



REIGATE GRAMMAR SCHOOL
VIETNAM

Anti-Bullying Policy

Policy Author:

Educational Leadership Team

Date Approved By Governing Body:

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Objectives of this Policy

Reigate Grammar School Vietnam aims to provide a safe environment for everyone to learn and grow without anxiety. We therefore encourage an ethos in which bullying is regarded as unacceptable and we have measures in place to reduce the likelihood of bullying and to deal with it when necessary.

Reigate Grammar School Vietnam takes the issue of bullying very seriously. It is one factor that may completely ruin a child's experience of school life, and that may have serious consequences on both academic performance and social development. It may also cause long-term physical and/or psychological damage, even leading to suicide.

This policy outlines what Reigate Grammar School Vietnam will do to prevent and tackle bullying. We are committed to developing an Anti-bullying culture whereby no bullying, including between adults or adults and children and young people will be tolerated.

The policy is available via the school website and a paper copy may be requested from the relevant School Office.

All board members, teaching and support staff, students and parents need to understand what bullying is, what to do if bullying occurs, and how they will be supported if they report bullying.

Our School Community:

- Discusses, monitors and reviews our Anti-bullying policy and practice on a regular basis.
- Supports all staff to promote positive relationships to prevent bullying and will intervene by identifying and tackling bullying behaviour appropriately and promptly.
- Ensures that students are aware that all bullying concerns will be dealt with sensitively and effectively; that students feel safe to learn; and that students abide by the Anti-bullying policy.
- Reports back to parents/carers regarding their concerns on bullying and deals promptly with complaints. Parents/carers in turn work with the school to uphold the Anti-bullying policy.
- Seeks to learn from good Anti-bullying practice elsewhere

Definition of Bullying

“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 online”.

-Anti-Bullying Alliance

Bullying may include: name calling; taunting; mocking; making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours. Bullying may take many forms (for instance, cyber-bullying via text messages, social media or gaming, which may include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power may manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It may result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

Low-level disruption and the use of offensive language may in itself have a significant impact on its target. If left unchallenged or dismissed as banter or horseplay it may also lead to reluctance to report other behaviour. Early intervention may help to set clear expectations of the behaviour that is and is not acceptable and help stop negative behaviours escalating.

Forms of Bullying Covered by this Policy

Bullying can happen to anyone. This policy covers all types of bullying including, but not limited to:

- Bullying related to race, religion or culture.
- Bullying related to SEN (Special Educational Needs).
- Bullying related to appearance or physical/mental health conditions.
- Bullying related to sexual orientation (e.g. lesbian, gay, bisexual or transgender bullying).
- Bullying of young carers, children in care or otherwise related to home circumstances.
- Sexist, sexual and transphobic bullying.
- Bullying via technology: cyberbullying.

Bullying as a Child Protection Matter

When there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' a bullying incident should be addressed as a child protection concern. Where this is the case, the school staff should discuss with the school's designated safeguarding lead (DSL) and work with them to take appropriate action. We keep a record of bullying incidents and the pastoral team monitors this. Please see the Safeguarding and Child Protection Policy for further information.

Bullying and Peer-on-Peer Abuse

Bullying is a form of anti-social behaviour towards a person and has no place in this School. Bullying may include any sort of physical or mental intimidation of a person by another or a group, which can cause

distress or cause anxiety to the victim. Such behaviour is unacceptable from any member of the school community, as no person has the right to intimidate another.

Therefore:

- **No-one should have to suffer name-calling;**
- **Banter is not an excuse for unpleasant or offensive jokes;**
- **No-one should have to suffer physical violence or unwanted physical contact**
- **No-one should feel victimised in any way, e.g. for their appearance, race, gender, religion or other choices that they make;**
- **Sexual abuse and/or harassment will not be tolerated, e.g. upskirting, taking, asking for or sharing inappropriate images including nudes, rating students on attractiveness, wolf-whistling or making sexual comments;**
- **No-one should suffer abusive or unkind messages via social media;**
- **It is everyone's responsibility to ensure that bullying and peer-on-peer abuse is not tolerated.**

Cyberbullying

Widespread access to technology provides an additional medium for bullying, which can occur inside or outside school. Cyber-bullying includes using mobile phones or iPads, etc, to send abusive messages, often through public forums such as social networking websites (e.g. Instagram, Snapchat), or make defamatory statements about students or teachers. It includes cyber-stalking, "sexting", "trolling" and unauthorised publication of private information or images. Cyber-bullying can happen at any time of the day, and has the potential to reach a wide audience. It can undermine the self-esteem of individual students and can undermine the professional status of staff. Some cyber-bullying is deliberate and intentional, but in other cases distress to the victim can be caused by something that is seen as a joke by the perpetrator.

The School also takes seriously its safeguarding responsibilities with regard to the production and/or dissemination of sexual images by young people.

Peer-on-Peer Abuse

Peer-on-peer abuse occurs when a young person is exploited, bullied and/or harmed by their peers who are the same or similar age and where everyone directly involved is under the age of 18.

Peer-on-peer Abuse may involve one or more of the following:

- Sexual abuse
- Emotional abuse
- Physical abuse

RGS Vietnam recognises that safeguarding issues can manifest themselves via peer-on-peer abuse and promotes a culture which is designed to minimise the risk of such abuse. Allegations are investigated thoroughly and, where appropriate, the School's Designated Safeguarding Lead or another member of the school staff will take appropriate action. The School recognises that the perpetrator should also be supported and thought given to whether or not they may be in need of early counselling or additional support.

Preventing, Identifying and Responding to Bullying

The school community will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others which will be upheld by all.
- Work with staff to identify all forms of prejudice-driven bullying.
- Actively provide systematic opportunities to develop students' social and emotional skills, including their resilience.
- Provide a range of approaches for students, staff and parents/carers to access support and report concerns.
- Challenge practice that does not uphold the values of tolerance, non-discrimination and respect towards others.
- Ensure that students understand their responsibilities as bystanders.
- Consider all opportunities for addressing bullying in all forms throughout the curriculum and supported with a range of approaches such as through displays, assemblies, peer support and the school/student council and using these to respond to the trends in student behaviour as they arise.
- Regularly update and evaluate our approaches to take into account the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
- Ensure that all staff are aware of the importance of identifying all forms of bullying and know that they must follow the school policy and procedures (including recording and reporting incidents).
- Ensure that school sanctions are applied robustly where bullying is discovered. This may range from detentions focusing on reflection work, to the most serious response of suspension from the School.
- Proactively gather and record concerns and intelligence about bullying incidents and issues so as to develop strategies effectively to prevent bullying from occurring. Bullying incidents are recorded centrally and patterns are monitored by the Heads of School to identify any patterns and to reflect on the success of our approach to keeping children safe from bullying. We will aim to change our approach in response to noted patterns or concerns.
- Actively create "safe spaces" for all our community but especially for vulnerable children and those with protected characteristics. For example, a student may go to the school library, or to a Head of Section office
- Use a variety of techniques to resolve the issues between those who bully and those who have been bullied.
- Work with other agencies and the wider school community to prevent and tackle concerns.
- Celebrate success and achievements to promote and build a positive school ethos.

In addition, in seeking to prevent cyber-bullying, the School will:

- enforce policies and strategies designed to reduce the misuse of new technologies and to prevent cyber-bullying;
- ensure staff keep up to date with the technologies which the students are using;
- deliver PSHE lessons which, include specific training regarding the safe use of ICT, particularly mobile phones, iPads and the internet, as well as age-appropriate information about grooming, internet sites containing violent or adult content and the dangers of sharing personal information and/or photographs;
- alert parents to sites which are causing problems for students;

- inform parents in Information Evenings about aspects of online behaviour that they should be alert to, including information about grooming, sexting, cyber-bullying, and the dangers of age-inappropriate sites and of sharing personal information and/or photographs;
- regularly evaluate and update our approach to take account of developments in technology.

Involvement of Students

We will:

- Ensure that all students know how to express worries and anxieties about bullying e.g. through assemblies and PSHE.
- Ensure that all students are aware of the range of sanctions which may be applied against those engaging in bullying.
- Offer support to students who have been bullied and to those who are bullying in order to address the problems they have.
- Help to build resilience in students through promoting the understanding of differences between people and highlighting the importance of avoiding prejudice-based language.
- Recruit and train a team of wellbeing Prefects so that pupils are able to express worries or concerns to their peers, thereby adding an extra layer of support for vulnerable pupils.

Liaison with Parents and Carers

We will:

- Make sure that the Anti-bullying Policy is available to parents via the website.
- Parents are always reminded about the open door policy at school and the importance of raising any concerns about their child e.g. at Parent meetings and Induction Events.

Responsibilities

It is the responsibility of:

- Board of Management members to be involved in monitoring and reviewing this policy.
- Board members, the Educational Leadership Team (ELT), teaching and support staff to be aware of this policy and implement it accordingly.
- The ELT to communicate the policy to the school community and to ensure that disciplinary measures are applied fairly, consistently and reasonably.
- The ELT to monitor the implementation and effectiveness of this policy.
- Staff to support and uphold the policy.
- Parents will support their children and work in partnership with the school.

Additional Content

Dealing with Incidents

The following steps may be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached.
- A clear and precise account of the incident will be recorded and given to the relevant Head of Section.

- The Form Tutor/ Homeroom Teacher or Pastoral Leader will interview all concerned and will record the incident.
- Teachers/Form Tutors & ELT will be kept informed.
- When responding to cyberbullying concerns the school will take all available steps to identify the bully, including looking at the school systems, identifying and interviewing possible witnesses.
- Where the bullying takes place outside of school, the school will ensure that the concern is investigated and that appropriate action is taken in accordance with the school's behaviour policy.
- Parents will be kept informed.
- Sanctions will be used as appropriate and in consultation with all parties concerned.

Pupils who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with their teacher or a member of staff of their choice.
- Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate.
- Reassuring the student and providing continuous support.
- Restoring self-esteem and confidence.
- Working with the wider community to provide further or specialist advice and guidance.
- Offer a student well-being mentor as a point of contact for victim support, thereby adding an extra layer of support for vulnerable pupils.

Pupils who have bullied will be helped by:

- Discussing what happened and establishing the concern and the need to change
- Informing parents to help change the attitude and behaviour of the child
- Providing appropriate education and support
- If online, requesting content be removed.
- Sanctioning in line with school behaviour policy. This may include official warnings, detentions, removal or privileges, fixed-term exclusions and the withdrawal of educational provision.