
ANTI-BULLYING & CONFLICT RESOLUTION POLICY

I. Purpose

This policy aims to create a shared understanding of bullying, state what actions will be taken to prevent bullying, communicate how incidents of bullying should be reported, and outline what actions will be taken.

II. Type & Scope

Type: External (Publicised)

This policy is applicable to all students, educators including teachers and learning & teaching assistants, staff, school leaders and parents/guardians at Anne Hill International School.

III. Policy Statement

3.1. Introduction

Every child has the right to feel safe, respected and valued. As such, Teachers and Learning & Teaching Assistants (LTAs) have a responsibility to ensure that any conflict between students is identified early and dealt with swiftly and effectively.

3.2. What is Bullying?

There are typically five key components to bullying:

- There is an intention to harm: bullying is deliberate behaviour that sets out to upset and cause distress.
- There is a harmful outcome: one or more people are hurt physically or emotionally.
- It is persistent and repeated: bullying involves repeated acts of aggression and hostility. An isolated, aggressive attack between equals is not usually bullying.
- It is direct or indirect: bullying can involve direct acts of aggression, such as hitting someone, as well as indirect acts, such as spreading rumours.

- There is unequal power: bullying involves the abuse of power by one or several people who are more powerful or perceived as being more powerful, often due to their age, physical strength, belonging to a majority group or psychological resilience.

N.B. Bullying can happen anywhere, at any time, including online. Cyber-bullying is also a form of bullying, sometimes known as online bullying, that takes place over digital devices.

School/student definition of bullying = Several Times on Purpose (**STOP**)

3.3. Anti-Bullying Measures

Firstly, AHI aims to establish a culture of respect, kindness, inclusion and empathy. In addition, AHI’s positive behaviour policy helps to reinforce positive behaviours.

AHI also takes part in [Anti-Bullying Week](#) in November each year, the theme of which is organised by the Anti-Bullying Alliance, who aim to ‘stop bullying and create safer environments in which children and young people can live, grow, play and learn.’ Furthermore, AHI participates in [Safer Internet Day](#) in February each year.

3.4. Reporting Bullying

Students should be regularly reminded to speak to a trusted adult, such as a teacher, parent or Designated Safeguarding Lead, if they are the target of bullying or wish to report a bullying incident.

If a teacher or parent suspects an actual or possible case of bullying, they have a moral duty to report it to the Designated Safeguarding Lead either in person or by email, or by using the incident report form (the QR code for which is displayed in various locations around the school.)

3.5. Conflict Resolution Procedure

Step 1	<p>The Designated Safeguarding Lead will investigate the complaint. In most cases, this is likely to involve speaking to all other persons involved (targets, perpetrators, reinforcers, bystanders, defenders). When doing so, all children should be reminded of the school’s values and expectations.</p> <p>If a search is needed of a pupil’s property, this will be conducted by two adults (a searcher and a witness, ideally of the same sex as the perpetrator). Any complaints by parents regarding the search should be made to the Principal using the organisation’s complaints procedure.</p> <p>In the case of cyberbullying, it may be necessary to request any available evidence, unless the bullying includes the sharing of sexual images.</p>
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	Parents or guardians should be contacted and invited to a meeting to discuss the problem if there are repeated or serious incidents.
Step 2	Any disciplinary decisions will be made in line with the school's behaviour policy. This includes sanctions for bystanders, which is considered totally unacceptable.
Step 3	All incidents and actions will be recorded in writing to identify patterns of behaviour, recognise children regularly engaging in bullying behaviour, and provide evidence that the school is monitoring any bullying situations.
Step 4	Follow up discussions at an appropriate time to ensure that the bullying behaviour has stopped.

N.B. If a student, teacher or parent does not feel the bullying behaviour has stopped, the Designated Safeguarding Lead should be informed, who will lead a further response.

IV. Roles & Responsibilities

The roles and responsibilities are clearly stated in the policy statement section.

V. Review Cycle and Updates

This policy will be reviewed once every two years by the Head of School, Designated Safeguarding Lead and relevant staff, taking account of students' opinions and concerns and parental views, where appropriate.

VI. Related Documents, Policies & SOPs

- Digital Literacy Policy
- Digital Citizenship & E-Safety Policy
- Positive Behaviour Policy
- Field Trip Policy & Procedures

Previous Update(s)	N/A	Revision Date:	N/A
Current Update	Version 1	Revision Date:	15/03/2025
Next Update		Revision Date:	

Anne Hill

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