



BRITISH SCHOOL OF TIRANA

**Policy Statement
on
Anti-Bullying**

2025 - 2026



POLICY STATEMENT ON ANTI-BULLYING

British School of Tirana

DEFINITION:

The Anti-Bullying Alliance 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. It can happen face to face or online”.

A pupil is being bullied when another pupil or group of pupils systematically, over a period of time and deliberately single out that pupil for hurtful behaviour by: name calling, inc. homophobic bullying, taunting, threats, mocking, making offensive comments kicking, hitting, pushing, taking or damaging belongings, gossiping, excluding people from groups, spreading rumours, sending spiteful/threatening notes, e-mails, texts, online messages/chat/posts etc.

RATIONALE:

No individual has the right to bully another. Preventing and tackling bullying is a high priority within the school and has a clear commitment from the Director/s of school, board of directors, senior leadership and all staff.

PURPOSE:

The purpose of the school’s anti-bullying policy is:

- to safeguard the safety and happiness of all pupils
- to ensure the educational achievement of all pupils
- to provide a model of helpful and healthy behaviour for all pupils
- to continue to promote the ethos of an effective and caring environment
- to take steps to reduce and prevent incidents of bullying (including online bullying) and for each child and family to be confident that incidents will be swiftly followed up and dealt with, whether they happen in or outside of school

GUIDELINES:

- All directors, staff, pupils and parents are aware of and agree with what the school has identified and considers as ‘bullying’
- All staff are aware of the procedures to follow when an incident of bullying is reported (see Appendix A and Appendix B)
- Where the class teacher knows of the pupils in his/her class who have been involved in bullying or are being bullied, other adults working with the class will be informed and therefore will become more vigilant
- When an incident of bullying is either observed or reported all pupils involved are questioned to find out:
 1. How often they have been bullied
 2. What kind of bullying behaviour had taken place

3. Where the bullying took place
4. Who has been bullying them
5. Whom they have told about these experiences
6. How they feel about this bullying behaviour
7. Whether they feel pupils and staff have taken action against bullying (including online bullying)

Bullied pupils are given support and guidance on how to protect themselves by:

1. Talking to teacher/pastoral staff.
2. Being reassured that they are being taken seriously.
3. Given advice and taught strategies on how to deal with possible further incidents.
4. Being monitored.

Pastoral staff (Behaviour Lead, Psychologist) give pupils and families information and guidance on how to discourage bullying behaviour and how to resolve difficult situations without violence or aggression.

The school keeps a record of bullying incidents and monitors these termly (log).

Children have access to a '**Concerns Box**' centrally located in the building. They are encouraged to drop a note into the box if they have any concerns or anxieties [including bullying situations] and are nervous about approaching an adult face-to-face with the concern.

Children who bully will also be given help in how to improve their behaviour because:

1. They don't know that the behaviour is wrong.
2. They are copying others whom they admire (possibly older children out of school).
3. They haven't learned other, socially appropriate ways of playing and mixing with school friends.
4. They are going through a difficult time and are acting out aggressive feelings and feelings of helplessness.

Parents of both bully and bullied are involved at the earliest opportunity and kept informed of the evolving situation, school action and support

Where possible, the curriculum is used to reject bullying and promote co-operative behaviour. There is a Personal, Social, Health and Education curriculum supported by the use of Circle Time for all pupils in Primary to promote effective relationships and emotional well-being

In Secondary School Form Teachers use Form Time to discuss anti-bullying strategies and engage students in awareness raising activities (anti bullying week and others)

The implementation and success of the whole-school policy is monitored regularly, e.g. assemblies, anti-bullying questionnaires, Concern Box, monitoring. It is considered to be successful when:

1. All pupils feel confident to report any concerns with school or their family all bullying behaviour is responded to promptly and consistently.
2. Pupils feel they are able to tell staff if they are being bullied.
3. Parents and pupils feel there are few incidents of bullying in school parents and pupils feel that incidents of bullying are dealt with effectively.

ANTI-BULLYING POLICY APPENDIX A

Disciplinary Procedures & Consequences

All incidents of bullying must be dealt with consistently and time taken to understand the context of each.

As a general rule:

1. Reporting of incidents of bullying can come from direct observation, the pupil, from parents or another pupil.
2. Class teacher/pastoral staff investigates incident after receiving initial information.
3. Class teacher takes appropriate action to ensure the bullying behaviour stops immediately (in line with Positive Behaviour Policy).
4. The bully will offer an apology and other appropriate consequences may take place in line with the Positive Behaviour Policy.
5. Whenever possible, the pupils will be reconciled using a restorative justice approach.
6. An attempt will be made to help the bully change his/her behaviour (Pastoral intervention).
7. More severe/frequent incidents will be reported to the Director of school (in line with the Positive Behaviour Policy).
8. Director or Behaviour Lead will ensure parents are informed and invited to attend a meeting at school if necessary.
9. Serious incidents will be recorded and reported.
10. In serious cases, exclusion will be considered

ANTI-BULLYING POLICY APPENDIX B

Referral System & Consequences

Incident witnessed or reported	STAFF MEMBER	1. The matter is sorted out quickly by staff who decide on consequences
Incident considered to be more serious		
CLASS TEACHER		
<ol style="list-style-type: none">1. Bully apologises to victim2. Bully given detention/loses privileges3. Teacher informs parents4. Pastoral involvement where necessary		
Bullying incidents continue or remain a concern		Pastoral assistant involved with victim / bully
BEHAVIOUR LEAD		
<ol style="list-style-type: none">1. Bully writes letter of apology to victim2. Bully given reflection time3. Parents informed and incident recorded4. Bully helped / monitored through pastoral support and intervention		
Consequences are ineffective		
DIRECTOR		
<ol style="list-style-type: none">1. Bully writes letter of apology to victim and is supported through restorative justice discussion2. Bully given detention/loses privilege/works alone (isolation/internal exclusion)/ Lunchtime Reflection3. Parents attend meeting with Director and Behaviour Lead4. Incident recorded		
If serious incidents occur again		
EXTERNAL EXCLUSION		
Incident stays on pupil records.		
Print name:		Dated:
Signed:		



© *British School of Tirana*
Secondary School