying behaviour may not want to make a report. They may think:

- it is "grassing / snitching" and I will become unpopular;
- it is not my concern / business anyway.
- I might then be bullied as well.
- My sibling might be bullied
- I don't like the victim. I don't want to be associated with him / her.
- I am frightened of the consequences of reporting it.

Any of these responses would be contrary to BASM's desired school culture. When we implement this policy, we encourage every pupil (and their parents) to understand that:

- every complaint of bullying will be taken seriously.
- members of staff and volunteers will deal with a complaint correctly and effectively in accordance with their experience and the training they have received.

- there is a solution to nearly every problem of bullying.
- Often a child who is bullying is pleased / relieved when adults intervene.
- A pupil who complains will receive support and advice and in many cases the problem can be dealt with on a no-names basis.
- The primary aim will be for the bullying to cease, not the punishment of the bully unless this is necessary.
- We may need to support the bully as well so we can address the causes of bullying behaviour.

13. PUPILS

At the start of the school year time is devoted to inducting all children into the expectations of behaviour and the ambition to celebrate the uniqueness and diversity of the school community.

We emphasise with older pupils the role which is expected of them in setting a good example and being helpful to younger pupils and each other.

Through the School's pastoral care systems pupils are informed and taught that bullying will not be tolerated at the BASM. They are encouraged to:

- Celebrate the effort and achievements of others.
- Hold and promote positive attitudes.
- Feel able to share problems with staff.
- Turn to someone they trust if they have a problem.
- Not feel guilty about airing complaints.
- Be kind, considerate and tolerant towards others.
- Be aware of the impact their behaviour can have on others.
- Challenge their peers if they are unkind to others.
- Celebrate diversity and avoid prejudice-based language.
- Use technology safely and securely and to be aware of the risks and impact of the use of technology on themselves and others.

Measures are taken throughout each year to educate pupils about bullying and this policy. These measures may include the following:

- Time is devoted at the start of the year to ensuring that the whole school understands what bullying is, what the expected standards of behaviour are, and what to do if they encounter bullying.
- The pastoral curriculum includes lessons on anti-bullying by teaching the moral and values that show bullying to be unacceptable and by developing social skills.
- Anti-bullying posters, some drawn by pupils are placed around the school.
- Anti-bullying messages are given in assemblies.
- International campaigns are used to raise awareness amongst the BASM community.
- Parents are informed about online safety issues and the school's strategies to safeguard pupils through correspondence.

- 'Being Kind' is actively promoted via Kindness Postcard Display Boards etc.
- Peer Mentors selected from the oldest children in the school are trained to offering support and assistance to younger and vulnerable pupils.
- Children from different year groups work together to promote school cohesiveness.
- Anti-Bullying Ambassadors are appointed to support and share concerns.
- Pupils having access to a specific email address, **bullying@basm.uk** to record and share concerns.
- Anonymous reporting may take place. Pupils may report anonymously if they feel more comfortable doing so. Pupils using this method are encouraged to leave identifying details in order that appropriate support may be offered.

The school recognises that children with SEND can face additional safeguarding challenges, including the potential to be disproportionately impacted by behaviours such as bullying, without outwardly showing any signs. The school will consider extra pastoral support for pupils with special educational needs and disabilities, as required.

14. PUPILS REPORTING

A pupil who is being bullied, or who is worried about another pupil being bullied, should tell someone without delay and can do so in several ways. They can:

Tell their parent, a friend, Teacher, Form Teacher, DSL, Anti-bullying Ambassador, School Nurse or any member of staff or volunteer at the school they feel they can confide in. In the EYFS department they should be encouraged to tell his / her / their parent or any member of staff they feel they can confide in, contact **bullying@basm.uk** or via the anonymous mechanism.

15. PARENTS

BASM take active measures to promote an anti-bullying culture and message to parents that bullying amongst pupils or towards staff will not be tolerated by the school.

1. Watch for signs of distress in your children. There could be an unwillingness to attend school, a pattern of headaches or stomach aches, equipment that has gone missing, requests for extra pocket money, damaged clothing, or bruising.
2. Take an active interest in your child's social life. Encourage them to discuss their friendships, how playtime is spent without being inquisitorial.
3. Be careful not to unwittingly contribute to the bullying of another child by not including a particular child on an invitation to a birthday party or the like. Invite everyone from a form, or just one or two. Do not invite everyone except for one or two.
4. Never encourage your child to hit back. It will only make matters worse and such behaviour could be contrary to your child's nature. More positively, encourage your child to make friends. A child who has friends is less likely to be bullied.
5. Try to talk to your child about another child's **bullying behaviour**, rather than the child **being a bully**.

6. Reassure your child that it is a good thing to record bullying behaviour because it will help the child who is bullying. They are probably unhappy. That is why they bully. The child will not automatically be punished.

16. PARENTS REPORTING

Parents who are concerned that their child or another pupil within the school is being bullied should inform an appropriate member of staff. This is likely to be the Form Teacher, but it may be the Deputy Head Pastoral or Head of School.

1. If you have even a suspicion that your child is being bullied, inform the school immediately and ask for a meeting with your child's Form Teacher. Where your concern is more serious speak to the Head or Head of Primary as a matter of urgency.
2. Be aware that your concerns can be managed discretely, and your child need not know that you have spoken to staff.
3. Keep a written record if the bullying persists. It will provide evidence regarding WHO, WHAT, WHEN, WHERE and will also enable patterns to be identified if applicable. Do be patient. A situation that has developed over time may not change immediately.
4. A formal complaint to the Head should be made in writing and will always receive a formal reply.

17. RISK ASSESSMENT

Where a concern about a pupil's welfare is identified, the risks to that pupil's welfare will be assessed and appropriate action will be taken to reduce the risks identified. The school's approach to promoting pupil welfare will be systematic and pupil focused.

There is no generic format of risk assessment. One may be included as part of the school's overall response to a welfare issue, including the use of individual pupil welfare plans (such as care, behaviour, healthcare and education plans, as appropriate). A risk assessment is an internal document to be used by staff. It is not a document for parents.

The Head has overall responsibility for ensuring that matters which affect pupil welfare are adequately risk assessed and for ensuring that the relevant findings are implemented, monitored, and evaluated.

Day to day responsibility to carry out risk assessments under this policy will be delegated to suitably trained Class Teachers.

18. RECORD KEEPING AND MONITORING

BASM maintains records of the welfare and development of individual pupils. Every complaint or report of bullying is recorded securely via CPOMS and monitored to enable patterns to be identified, both in relation to individual pupils and across the school as a whole and to evaluate the effectiveness of the school's approach.

All records created in accordance with this policy are managed in accordance with the school's policies that apply to the retention and destruction of records.

The Head of School or Deputy Head Pastoral / DSL are made aware of all reported incidents of bullying, whether confirmed or otherwise through regular staff meetings. These records are reviewed by the safeguarding governor on a termly basis and by the Advisory Board during the year.

RESOURCES

The following websites may also be useful helpful:

<http://www.childnet.com/young-people>

<https://www.thinkuknow.co.uk/>

<https://www.childline.org.uk/Explore/Bullying/Pages/online-bullying.aspx>

<https://www.saferinternet.org.uk/advice-centre/young-people>

<https://www.disrespectnobody.co.uk/>

<http://www.safetynetkids.org.uk/>

<http://ceop.police.uk/>

<http://www.antibullyingalliance.org.uk/Page.asp>

THE BRITISH ACADEMY MARRAKECH SCHOOL

APPENDIX 1 TALKING STICK

Effective if a child has acknowledged that they have bullied another child i.e., it assumes a desire on the part of the bullying child to resolve matters.

Give the child who has been bullied time to prepare what they want to say. 24–48 hours.

The two children sit down, normally, but not necessarily (age dependent) in the presence of a teacher.

The bullied child may like to have a friend with them for moral support, but who does not contribute.

Child A (bullied) explains to the bullying child, what impact their behaviour is having, how it makes him or her feel, and what change they want to happen.

Child B's responsibility is solely to listen and demonstrate that they genuinely understand what Child A has said, and to convince Child A that they are committed to changing. They do this by summarising back to Child A what he / she has said, and then explain what they are going to do to rectify the situation.

Child A listens and decides whether Child B has answered satisfactorily. If Child A is not convinced, he / she will try explaining again. A typical dialogue might be as follows:

Child A "When you push me in the corridor, and say you are going to hit me, I feel alone and scared. I can't do my work. All I can think about is how to avoid you. How I can get away. My head hurts. I feel tearful. I don't want to come to school, and I can't get to sleep. I feel alone. I don't want you to be punished. I just want to come to school and be with my friends without being scared. I don't know why you bully me. I think your clever. I'd love to be as clever as you. I'm just not. If you don't want to be my friend I don't mind, but I don't want you to ruin my time at school. We can be in the same school, and enjoy our time here, whether we are close friends or not."

Child B "I think your saying is that when I pick on you, it makes you scared and feel bad about yourself and lonely and you don't want to come to school. And you don't understand why I do it. You don't want me to be punished, you just want me to stop, so you can enjoy school."

Child A "Yes. That's about it. Yes. That's what I want I'd like you to do."

Child B "Well I promise I will stop from today. And even though you don't want an apology, I owe you one. I feel ashamed about how I've treated you. Once I started, I didn't really know how to stop. I am genuinely sorry."

Child A "Thank you."

This approach is only effective if there is a genuine desire on the part of both parties to resolve the issue. In which case it may be that Child B genuinely does not quite understand what Child A is saying or cannot express themselves clearly when

responding. Give the children time, but it is essential that they talk to each other, and the teacher resists the temptation to intervene.

SIGNED BY: HEAD

Head's Signature *NJ Busset*

RATIFIED BY: BOARD OF GOVERNORS

Advisory Board Member

Signature..... *[Signature]* *22.9.22*

REVIEWED: August NEXT REVIEW DATE: June 2023

THE BRITISH ACADEMY
MARRAKECH

APPENDIX 2: SILENT MAJORITY

An effective strategy when there is an unresolved bullying issue.

- Teacher asks the child who is being bullied to name one or two friends, and five or six children who he / she may not be close to, but who are in his / her class and who are not involved in the bullying. They may be aware / unaware of what is happening. They are not actively involved in the bullying.
- The teacher tells the child in advance what he / she would like to do, but reassures the child that it is their decision, giving the child ownership of the process. This might take some time, and it is normally helpful to contact the child's parents, so they and the child can discuss the best way forward at home.
- Assuming the child gives permission, the teachers meet the bullied child, his / her one or two friends, the five or six children identified as the silent majority, and the child at the centre of the bullying, maybe one of his / her friends.
- No explanation is given to the children (other than the child who is being bullied) for why they have been asked to meet.
- The meeting is highly structured. A semi-circle, with bullied child and friends on one side, the silent majority in the middle and the child who is bullying on the other side of the semi-circle.
- The teacher follows a formulaic series of questioning, eliciting responses from each child to each question. Set the context. I have a problem. I need their help. This is not about punishment. It is about solving a serious problem today.
- **Teacher Question 1** to group. If I was to tell you that someone in this group is very unhappy at school and doesn't want to come to school, would you want to improve the situation for them.
- This requires a "yes" or "no" answer from every child.
- Watch carefully for body language, and eye contact. Very often it becomes clear how the meeting is going to progress even at this early stage.
- It is difficult to answer "no" in this situation.
- Assume all the children answer "yes" (even the child who is doing the bullying).
- **Teacher Question 2:** Can you guess who it is that is so very unhappy and why?
- At this point focus on the silent majority. Responses vary from a) being completely unaware to b) knowing exactly what is happening.
- If some or all of the silent majority responses are along the lines of "Jemima is unhappy because Lucy is nasty to her all the time, and picks on her....." Ask Lucy. Given that so many children seem to identify Lucy it is difficult for her to deny it. Remember the emphasis is on **solving the problem today** not punishment.
- If the silent majority seem to be unaware the teacher response should be along the lines of "If I was to tell you that it is Jemima is so unhappy, would you be surprised?"
- This will normally open up dialogue about Lucy.....
- The result is to agree on a contract of behaviour. Policed by the silent majority and reported back to the Class Teacher and regular intervals over a one- or two-week period. The bullying must stop immediately.