

# Anti Bullying Policy for Pupils

Policy Title			Anti Bullying Policy for Pupils								
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## Contents

1. Aims	3
2. Legislation and guidance	3
2.1 Education-specific legislation	3
2.2 Criminal and Civil Law	3
2.3. Safeguarding and Welfare Policies	3
3. Definitions and scope	4
3.1 Definitions	4
3.2 Scope	4
3.3 Key responsibilities	4
4. Forms and types of bullying covered by this policy	4
5. Preventative approach	5
6. Responding to bullying concerns	5
7.1 Primary (Early Years and Junior School)	5
7.2 Senior School	6
8. Monitoring arrangements	9

## 1. Aims

At The British School of Amsterdam (The BSA) we are committed to providing a caring, friendly and safe environment for all of our pupils so that they can learn in a supportive and secure atmosphere. Bullying of any kind is always unacceptable and will not be tolerated in school. It is our policy to foster an environment where everyone:

- understands the type of behaviour that could be interpreted as bullying
- realises the consequences of bullying for all concerned (the bully, any spectator, and followers, as well as the target of the bullying)
- considers strategies to avoid becoming the target of bullying
- develops the self-esteem to avoid choosing bullying behaviour, or acting as a spectator/follower

Anyone who knows that bullying is happening is expected to inform a trusted adult such as a member of staff, a parent, or a friend. All pupils should feel able to report such incidents safely in the knowledge that their concerns will be dealt with promptly and effectively.

## 2. Legislation and guidance

In the UK, several pieces of legislation set out measures for schools to address bullying, including provisions related to criminal and civil law.

### 2.1 Education-specific legislation

- Education and Inspections Act 2006
- Children Act 1989
- Education Act 2002
- Equality Act 2010
- Nederlands Jeugdinstituut, Wet- en regelgeving pesten (Bullying laws and Regulations)

### 2.2 Criminal and Civil Law

While schools primarily manage bullying under education laws, certain types of bullying may constitute criminal behaviour or civil offences under broader UK law:

- Harassment and Malicious Communication
- Malicious Communications Act 1988
- Communications Act 2003 (Section 127)
- Public Order Act 1986
- The Defamation Act 2013
- Crime and Disorder Act 1998

Under Dutch law, schools are legally obliged to implement an anti-bullying policy and appoint a coordinator to combat bullying. The Head of School is the appointed coordinator for their school section.

### 2.3. Safeguarding and Welfare Policies

- Working Together to Safeguard Children (Statutory Guidance, 2018)
- Keeping Children Safe in Education (Statutory Guidance, 2024)

As an accredited British School Overseas, this document meets the requirements set out in the [Standards for British Schools Overseas](#).

In case of discrepancies local law or regulations will take precedence.

### 3. Definitions and scope

#### 3.1 Definitions

Our school defines bullying as: 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.

#### 3.2 Scope

This policy applies to all members of The BSA community, including pupils, staff, parents, and visitors. It covers bullying that occurs:

- **On school premises** during school hours or at school-organised activities (e.g., trips, events, or clubs).
- **Online** via social media, messaging platforms, or other digital communication tools that impact relationships within the school community.
- **Outside of school** when incidents affect the wellbeing of pupils or disrupt the learning environment.

#### 3.3 Key responsibilities

Heads of School and the Pastoral team	Are responsible for implementing and enforcing the anti-bullying policy, ensuring all staff are trained and aware of procedures to prevent and address bullying incidents effectively
Teaching Staff	Are committed to creating a safe learning environment by intervening promptly in bullying incidents, supporting victims and educating pupils about the impact of bullying
Parents	Are expected to report any concerns about bullying, support the school's Anti-Bullying Policy, and encourage their children to promote kindness and respect among peers
Pupils	Are expected and encouraged to contribute to a bully-free environment by reporting incidents, supporting peers, and treating everyone with kindness and respect

### 4. Forms and types of bullying covered by this policy

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

- Physical – pushing, poking, kicking, hitting, biting, pinching etc.
- Verbal - name calling, sarcasm, spreading rumours, threats, teasing, belittling and making prejudice-based or discriminatory comments

- Emotional – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.
- Sexual – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
- Online / cyber – posting on social media, sharing photos, sending nasty text messages, social exclusion
- Indirect - Can include the exploitation of individuals or acting as a bystander to bullying behaviour

\*Prejudice-based or discriminatory bullying (against people/pupils with protected characteristics) may include:

- Bullying related to race, religion, faith and belief and for those without faith
- Bullying related to ethnicity, nationality or culture
- Bullying related to Special Educational Needs or Disability (SEND)
- Bullying related to sexual orientation (homophobic/biphobic bullying)
- Gender based bullying, including transphobic bullying
- Bullying against teenage parents (pregnancy and maternity under the Equality Act)

## 5. Preventative approach

The safety, happiness and wellbeing of every pupil is at the heart of everything we do. We are committed to the development of every pupil as a caring and responsible member of our school community. The school expects all community members to treat each other with due respect in all situations, at all times, regardless of age, race, gender, sexual orientation or physical ability. All members of the community are expected to uphold these values and to take appropriate action with anybody who fails to meet these expectations. In this way we foster a climate where bullying behaviour is not tolerated and pupils feel confident in reporting any incidents that do occur.

We reinforce this through a robust anti-bullying programme that includes but is not limited to:

- Following a comprehensive PSHE curriculum which uses published schemes such as JIGSAW or those produced by The PSHE Association at its core.
- Delivering activities which support positive mental health and social relationships, encourage students to report bullying, or provide targeted support to children involved in bullying.
- Delivering regular sessions on anti-bullying themes in class and also through assemblies
- Involving School Council in championing the programme
- Running Anti-Bullying Week once a year – age appropriate
- Providing training for staff on identifying and responding appropriately to bullying

## 6. Responding to bullying concerns

The BSA takes seriously and investigates all reports of bullying. It is the duty of everyone who is aware of an actual or potential instance of bullying to act to intervene. All allegations are investigated in an age appropriate way according to the school section as outlined below.

### 7.1 Primary (Early Years and Junior School)

The following steps show the order of actions that will be taken when an incident of bullying is reported:

1. Incident of bullying behaviour reported to ANY adult within the school by a child or adult.

2. Reported to the child's class teacher for investigation; class teacher writes an incident summary (categorised on CPOMs) after speaking to any children concerned.
3. The Early Years or Junior Leadership team is alerted to the incident summary.
4. The children involved and class teacher/Early Years or Junior leadership team (depending on level of incident and availability) discuss the situation. All agree on consequences and restorative strategies to be implemented.
5. Feedback to parents of all pupils involved via class teacher or EYS /JLT member as appropriate. A follow-up time frame is agreed so all children know the situation will be monitored.
6. Relevant staff are informed in school to ensure continued monitoring and preventative measures to avoid repeated incidents.
7. At any point it may be necessary to refer to the Positive Behaviour policy for further consequences.

## **7.2 Senior School**

Any member of the staff may be called upon to deal with a bullying incident because they have:

- witnessed it
- been taken into the confidence of a target, friend of the target, or eyewitness
- been contacted by a parent

It is the duty of everyone who is aware of an actual or potential instance of bullying to act to intervene.

Stage	Resp.	Victim	Perpetrator(s)	Bystanders	Actions
<b>1a - Disclosure stage</b>	Staff member	<ul style="list-style-type: none"> <li>- Provide a safe space for disclosure.</li> <li>- Ensure safety by explaining where to go if worried and who to talk to.</li> <li>- Inform parents of the investigation.</li> <li>- Record concern on CPOMS.</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to the concern.</li> <li>- Record account of events.</li> <li>- Inform parents of the investigation.</li> <li>- Explain no contact with the victim until resolved.</li> </ul>	<ul style="list-style-type: none"> <li>- Identify witnesses and explain the importance of reporting concerns.</li> <li>- Gather evidence if needed.</li> </ul>	<ul style="list-style-type: none"> <li>- Collect a full written account (names, times, frequency, screenshots if online).</li> <li>- Inform HOKS.</li> <li>- Ensure the victim feels safe during investigation.</li> </ul>
<b>1b</b>	Head of Key Stage (HOKS)	<ul style="list-style-type: none"> <li>- Continue ensuring safety and emotional support.</li> <li>- Update victim on next steps.</li> </ul>	<ul style="list-style-type: none"> <li>- Hear and record their version of events.</li> <li>- Explain consequences of behaviour if proven true.</li> <li>- Gather evidence where necessary.</li> </ul>	<ul style="list-style-type: none"> <li>- Encourage witnesses to report concerns.</li> <li>- Identify friends who can support future disclosures.</li> </ul>	<ul style="list-style-type: none"> <li>- Begin investigation process.</li> <li>- Communicate clearly with all parties involved.</li> <li>- Record updates on CPOMS.</li> </ul>
<b>2 a- Outcome Stage</b>  <b>Confirmed Incident of Bullying</b>	HOKS/ Deputy Head (DH) (Pastoral) / Head of Senior	<ul style="list-style-type: none"> <li>- Create a safety plan for victim (in school and online).</li> <li>- Offer counseling support (self-esteem/assertiveness)</li> <li>- Update parents on actions taken.</li> <li>- Record actions on CPOMS.</li> </ul>	<ul style="list-style-type: none"> <li>- Apply appropriate sanction from Sanctions Ladder.</li> <li>- Explain the impact of behaviour on the victim.</li> <li>- Inform parents of the outcome and sanction applied.</li> </ul>	<ul style="list-style-type: none"> <li>- Educate bystanders about their role in creating a supportive environment.</li> <li>- Encourage reporting future concerns.</li> </ul>	<ul style="list-style-type: none"> <li>- Decide on police/external agency involvement if illegal behaviour occurred.</li> <li>- Implement sanctions and support plans for both parties.</li> </ul>

<b>2b</b> <b>No clear evidence of bullying</b>		<ul style="list-style-type: none"> <li>- Continue monitoring interactions with perpetrator(s).</li> <li>- Offer emotional support if needed.</li> </ul>	<ul style="list-style-type: none"> <li>- Apply Misbehaviour sanction if the allegation was false/ deliberate or unkind rather than bullying.</li> </ul>	<ul style="list-style-type: none"> <li>- Reinforce the importance of reporting concerns responsibly and accurately.</li> </ul>	<ul style="list-style-type: none"> <li>- Move to Stage 4 for further monitoring or restorative mediation as needed.</li> </ul>
<b>3 Restorative stage</b>	HOKS	<ul style="list-style-type: none"> <li>- Encourage participation in restorative conversation with perpetrator(s).</li> </ul>	<ul style="list-style-type: none"> <li>- Engage in restorative mediation with the victim(s).</li> </ul>		<ul style="list-style-type: none"> <li>- Facilitate restorative mediation sessions between involved parties.</li> <li>- Promote reconciliation where appropriate.</li> </ul>
<b>4 Monitoring Stage</b>	Form Tutor (FT) and all staff	<ul style="list-style-type: none"> <li>- Continue monitoring interactions with perpetrator(s) and bystanders.</li> <li>- Provide ongoing emotional support as needed.</li> </ul>	<ul style="list-style-type: none"> <li>- Monitor behaviour closely to prevent recurrence of bullying behaviour.</li> </ul>		<ul style="list-style-type: none"> <li>- Ensure all staff are aware of monitoring responsibilities.</li> <li>- Record observations on CPOMS regularly.</li> </ul>

## Sanctions Ladder

The consequences for bullying behaviour will be determined at Senior School Leadership Team level. The potential consequences are:

- After school detention (1 hour) with the Deputy Head (Pastoral) for reflection on the impact of the bullying behaviour on others. This is an appropriate sanction when there is no pattern of bullying behaviour and when the perpetrator is collaborative and readily acknowledges the mistakes made and is fully engaged with the restorative process.
- Where more serious, repeated or harmful patterns of behaviour are evident: Internal Exclusion with a return to school on a behaviour contract - reviewed after 2 weeks.
- External Exclusion with a return to school on a behaviour contract - reviewed after 2 weeks.
- Further sanctions: As above but with potential changes to teaching groups/tutor groups and closely monitored breaks and lunchtimes. A final warning of Permanent Exclusion may be appropriate at this stage of repeated behaviour or where the restorative process is not enough to ensure that the victim(s) are able to return to normal schooling.
- Permanent Exclusion where no change in behaviour is seen or where behaviour continues or escalates.

The Head of School will consider whether the matter should be reported to the police, if the content is illegal.

## 8. Monitoring arrangements

The Heads of School will monitor the effectiveness of this policy.

This policy will be reviewed by the Heads of School at least once every 3 years.

At each review, the policy will be approved by the Management Board.