



Reference

Dat: 03.03.2025

Name: Absense Policy

ANTI-BULLYING POLICY

Index

1.AIM.....	3
2.OBJECTIVE.....	3
What is Bullying?.....	3
Bullying can be.....	4
Warning signs.....	4
Bullying consequences.....	4
What does St. Peter's International School think about Bullying?.....	4
Why is it important to respond to Bullying?.....	5
3.SCHOOL ACTION.....	5
Prevention.....	5
Procedures.....	6
What should staff do.....	6
Disciplinary steps that may be taken.....	7
What should students do.....	8
How to respond to a Bullying incident.....	8
What Should teachers/parents know about.....	8
Monitoring impact.....	9
Cyberbullying.....	9



Reference

Dat: 03.03.2025

Name: Absense Policy

Preamble.....	10
Different forms of Cyberbullying.....	10
4. THE LAW.....	11
“Escola Segura” programme.....	11
E-Safety policy.....	12

Key Contact Personnel

Leadership Staff Responsible for the policy:

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Date agreed and ratified by Inspired Education Group: Date of next review: March 2026

This policy will be reviewed at least annually and following any concerns and/or updates to national/local guidance or procedures.



Reference

Dat: 03.03.2025

Name: Absense Policy

St Peters International School Anti-Bullying Policy

1. AIM

The aim of the anti-bullying policy is to ensure that students at St Peter ´s International School learn in a supportive, caring, and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable. We are committed to providing a caring, friendly, and safe environment for all of our students so they can learn in a relaxed and secure atmosphere. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. At St Peter ´s International School our community is committed to making our school a safe and caring environment for all students. We treat each other with respect and refuse to tolerate bullying of any kind.

2. OBJECTIVES

This policy outlines what St Peter ´s International School will do to prevent and tackle all forms of bullying. The policy has been adopted with the involvement of the whole school community. What is Bullying? According to the Anti-Bullying Alliance, bullying is: "The intentional hurting of one person by another, where the relationship involves an imbalance of power. It is usually repetitive or persistent, although some one-off attacks can have a continuing harmful effect on the victim".

And from the DfE (2014 Preventing and Tackling Bullying): "Bullying is behaviour by an individual or a group, repeated over time, that intentionally hurts another individual or group either physically or emotionally."

In the context of this Policy, the following definition will be used: Bullying is a consistent and persistent, inappropriate exercise of power, to the advantage or satisfaction of the bully. It may include violence, name-calling, intimidation, humiliation, extortion, and other similar behaviours directed at a vulnerable person or persons by a more powerful individual or group.

Bullying may take many forms, some of which may include harassment on grounds of age, disability, gender reassignment, pregnancy and maternity, sexual orientation (including



Reference

Dat: 03.03.2025

Name: Absense Policy

homophobia), special educational needs, race, religion or belief, gender, or culture (including cyber-bullying via social websites, mobiles phones, text messaging, photographs and email).

Bullying results in pain and distress to the victim.

Bullying can be:

- Physical (acts of physical violence such as punching, pushing, kicking, aggression with objects, and others);
- Verbal (insults and especially swearing, in an attempt to test the aggressor's ability to destabilize the victim and to control her/him);
- Social (a child can be bullied simply by being excluded from discussions, conversations or activities, by those they believe to be their friends);
- Emotional (pupils being intentionally unfriendly, tormenting looks, spreading rumours)
- Cyber (sending inappropriate messages via email, mobile phone, SMS, or any other digital communication channel).

Warning Signs

- Decrease in school achievement;
- Cuts, scratches, bruises or even tears on clothing;
- Are the target of bad-tempered games;
- Can show difficulty in public speaking in front of his/her classmates, showing insecurity and anxiety;
- During free time and breaks they try to spend time with the teacher or some adult;
 - They are frequently excluded from games and groups during the break;
- Are very sensitive to jokes and react crying or in a very aggressive way;
- Show sudden changes in behaviour (tics, sleep problems, nausea, nightmares, loss of appetite);
- Appear sad, unhappy and easily irritable, or with sudden emotional outbursts;
- They talk about skipping school;
- Say they feel depressed;
- Talk about, or try, suicide.

Bullying Consequences

Children and young people who systematically experience bullying behaviours are at high risk of manifesting lower rates of mental and/or physical health. Persistent bullying can severely inhibit a child's ability to learn effectively. The negative effects of bullying can have an impact on a person for their entire life.



Reference

Dat: 03.03.2025

Name: Absense Policy

What does St Peter's International School think about bullying?

St Peter's International School aims to promote a secure and happy environment free from threat, harassment and any type of bullying behaviour. It does not tolerate any kind of bullying.

Why is it important to respond to bullying?

Bullying hurts. It can have severe, long-term, consequences for the victim. In extreme cases it can even lead to suicide. Some types of bullying could be classed as criminal behaviour which could result in prosecution. No one deserves to be a victim of bullying. Students who are bullies need to learn different ways of behaving. Everybody has the right to be treated with respect. The School has a responsibility to respond promptly and effectively to issues of bullying. Therefore, this policy promotes practices within St Peter's to reinforce our vision, and to remove or discourage practices that negate them.

3. SCHOOL ACTION

Prevention

At St Peter's International School we always act on the basis of prevention, having procedures to act in case the situations happen. All actions are designed in order to promote students' wellbeing by giving them the tools so they feel empowered to report incidents of bullying and understand the different types of bullying and strategies taught in Core Skills & PSHE classes in order of promoting an inclusive community.

This policy is available to Staff, students and parents via our school website / teachers' drive.

St Peter's International School raises awareness of staff through training, taking action to reduce the risk of bullying at times and in places where it is most likely to succeed. This is done through INSET staff training, social skills taught in lessons in Core Skills, celebrating special days (Pink Shirt Day and Anti-bullying day) and International day assemblies for pupils, and by invitation of outside agencies bringing awareness and coaching as and when necessary when there is concern that bullying may be occurring.

Remind pupils of the role of bystanders in preventing bullying and emphasis that bystanders have a responsibility to intervene appropriately when they witness bullying. Once it has been established that bullying has been or is taking place, then the School will intervene to protect the bullied and to re-educate



Reference

Dat: 03.03.2025

Name: Absense Policy

both, and where necessary to discipline, the bully or bullies.

As appropriate, invest in specialised skills and training to understand the needs of the pupils, including those with SEN or disabilities, and lesbian, gay, bisexual and transgender pupils (LGBTQ+). Through the School Rules and their implementation, the curriculum (especially Core Skills), the merit and demerit system, and the pastoral and wellbeing support provided in various forms to the pupils and through this specific Anti Bullying Policy, the School seeks to:

- The Anti Bullying policy is made available to staff, parents and students.
- Promote self-discipline and a proper regard for authority among pupils
- Encourage good behaviour and respect and empathy for others to ensure as far as is reasonably practicable the prevention of all forms of bullying among pupils
- Ensure pupils' standard of behaviour is acceptable
- Regulate pupils' conduct
- Ensure staff and older pupils set helpful examples to younger pupils
- Students know that all incidents of bullying will be logged and treated seriously.
- Anti-Bullying materials are displayed around the school.
- All areas of the school are regularly supervised. It is made clear that any discriminatory slurs or behaviour are a form of bullying.
- Anti-Bullying classes are part of the Core Skills & PSHE curriculum.
- The school revisits anti-bullying actions on special days, such as anti-bullying day, kindness day, Peace Day. Policies are part of the Handbook sent out to all parents and pupils prior to the start of the new school year. It is expected that parents must sign and return a form to show that they have read them Terms & Conditions.

Procedures

St Peter's International School strives to sustain and foster an ethos in which students are confident and willing to approach appropriate adult(s) to express concerns about bullying, either on their own behalf or on behalf of others, at an early stage. The school has a pastoral



Reference

Dat: 03.03.2025

Name: Absense Policy

and wellbeing system that encourages open and, if necessary, confidential discussions between pupils, parents/guardians and other relevant adults.

Immediate communication and reporting channels were created in case a teacher or student who witnesses or suspects a case can report it immediately.

What should staff do?

All incidents of bullying will be treated seriously and properly dealt with. Staff will be expected to follow the school's procedures.

1. In the first instance, all incidents, whatever the severity, should be logged using the Wellbeing ISAMS application. The teacher fills in the form whose answer goes immediately to the Wellbeing Team, Head of School, Head of International, Head of Primary, Head of National, Head of Early Years and Head of Boarding.

2. Tutors will be expected to listen to all students involved in the incident and to take their concerns seriously. In less serious cases, the tutor may be able to resolve the matter and reach a verbal agreement with the students that the bullying will stop.

3. Students (bullied and bullies) need to be kept informed of action(s) taken.

4. To restore the situation the Head of Department will be called to intervene.

The complaint and subsequent actions are logged in the Wellbeing ISAMS application. This information is monitored by SLT to try to identify and respond to developing patterns. Bullies and victims are always interviewed separately. Optimal witness information is gathered. A written record of the incident, investigation and outcomes is kept. The action taken by the school may vary in terms of its focus and severity, and in terms of who administers the action. At the lowest level, it may be sufficient for a tutor or other member of staff to "warn off" a potential bully.

Some actions could be: Implementing Sanctions mediation between relevant parties; obtaining an apology; providing appropriate training; providing mentor support for both victim and bully, social skills group programme, anger management programme, external emotional support, restorative meeting with those involved etc.

Disciplinary steps that may be taken:



Reference

Dat: 03.03.2025

Name: Absense Policy

1. Perpetrators should be warned officially to stop offending and sanctions should be put in place. This should be recorded on ISAMS.
2. Informing perpetrators' parents/guardians.
3. Possible exclusion from the school playground at break and/or lunchtime.
4. Possible suspension for a period of (1-5 days).
5. In the very high-level category for continued or severe cases recommended for permanent exclusion to the Senior Leadership.
6. Report the disclosure immediately to the Designated Safeguarding Lead or Deputy Safeguarding Lead using ISAMS.

A bullying incident should be addressed as a child protection concern and the Designated Safeguarding Lead informed when there is 'reasonable cause to suspect that a child is suffering or is likely to suffer significant harm'.

What should students do?

If they are experiencing bullying, students are encouraged to tell their tutor, boarding staff member or another adult whom they trust. It's very important that everyone understands that telling someone is the only way that bullying will be stopped.

Students sometimes feel that telling on someone makes them "weak" and should not be done, so we encourage everyone to reassure students that they are doing the right thing to come forward.

Bystanders/Eyewitnesses have an important role in fighting bullying, so if students see someone being bullied, we urge them to tell someone.

In cases of cyberbullying bystanders, or 'accessories' to the bullying, often have a more active role, e.g., forwarding messages or contributing to chat room discussions. Therefore, they may not have started the bullying. They are active participants and often make the matter worse. The school makes it clear to all pupils that bystanders have a key responsibility to the School community and to anyone they see being bullied or victimised. They are encouraged not to tolerate such behaviour and to stand up for what they know to be right, for example by telling a member of staff what they have seen or heard.'



Reference

Dat: 03.03.2025

Name: Absense Policy

How to respond to a bullying incident?

Report the incident immediately to any available, responsible person. Pupils may report a bullying incident to any member of staff with whom they feel comfortable.

All disclosures will be treated confidentially. Any 'comeback' or 'reprisal' that results from a disclosure will be treated as severe bullying by the school and will not be tolerated.

What should teachers/parents know?

Solving violence problems is not something that teachers can control and solve only at times when children are in school, it is necessary to work together with families so that intervention strategies work. It is therefore necessary that there is a close cooperation between families and schools, and parent meetings are an important tool for establishing this relationship. At these meetings, the teacher should encourage parents to deepen their children's experiences as well as to show interest in their daily lives.

Monitoring impact:

The Wellbeing Team will monitor the impact of this policy by:

Investigating and monitoring incidents of bullying

Liaising with staff and with parents

Keeping records of incidents and meetings

Monitoring the effectiveness of the St Peter's International School anti-bullying strategy

Cyberbullying

Cyberbullying is defined as the use of information and communications technology (ICT), particularly email, mobile phones and the internet, to deliberately upset someone else. It can take many forms, including threats, intimidation, harassment or cyberstalking by, for example, repeatedly sending unwanted messages or texts.

The ICT Acceptable use policy contain the following:



Reference

Dat: 03.03.2025

Name: Absense Policy

- Clearly defined roles and responsibilities for online safety as part of the school's wider safeguarding strategy;
- Guidance on the use of technology in the classroom and beyond for all users, including staff, Students/pupils and visitors that references permissions/restrictions and agreed sanctions;
- Information on the school's technical provision/infrastructure and the safeguards in place to filter inappropriate content and alert the school to safeguarding issues;
- Information on how the school builds resilience in its students to protect themselves and their peers through education and information;
- Detail on staff safeguarding professional development that includes online safety;
- Reporting mechanisms available for all users to report issues and concerns to the school and how they are managed and/or escalated;
- How the school informs, communicates with and educates parents/carers in online safety;
- The management of personal data in line with statutory requirements.

The school has active procedures to manage its hardware, software and connectivity (MDM). Need to state that both staff and parents/guardians [re overseas pupils] should be continually vigilant of this problem.

Preamble

Mobile, internet and wireless technologies have increased the pace of communication and brought benefits to users worldwide. But their popularity provides increasing opportunities for misuse through "cyberbullying". It is crucial that young people use their mobiles and the internet safely and positively, and that they are aware of the consequences of misuse.

St Peter's International School is committed to being constantly vigilant in order to prevent this form of bullying and tackle it wherever it appears. The advent of cyberbullying adds new dimensions to the problem of bullying. Unlike other forms of bullying, cyberbullying can follow young people into their private spaces and outside school hours; it feels as if there is no safe haven for the person being bullied. Cyberbullies can communicate their messages to a wide audience with remarkable speed and can often remain unseen and unidentifiable.

Different Forms of Cyberbullying:



Reference

Dat: 03.03.2025

Name: Absense Policy

Text message bullying involves sending unwelcome texts that are threatening or cause discomfort.

Picture/video-clip bullying via mobile phone cameras is used to make the person being bullied feel threatened or embarrassed, with images usually sent to other people. 'Happy slapping' involves filming and sharing physical attacks.

Sexting is sending, receiving, or forwarding sexually explicit messages, photographs, or videos, primarily between mobile phones. It may also include the use of a computer or any digital device. While sharing suggestive images or text messages may seem like innocent flirting or be considered funny for young people, sexting can have serious social and legal consequences. Section 176 of the Portuguese Criminal Code criminalises the possession, distribution and making of pornography of all persons aged 18 and below.

Phone call bullying via mobile phone uses silent calls or abusive messages. Sometimes the bullied person's phone is stolen and used to harass others, who then think the phone owner is responsible. As with all mobile phone bullying, the perpetrators often disguise their numbers, sometimes using someone else's phone to avoid being identified.

Email bullying uses email to send bullying or threatening messages, often using a pseudonym for anonymity or using someone else's name to pin the blame on them.

Chat room bullying involves sending menacing or upsetting responses to children or young people when they are in a web-based chat room.

Bullying through **instant messaging** is an internet-based form of bullying where young people are sent unpleasant messages as they conduct real-time conversations online.

Bullying **via websites** includes the use of defamatory blogs (web logs), personal websites and online personal polling sites. There has been a significant national increase in social networking sites for young people, which can provide new opportunities for cyberbullying.

4.THE LAW

Bullying can be supported in Estatuto do Aluno, every time the student has a behaviour that connects with any form of Bullying. Estatuto do Aluno prevents certain actions to the student's behaviour, if necessary, could be sent for the Child Court.



Reference

Dat: 03.03.2025

Name: Absense Policy

Lei Tutelar Educativa, children between 12 and 16 years of age, do not enjoy criminal liability, being subject to the application of educational guardianship measures referred to therein. Also, young people who, having committed an act qualified as a crime and, at the date of that fact, have turned 16 without reaching 21 years old, are subject to the regime applicable to young delinquents, regulated by Decreto-Lei no. 401/82.

Lei de Proteção de Crianças e Jovens

“Escola Segura” Programme

With regard to bullying and its legal framework, it is essential to mention, necessarily briefly, the “Escola Segura” program. Started in 1992, this program has a very important role in deterring violence in the school environment, aiming to ensure the policing of proximity to school establishments, especially with schools located in problematic areas, and its execution is regulated by a protocol celebrated between the ministries. Internal Administration and Education and its objectives are defined in Joint Order No. 25 649/2006, published in the Diário da República on November 29 of that year.

E-Safety Policy

St Peter’s International School gives staff sufficient knowledge to deal with cyberbullying in School details of which are in another Policy: E-Safety Policy for staff; the pupils are informed about the risks of new communications technologies, the consequences of their misuse, and how to use them safely, see: BYOD Policy (pupils); pupils know and understand School policies on the use of mobile phones in School and at other times when they are under the School's authority; appropriate internet blocking technologies are employed and harmful sites blocked where reasonably practicable’.

Any form of radicalisation, or access to extremist material on the net, is therefore forbidden. Through Staff INSET trainings, Core Skills and PSHE classes staff and pupils are aware of national guidance and good practice to make sure new communications technologies are used safely.