

## Aims and objectives

TAMOS Education's educational community is based upon respect for others, good manners and a sense of decency. We are committed to our duty of care in providing a safe and supportive environment that is free from disruption, violence and any form of harassment so that every one of our staff and pupils can develop to their full potential. We expect our pupils, parents, teachers and staff to treat each other with courtesy and co-operation so that our students can learn in a relaxed, safe, comfortable, nurturing but orderly atmosphere. All members and stakeholders of the school community should care for and support each other.

Parents and guardians have an important role in supporting TAMOS Education in maintaining high standards of behaviour according to TAMOS Education's behaviour expectations policy. It is essential that the school and the home have consistent expectations of behaviour and that they co-operate closely together in a mutually beneficial partnership. TAMOS Education believes that cooperation with parents is one of the cornerstones of our educational philosophy. Acceptance of this policy forms part of our standard terms and conditions. This policy is available to download for parents of pupils and prospective pupils on our website. It is printed in the parent hand book and teacher's handbook which are available on request for parents and is given to teachers during orientation.

At TAMOS Education, we always treat bullying, including allegations of bullying very seriously, regardless of whether it is physical, emotional or cyber. It conflicts sharply with the school's policy on equality and diversity, as well as with our social and moral principles. Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. It is also noted that in the case of peer-on-peer abuse, bullying can also have safeguarding implications.

We reserve the right to investigate incidents that take place outside school hours, on school visits and trips and that occur in the vicinity of the school that involve our parents, staff or pupils.

## TAMOS Education anti-bullying statement

- Bullying and unkindness whether physical, emotional or cyber are entirely unacceptable at TAMOS Education. It conflicts sharply with the school's principles and we will always treat it seriously.
- Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by, but not limited to, prejudice against particular groups, for example on grounds of race, religion, gender, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between pupils, or perceived differences;
- Stopping violence and ensuring immediate physical safety is obviously the school's first priority but emotional bullying can be more damaging than physical; the school has to make its own judgements about each specific case;
- In particular, it is noted that peer-on-peer abuse can be a form of bullying and, in line with the school's Safeguarding Policy, any peer-on-peer abuse will be treated as a safeguarding matter and passed to the Designated Safeguarding Lead. Please refer to the TAMOS Education child protection and safeguarding Policy for further information on peer-on-peer abuse.

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 can 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 someone. It

can result in the intimidation of a person or persons through the threat of violence, ostracization or by isolating them either physically, emotionally or online.

- Bullying can involve manipulating a third party to tease or torment someone. It can involve complicity that falls short of direct participation. However, it is also considered to be bullying when careless or reckless behaviour unintentionally causes the same effects as intentional actions;
- Bullying is often hidden and subtle. It can also be overt and intimidating;
- Bullying can happen anywhere and at any time and can involve everyone - pupils, other young people, staff and parents.

All members of TAMOS Educations community have the right to enjoy their lives free of bullying and harassment. Anyone who feels bullied or intimidated has the right to expect the school to listen and to act promptly and sensitively to deal with the problem. The school will investigate any incidents, including those which occur outside normal school hours or off the premises.

- If you feel that you are being bullied, talk to someone: the school directors, your head of department, councillor, homeroom teacher, subject teacher, vice-directors or TA. It is also right for you to talk to your parents about it, and for them to discuss it with the school;
- You should treat others as you would hope to be treated yourself in an atmosphere of mutual respect. If an incident occurs, you should do what you can to show your disapproval of bullying;
- Bullying will never stop if it is kept secret and no one faces up to it. If you think someone else is being bullied, talk to a member of staff or a monitor about it. We guarantee that whistle-blowers (see TAMOS Education whistle-blower policy) who act in good faith will not be penalized and will be supported;
- It is important to recognize that there is culpability if you see or are aware of bullying but do nothing about it. Neglecting to act makes the bystander complicit in the bullying. If you are aware of bullying happening in the school, it should immediately be reported to a member of staff or a person you can trust.

#### Guidance for staff

All new members of staff will be given guidance on the school's anti-bullying policy and in how to react to allegations of bullying at Induction, this forms part of our approach to safeguarding and child protection. They will be required to read the school's policy as part of their induction. Further training will occur on staff INSET days. Further reading and information is available in the teacher handbook.

Flagrant cases of bullying are fortunately not normal features of life at TAMOS Education, but we should be aware that it can happen at any time, and that patterns of bullying, once established, can easily repeat themselves, even to the extent that those who have suffered themselves may in their turn cause others to suffer.

Discreet but constant vigilance is therefore essential and is an important part of our duty of care in the school. Teachers should always be aware of signs of behaviour more sinister than horseplay. E.g., the pupil who waits alone outside the schoolroom (or who hangs about after the lesson). This may well be a victim. Similar considerations apply to games, and other activities. The less structured times of the day, meal times and break are moments when bullying and unkindness can occur. There may also be places where pupils are more at risk, such as changing rooms, sports facilities, corridors, play grounds and the school bus. We should be alert to any inappropriate language or behaviour or other dubious practices and never acquiesce to them. We should always be aware of and reflect on our own behaviour in case it might unintentionally trigger bullying.

Peer-group bullying is most likely to occur among the younger pupils - as the social pecking order of the grade, club or social group develops. We should also be aware that some pupils could be more vulnerable than others; those who are shy, come from an over-protective background, are different in



some way, behave inappropriately with others or even show off expensive possessions. They may well need our guidance about how to adapt their behaviour to avoid or deal with bullying and unkindness.

It is important that as a school we act with consistency about bullying. Discussions between the councillors, homeroom teachers, TA's and safeguarding lead should ensure that reaction is immediate before matters have a chance to escalate, and that minor incidents are dealt with immediately; this should reduce the occurrence of more serious bullying.

### Actions to prevent bullying

Pupils need to be aware that everyone at TAMOS Education disapproves of bullying behaviour and will act decisively and immediately if bullying is brought to their notice. An anti-bullying ethos should be in place, reinforced by all stakeholders in the school; something that takes time and a drip feed approach - repeated plugging of the theme with pupils. The majority of children who are not involved are the most effective preventative and protective force in countering the problem. A clear understanding is therefore essential.

The TAMOS Education "Anti-Bullying Statement" is issued to all new pupils and their parents in the parent's handbook and is published on noticeboards around the school. All new pupils should be briefed thoroughly on the school's expected standards of behaviour. They are told what to do if they encounter bullying.

School directors should organise periodic seminars on bullying, the effects of bullying and how to deal with bullying for students, staff and parents.

Pupils should be listened to carefully and opportunities be provided for them to express views and opinions whether it be in lessons, informally or per the TAMOS Education child protection policy.

Our School Counsellors are an important part of our pastoral support service, providing specialist skills of assessment and counselling. They are available to give confidential advice and counselling support to pupils who can refer themselves to them when they have social, emotional or behavioural concerns. On occasion with consultation with the school directors, a member of the school staff may refer a pupil to them.

### Peer-on-peer abuse

Peer-on-peer abuse is abuse by one or more pupils against another pupil. It can manifest itself in many ways and can include bullying (including cyber bullying), physical abuse, initiation/hazing violence and rituals, sexting, sexual assault, gender-based issues and harmful behaviours including violence and harassment. TAMOS Education believes that all bullying and peer-on-peer abuse is unacceptable and must be dealt with in this context. Abusive comments and interactions should never be passed off or dismissed as "banter" or "part of growing up". Nor will harmful sexual behaviours be dismissed as the same or "just having a laugh", "boys being boys", "we were only joking" and "we didn't know it was wrong".

Please refer to the TAMOS Education child protection and Safeguarding Policy for further details

### Detecting bullying

Changes in behaviour that may indicate that a pupil is being bullied include:

- Unwillingness to return to school
- Displays of excessive anxiety, becoming withdrawn or unusually quiet
- Failure to produce work, or producing unusually bad work, or work that appears to have been copied, interfered with or spoiled by others
- Books, bags and other belongings suddenly go missing, or are damaged
- Change to established habits (e.g., giving up music lessons, change to accent or vocabulary)
- Diminished levels of self confidence

- Frequent visits to the Sanatorium with symptoms such as stomach pains, headaches
- Unexplained cuts and bruises
- Frequent absence, erratic attendance, late arrival to class
- Choosing the company of adults
- Displaying repressed body language and poor eye contact
- Difficulty in sleeping, experiences nightmares
- Talking of suicide or running away

Although there may be other causes for some of the above symptoms, a repetition of, or a combination of these possible signs of bullying should be investigated by parents and teachers.

### Racism

Examples of racism that we need to be alert to include:

- Verbal abuse by name-calling, racist jokes and offensive mimicry;
- Physical threats or attacks;
- Wearing of provocative badges or insignia;
- Bringing racist leaflets, comics or magazines into school;
- Inciting others to behave in a racist way;
- Racist graffiti or other written insults, even against food, music, dress or customs;
- Refusing to cooperate in work or in play.

### Sexual bullying

Sexual bullying can have the following characteristics:

- Sexual innuendoes and propositions;
- Abusive name-calling;
- Looks and comments about appearance, attractiveness (e.g., emerging puberty);
- Pornographic material, graffiti with inappropriate content;
- In its most extreme form, sexual assault or rape.

### Special educational needs and disability

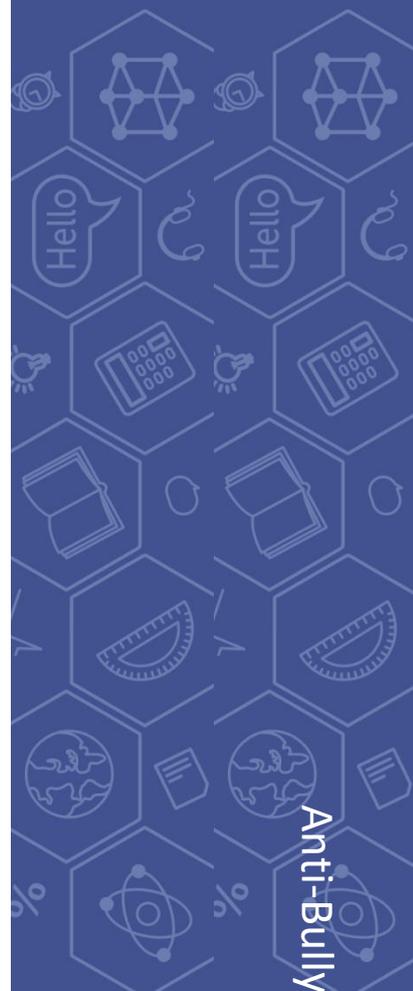
We should be alert to the fact that pupils with special educational needs or disabilities are often at greater risk of being bullied than other pupils on the basis of their educational difficulties or disability.

### Banter

It should be noted that abusive comments and interactions may not be passed off as mere 'banter'. Such comments referring to a person's race, religion, ethnicity, sex, culture, special educational needs or because a child is a carer are not acceptable and should be quietly confronted and treated as bullying matters.

### Sharing any concerns

Pupils should be encouraged to "tell" when bullying occurs, if not to the homeroom teacher or safeguarding lead or another adult, then a senior pupil. Friends of victims should be encouraged to do the telling, if necessary: this is difficult and pupils often balk at it, but the more it occurs the more acceptable it becomes. We should guarantee that whistle-blowers who act in good faith will not be penalised and will be supported (see TAMOS Education Whistleblowing policy). Others in a year group should be reminded how important it is to let someone know if a problem recurs.



Any staff or senior pupils who witness any form of bullying, however minor or who are at all concerned about any behaviour should report it to the pupils' homeroom teacher or the safeguarding lead. These incidents may be part of a bigger picture of which the homeroom teacher or safeguarding lead may be aware.

Members of the school community (pupils, staff and parents) need to be mindful that the school expects any knowledge of bullying to be reported. A bystander who does not report bullying is complicit in the act.

Parents should be made aware on their child's arrival in the school of the importance of keeping lines of communication with the homeroom teacher or Safeguarding lead open so that any unhappiness of which they hear can be investigated and where necessary dealt with quickly.

### Procedures for dealing with reported bullying

If an incident of bullying is reported, the following procedures are adopted:

- The member of staff to whom it was reported or who first discovers the situation, will control the situation, reassure and support the pupils involved as per the child protection recommendations;
- They will inform the safeguarding lead as soon as possible;
- The Safeguarding lead or member of staff responsible for investigating the incident should inform the homeroom teacher of any other pupils involved in the incident as soon as possible so that they may be involved in the interview process;
- The school Directors should also be informed;
- The victim will be interviewed on their own and asked to write an account of events;
- The alleged bully, together with all others who were involved, will be interviewed individually and asked to write an immediate account of events;
- The incident should be recorded on the school's Incident form and signed and dated before forwarding to the school Directors;
- The victim will be interviewed at a later stage by safeguarding lead, separately from the alleged perpetrator. It will be made clear to them why revenge is inappropriate. They will be offered support to develop a strategy to help them;
- The alleged bully will be interviewed at a later stage by the safeguarding lead, separately from the victim, and it will be made clear why their behaviour was inappropriate and caused distress. They will be offered guidance on modifying their behaviour. If appropriate disciplinary action will be taken as set out in TAMOS Education's discipline procedure;
- The parents / guardians of all parties should be informed and invited into school to discuss the matter. Their support should be sought;
- A way forward, including disciplinary sanctions and counselling, should be agreed. This should recognise that suitable support is needed both for children who are being bullied and for pupils who bully others. A meeting involving all the parties, with close staff supervision, could be helpful in developing a strategy for all concerned to close the episode;
- A monitoring and review strategy will be put in place.

It is the policy of TAMOS Education to attempt to resolve such issues internally under the school's own disciplinary procedures, unless the matter is of such gravity that a criminal prosecution is likely. If this is the case, then the School's Safeguarding Policy should be referred to for guidance but the final decision is with the school Directors.

The school may exclude a pupil, either temporarily or permanently, in cases of severe and persistent bullying and in the event that the support put in place for the bully does not result in the modification of behaviour to an acceptable level.

### Recording and monitoring incidents of bullying



**Reviewed: July 2022**

**Рассмотрен: июль 2022**

**Қайта қаралды: 2022 жылдың шілде айы**

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**Подлежит рассмотрению: июль 2025**

**Қайта қарау: 2025 жылдың шілде айы**

Cambridge School Director

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Russian School Director

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Kazakh School Director

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General Director

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