Anti-Bullying Policy

Approval:	Full Board	**Level:**	Public
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Next Review:	March 2026	**This Policy Approval Dated:**	March 2025

1. **Introduction**

    1.1. Bullying is the **repetitive**, **intentional** harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is identified by the *effect* of behaviour on the individual or group as much as by any particular behaviour itself.

    1.2. While the School recognises that the emergence of some level of bullying is considered by many people to be a 'normal' part of growing up, we do not accept that it is unavoidable; at Wellington College Bangkok, bullying is never tolerated and it is the responsibility of the whole community to be proactive, vigilant, honest, caring, empathetic and appropriately protective of others.

    1.3. If adults – school staff or parents – model bullying behaviours, it is likely that the same behaviours will emerge in children. The school is committed to confronting and eradicating any bullying behaviour, perpetrated by adults as well as by students.

    1.4. Any and all reports of bullying will be responded to immediately and urgently; all members of our community have the right to be able to live their lives without fear of bullying.

    1.5. Revenge has no place in the School's response to bullying. As far as is possible, the principles of Restorative Practice are followed and it is understood that formal punishment may be neither inevitable nor appropriate.

    1.6. If bullying is reported, the School informs parents and works with them, constructively and wholly within the spirit of this policy, to resolve all issues.

    1.7. We aim to create an atmosphere in which children know they will be helped if they become the victim of bullying. Furthermore, should there be reasonable cause to believe that a child is suffering or is likely to suffer significant harm as a result of bullying then the incident will be treated as a Child Protection concern. This is in line with our Safeguarding and Child Protection Policy.

2. **Types of Bullying** (this list is not exhaustive; **single or isolated incidents *do not* constitute bullying**)

    2.1. **Physical**: hitting, slapping, tripping, pushing, threatening violence or any act that invades personal space.

    2.2. **Verbal**: name-calling, teasing and taunting.

    2.3. **Social**: exclusion by groups or individuals.

2.4. **Individual**: one person may be targeted by another individual, a small group or even a whole class.

2.5. **Racial, religious and cultural**: a range of hurtful behaviour, both physical and psychological, that makes a person feel unwelcome, marginalised, excluded, powerless or worth less because of their colour, ethnicity, cultural background, religion, community, national origin or national status, for example.

2.6. **Sex/gender-focused**: any bullying behaviour, whether physical or non-physical, that is based on or targeted at a person's sexuality or gender.

2.7. **Homophobic**: bullying behaviours that are motivated by prejudice against a person's actual or perceived sexual orientation or gender identity.

2.8. **Special educational needs and disabilities**: this may be manipulative, making a disabled student do something they should not, or deliberately engineering their discomfort or isolation. Some children with additional support needs and disabilities may not recognise that they are being bullied or, indeed, that their own behaviour may itself be bullying.

2.9. **Cyber-Bullying**: 'virtual' bullying can occur in or outside school, at any time of day (and is likely to be the business of the School even if it has occurred outside School hours) and has a potentially large audience. Cyber-bullying includes but is not limited to:

2.9.1 **Text message or email** bullying

2.9.2 **Mobile phone photography** usually with images (including those which are 'fake' or otherwise manipulated) sent to, shown to or otherwise shared with other people, including filming and sharing of physical attacks

2.9.3 **Phone call** bullying, involving the use of silent calls or abusive messages

2.9.4 **Social Media** bullying, posting/sending menacing or upsetting messages to or about children either privately or publicly

2.9.5 **Online** bullying generally, including the use of blogs, personal websites and social media.

3. **The Role of the School**

3.1 The School aims:

3.1.1 To prevent, de-escalate and stop any continuation of harmful behaviour as quickly and effectively as possible

3.1.2 To react to bullying incidents in a reasonable, proportionate and consistent way

3.1.3 To safeguard any student who has experienced bullying and to provide support for both the victim and the bully.

3.1.4 Wherever possible, to apply the principles of Restorative Practice in response to incidences of bullying, using disciplinary sanctions when these are considered appropriate, or necessary for the protection of others.

3.2 **Preventative measures**: these include

    3.2.1   Monitoring trends in behaviour across the school.

    3.2.2   Ensuring students and parents know the role they can take in preventing bullying, for example by not accepting any 'omerta'-type code that wrongly urges them to protect bullies, and further harm victims, by not speaking up clearly and honestly.

    3.2.3   Promoting awareness of when and where bullying is most likely to emerge and ensuring appropriate action is taken to reduce risk.

    3.2.4   Promoting anti-bullying policies and being involved in anti-bullying assemblies and in an antibullying week so the community is aware of the importance of not allowing bullying in our school.

    3.2.5   Ensuring that awareness of bullying is raised and anti-bullying measures are taught in Wellbeing lessons and through House and weekly assemblies.

    3.2.6   Providing effective and appropriate supervision and expectations of students at break and lunchtimes.

    3.2.7   Providing a wide range of Enrichment and House activities to encourage students to mix with each other and to enjoy purposeful activity.

    3.2.8   Assemblies, literature and projects all provide forums where bullying can be discussed as part of the school's education programme.

    3.2.9   Students are familiarised with the School's Anti-Bullying Policy and are reminded of it at the start of each academic year; anti-bullying information is displayed in all rooms in age-appropriate language.

    3.2.10   A range of communication methods are used to allow children to report bullying, including physical and digital resources.

    3.2.11   Help and support are offered to all students through Class Teachers, House Tutors, Heads of House.

    3.2.12   All subject areas include some focus on the encouragement of tolerance, support and respect for others, and the school seeks to raise appropriate self-confidence by celebrating achievements of all kinds.

    3.2.13   All staff are made aware of this policy, and procedures for dealing with bullying incidents.

    3.2.14   All new staff undergo training on how to deal with bullying incidents as part of their induction programme.

    3.2.15   The School Leadership Teams inform parents if their child is either being bullied or bullying someone else, and includes parents in conversations about the School's response.

    3.2.16   Keeping this policy up to date.

3.3 **If bullying is suspected or reported**, the incident is dealt with immediately by the member of staff involved and/or the Head of School.

3.3.1 A thorough investigation is conducted and a clear account of it recorded and reported to the Head of School by the relevant staff.

3.3.2 The Head of School is always informed of matters involving bullying by any member of staff dealing with an issue.

3.3.3 Clear, confidential records are kept, which include details of the people involved, the time span of the case, where it happened and the details of it, including any and all actions taken by the school.

3.3.4 Each case is dealt with individually and in a way that is suitable for both victim and bully.

3.3.5 Parents are informed if their child is involved in an incidence of bullying and may be asked to be involved in the School's response.

3.3.6 After an incident, any children involved are monitored in order that ongoing support can be provided if necessary.

3.3.7 A bullying incident is treated as a Child Protection concern if there is reasonable cause to believe that the child is suffering or likely to suffer significant harm.

3.4 In the case of **Cyber Bullying**:

3.4.1 The school maintains the right to confiscate and/or examine **any and all** data on a student's personal mobile device if there is reasonable suspicion that it contains evidence of bullying.

3.4.2 Should inappropriate images/content be found in the possession (virtual or physical) of a student, the Designated Safeguarding Lead is informed and such content kept on the phone until parents have been informed.

3.4.3 If a digital or other image has been distributed outside of school, all contacts and website / social networking sites must be asked to remove the image by the individual concerned.

3.5 Next Steps

3.5.1 The principle of Restorative Practice holds that those who have become involved in an incidence of bullying should, whenever possible, work together to find solutions and ways forward. The School endeavours to bring those involved together to discuss what has happened and how people have been affected. The next task is to help students to take responsibility for their misdeeds and bad decisions, then decide on a way that the harm might be repaired. This is a far more sophisticated approach than simply punishing those who have wronged others. The ability to do this face-to-face restorative work is something that we teach, beginning the moment children enter the School.

3.5.2 (See 1.5) The purpose of next steps is not necessarily punishment and is definitely not any kind of revenge; it is behaviour change for the better and the restoration of the safety of the School environment for all

members of our community. In many cases, carefully-managed, teacher-led conversations or conferences between students or groups of students, sometimes including parents, with notes taken for future reference, and formal or informal agreements with students as outcomes, are the ideal result.

    3.5.3   Should restorative mediation not be successful, a standard range of sanctions is in place:

        3.5.3.1   Official warning to cease offending.

        3.5.3.2   Detention or exclusion from break times.

        3.5.3.3   Exclusion from certain areas of the school, e.g. a requirement to spend lunchtimes in a designated, supervised room.

        3.5.3.4   Minor fixed-term exclusion.

        3.5.3.5   Major fixed-term exclusion.

    3.5.4   Parents are always informed of, or involved in, the processes detailed in 3.5.2.and 3.5.3.

3.6   **Staff responsibilities** – all staff must:

    3.6.1   Be familiar and comply with this policy.

    3.6.2   Be aware of and notice changes in students' or colleagues' behaviour.

    3.6.3   Ensure that all students understand the definition of bullying and know the school's position regarding it. All students should be confident in the ability of Wellington College to deal with incidents of bullying.

    3.6.4   Never promise confidentiality and make sure that students understand this.

    3.6.5   Pass on relevant information to the appropriate member of staff in a timely manner.

    3.6.6   Keep written records, including hand-written declarations from those involved, and always report incidents of bullying.

    3.6.7   Make sure that the person being bullied feels safe and knows how and where to get support.

    3.6.8   Be an example of respect through personal actions and words.

3.7   Bullying is discussed regularly as part of Whole-School staff meetings and, should they occur, incidents are raised urgently.

3.8   For further details of Restorative Practice, please refer to the School's Restorative Practice Guidelines.