Anti-Bullying Policy
(incorporating E-safety)

*This policy is available from our website (halcyonschool.com) and in hard copy on request.
It has been formulated using: Halcyon London International School's Mission & Vision Statements;
International Baccalaureate (IB) Learner Profile; DfE The Prevent Duty Advice for schools (June 2015); DfE
Advice on Cyberbullying (November 2014); DfE Guidelines on Preventing and Tackling Bullying (October 2014);
Equality Act (2010); Childnet International's cyberbullying guidance and the UK Safer Internet Centre.*

*This policy should be considered alongside and in conjunction with the suite of policies concerning the safety and welfare of
students: Anti-Bullying; Behaviour & Discipline; Educational Trips; Fire Safety; First Aid; Health & Safety; PSHEE; Risk
Assessment; Safeguarding & Promoting Welfare of Children; Supervision*

Introduction
Halcyon London International School aims to create a safe, secure learning
environment where students, staff and parents are treated with respect. In an
international community, where people of different cultural, national and religious
backgrounds are working together, it is particularly important that there is common
understanding of appropriate working relationships, and of the shared values that
underpin this. This includes policies and procedures, accepted by all stakeholders,
that concern bullying, and the prevention of bullying.

Objectives
The objectives of this policy are:
- to define bullying so that everyone understands what forms of physical or verbal
  behaviour are regarded as bullying
- to reassure all members of the community that the school will not tolerate
  bullying and has procedures in place to address inappropriate behaviour
- to create an environment where the qualities explicit in the International
  Baccalaureate (IB) Learner Profile inform and guide interactions between
  members of the school community. As a result, the community takes
  responsibility for its actions; bullying will not be tolerated; and instances of
  bullying can be reported without threat of fear or negative consequences
- to establish a framework of procedures, current with relevant legislation, to deal
  with bullying and applicable to all members of the community
- provide an evaluative process that analyses the instances of reported bullying;
  the process, methods and efficacy of the response; the intended and actual
  outcomes; and the effectiveness of systems to provide feedback for policy
  improvement
- to comply with the school's duties under the Equality Act of 2010 and the
  Prevent Duty 2015.

This policy will also apply to bullying outside of the school when this has a direct, and
negative, impact on the school's ability to provide a safe and secure learning
environment, or when there are safeguarding concerns. Such behaviour will be
investigated and appropriate action taken.

Definition of bullying
Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts
another individual or group either physically or emotionally. Bullying can take many
forms, for instance, cyberbullying via text messages or the internet. It is often motivated
by prejudice against particular groups on the grounds of race, political views, religion,
belief or culture, gender or gender reassignment and sexual orientation. Bullying is also
associated with pregnancy, a person's health or appearance, disability, special

educational needs or learning difficulties, or because a child is looked-after or has caring responsibilities. The school recognises that stopping violence and ensuring immediate physical safety is a first priority but also recognises that emotional bullying can be more damaging than physical. All allegations of bullying will be taken seriously and dealt with in accordance with this policy.

The school has an E-Safety Policy (Appendix 1) which deals the risks to students associated with the use technology, including cyberbullying, grooming and radicalization.

Who is responsible for this policy?

The Board of Trustees, Director and all members of staff are responsible for the implementation of this policy.

The Director, supported by the Board of Trustees, is responsible for being up-to-date with relevant legislation, research and methods for dealing with bullying, and for ensuring that staff are given appropriate training and information related to this issue.

Under the direction of the PSHEE Coordinator, Halcyon provides a specialist team of teachers to deliver a PSHEE program, covering personal, social, health and economic education and associated behaviour matters. Additionally, students meet twice weekly with their teacher-mentors, who is the first point of contact for parents with regard to student wellbeing and academic concerns. All members of staff have a duty for general student wellbeing care including the monitoring of behaviour, intervening where necessary and taking remedial action.

Students are encouraged to speak to their parents or a teacher, and especially the Student Wellbeing Leader, if they are being bullied or are worried about anyone else being bullied.

Parents who are concerned that their child is being bullied are encouraged to inform a teacher, the Student Wellbeing Leader or the Director without delay.

Methods of achieving policy objectives

- All staff have been provided with, and are trained to understand, the school's Anti-Bullying Policy and their specific role in upholding the policy.
- All teachers make full use of the school's mission and vision statement and the IB Learner Profile to reinforce appropriate behaviour, particularly during PSHEE classes.
- All staff must be remain vigilant to the fact that bullying (including cyberbullying) is a likely feature of peer-on-peer abuse. Peer-on-peer abuse is a safeguarding issue and suspected incidences should be dealt with as a safeguarding matter (rather than a bullying matter) and the school's child protection and safeguarding procedures must be followed.
- Bullying will be regularly discussed in Student Wellbeing meetings, and in staff meetings, to feed back information about friendship patterns, incidents, isolated students, growing 'power bases' and known conflict between students so that strategies can be developed to prevent bullying incidents.
- Any teacher who hears of, or has a suspicion of, bullying should respond quickly and sensitively by offering advice, support and reassurance to the alleged victim and refer the matter to the Student Wellbeing Leader or senior colleague as soon as possible so that the appropriate strategy for dealing with the incident can be agreed.

- The person investigating the incident must maintain an objective approach until full understanding of the facts is established.
- Initial investigation may take the form of a conversation between all parties or parties may be approached separately, depending on the circumstances. These matters must be dealt with firmly and with sensitivity. The Director must be kept informed of all developments and advise accordingly. Parents of all parties must be kept informed when an incident is reported and how it is being managed and by whom.
- Students responsible for bullying must (in the presence of one or both parents if appropriate):

  - demonstrate an understanding of why their behaviour constitutes bullying, with specific reference to the IB Learner Profile

  - accept responsibility for their behaviour and agree not to repeat the behaviour

  - agree to set goals for improvement, engage in further reflective conversations or undertake any counselling required as a result of their behaviour

  - accept the responsibility for their actions and any consequences arising as required by the school

  - understand that repeated incidents may lead to further more serious actions, including the possibility of constructive loss of instructional time or expulsion.

- In dealing with bullying behaviour, there will be consideration of the motivation behind the behaviour and whether external services should be used to tackle any underlying issues which contributed to the bullying behaviour. If these considerations lead to any concerns that the bully may be at risk of harm, the school's child protection and safeguarding procedures will be followed.
- Any disciplinary action against the student responsible for bullying behaviour will be taken in accordance with the school's Behaviour & Discipline Policy. Disciplinary measures will be applied fairly, consistently and reasonably taking into account any special educational needs or disability of the student and the needs of vulnerable students.
- In a very serious case of bullying or in a case of persistent bullying, a student may, after a fair hearing, be expelled or be required to leave the school permanently in accordance with the school's Behaviour & Discipline Policy.
- If external agencies are involved to resolve a bullying issue, the parents of the perpetrator must be notified and may be required to fund any associated fees or costs.
- Students who are victims of bullying (and potentially one or both parents if appropriate):
  - will receive appropriate help and support
  - will be offered counselling in dealing with bullying behaviour and how to avoid becoming victimised in the future
  - can choose a member of staff who will be available to them should they feel threatened in the future.

Documentation and records

All incidents will be logged and the information filed in the appropriate student files. Copies of letters to parents and other documents related to individual incidents shall be kept in the files of all relevant students. In addition, the school will keep records of incidents of bullying in a wellbeing log that is reviewed weekly by the Student Wellbeing Leader, and reported to the Director monthly, and to the Board of Trustees at least once per year. Any unusual re-occurring patterns of bullying behaviour will be investigated by the Wellbeing Team, informing and involving the Director as necessary, and appropriate action will be taken and reported to the Board of Trustees. This may result in amendments to this policy.

Approved by Board of Trustees February 2013. Approved by Board of Trustees January 2014. Revised 5 October 2015. Approved by Board of Trustees 17 February 2016. Revised 23 September 2016. Revised 11 October 2016. This policy will be reviewed annually, or more regularly in light of any significant changes in statutory requirements and legislation.

Appendix 1. E-safety Policy

Introduction

Halcyon London International School is a digital learning environment and to this end upholds a rigorous e-safety policy for all stakeholders. E-safety must be the concern of all members of staff as well as students, parents and the Board of Trustees. This policy will be regularly reviewed in consultation with these constituencies and amended as required.

Objectives

The objectives of this policy are:

- To regularly audit the training needs of all staff and provide training to improve their knowledge of and expertise in the safe and appropriate use of new technologies

- To work closely with all families to help them ensure that their children use new technologies safely and responsibly both at home and at school

- To use students' and families' views to develop e-safety strategies

- To provide an enriching, safe, digital learning environment

- To provide, through the IBMYP and PSHEE (personal, social, health and economic education), classes comprehensive curriculum for e-safety that enables students to become safe and responsible users of new technologies

- To work with the school's partners and other providers to ensure that students who receive part of their education away from school are e-safe

- To systematically review and develop the school's e-safety procedures, including training, to ensure that they have a positive impact on students' knowledge and understanding.

This policy will also apply to bullying outside of the school when this has a direct, and negative, impact on the school's ability to provide a safe and secure learning environment, or when there are safeguarding concerns. Such behaviour will be investigated and appropriate action taken.

Potential risks to students associated with use technology for educational or leisure purposes in or out of the school:
- exposure to inappropriate content, including online pornography, ignoring age-ratings in games, violence and racist language
- lifestyle websites, for example pro-anorexia/self-harm/suicide sites
- hate sites
- terrorist ideology and extremist material aiming to radicalize young people
- grooming
- cyberbullying in all forms
- identity theft (including "frape" (hacking Facebook profiles)) and sharing passwords
- content validation: how to check authenticity and accuracy of online content.

Conduct issues arising from use of technology

- privacy issues, including disclosure of personal information
- digital footprint and online reputation
- health and wellbeing (amount of time spent online (internet or gaming)
- copyright (little care or consideration for intellectual property and ownership such as music and film)
- sexting (sending and receiving of personally intimate images) also referred to as SGII (self-generated indecent images) can put a child in danger. The UK Council for Child Internet Safety (UKCCIS) Education Group has published advice about how to respond to incidents of sexting in schools and how to safeguard young people. Please refer to Halcyon's Safeguarding Policy for more information.

This policy will be implemented using recommended practices and features including a whole-school approach supported by robust reporting routines:

- Ensuring all staff are trained and their knowledge kept current
- Ensuring that all students know how to report abuses arising from the use of technology
- Ensuring that there is one member of staff qualified to support colleagues and parents on matters of digital safety and good practice
- Providing training and workshops for parents in order to better understand the use of technology and possible abuses
- Ensuring the Internet Service Provider applies and actively monitors appropriate filters for the age/maturity of the school's students
- Managing personal data securely and in accordance with the statutory requirements of the Data Protection Act 1998.

Appendix 2. Acceptable Use Policy & Agreements

Halcyon is committed to a safe and productive digital learning environment. The School has the following **shared understandings** about the use of digital technologies:

1. Halcyon requires students to have an iPad and/or laptop, which is/are the property and responsibility of the parent and user
2. Halcyon provides staff with an iPad and laptop, both of which are the property of Halcyon and the responsibility of the user, and both of which should have protective covers at all times.
3. Halcyon provides certain staff with a phone, which is the property of Halcyon and the responsibility of the user, and which should have a protective cover and screen protector at all times.
4. Halcyon provides an Internet service solely for educational purposes
5. Access to the Internet is a privilege not a right
6. Users are responsible for their digital behavior
7. Users are responsible for their digital devices, including all the content
8. Halcyon iTunes U courses, and the @halcyonschool.com Google suite of applications, are the intellectual property of Halcyon London International School
9. Users are allowed to connect to the Internet using other, personal, devices
10. All members of the School's community will promote and model safe, responsible digital citizenship
11. All members of the School's community, at all times, respect
    o data protection laws
    o copyright and intellectual property rights
    o age-restrictions applied to websites or online resources.

Acceptable Use Policy (AUP) - Staff

Staff use of Halcyon London International School digital resources (digital devices and Halcyon Internet services) is bound by the following terms:

Staff will

1. use Halcyon London International School's equipment for Halcyon London International School teaching and/or learning and other lawful, appropriate activities.
2. use electronic resources in a way that reflects a professional duty of care for the community at Halcyon London International School.
3. respect security protocols and procedures, and will not disclose passwords or security information to anyone other than a technology leader at the school.
4. report immediately any activity that may concern student safety to an appropriate person within the Halcyon London International School such as the Designated Safeguarding Lead.
5. ensure communications within the Halcyon London international community are respectful.
6. ensure data relating to Halcyon London International School is kept secure, and report any breach of data security.
7. model and promote digital citizenship within Halcyon London International School Community.
8. be aware of and fully comply with copyright and intellectual 'property' rights
9. have a password-protected (preferably with 2FA enabled) @halcyonschool.com Google account
10. use an @halcyonschool.com iTunes U account

11. apply iTunes credit* only to an @halcyonschool.com iTunes account.
12. ensure the purchase of apps (and in-app purchases) always support Halcyon's expectations for digital learning and teaching

* iTunes credit is made available staff to explore new applications for the classroom and support effective and innovative digital learning and teaching. iTunes credit does not expire and any unused credit must be transferred back to the "gift card". iTunes cards are managed by the Digital Learning Leader.

Staff understand that Halcyon London International School may monitor the use of electronic resources to ensure compliance with this agreement. Staff acknowledge that Halcyon London International School has a right to intercept and monitor email, delete inappropriate materials and ultimately suspend an account if unauthorized or unlawful activity is taking place.