EV-S.0124 Anti-bullying Policy

December 2025

EVEREST SCHOOL

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Anti-bullying Policy EV-S 0124

Table of Contents

1. Introduction
2. Objective
3. Definition of bullying
4. School Accountability and Record Keeping
5. Comprehensive Approach to Preventing and Addressing Bullying
6. Reporting Procedure
7. Bullying Investigation and Corrective Action
8. Monitoring and Evaluation of Anti-Bullying Measures
9. Support for students who are being bullied
10. Monitoring and Evaluation of Anti-Bullying Measures
11. Bullying outside of school

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1. Presentation

Everest School's Anti-Bullying Policy aims to create a safe, respectful, and inclusive school environment for all students, in line with the core values of our educational community. We have specific measures in place to prevent, identify and treat all forms of bullying, whether physical, verbal or virtual. This policy is not limited to responding to bullying incidents, but also strives to promote a culture of respect, tolerance and understanding among students, staff and families. It integrates the principles of international education and bullying on the basis of protected characteristics while taking into account the cultural and legal specificities of Morocco.

2. Objective

Our school's anti-bullying policy aims to ensure a safe, respectful, and inclusive school environment for all students, staff, and visitors. It establishes preventive measures, reporting procedures, and corrective actions to combat all forms of harassment, whether physical, verbal, emotional, or digital. Due to the complexity of the issue and its potential profound and lasting impact on the lives of young people, this policy is comprehensive and detailed. Bullying, whether physical or emotional, can cause significant psychological damage. Therefore, every allegation or incident will be taken very seriously. Our policy is based on the latest recommendations from the governments of the Kingdom of Morocco and the United Kingdom, in particular those outlined in "Keeping Children Safe in Education", which emphasise that "all staff must be aware that children may abuse other children" and include behaviours such as:

- Bullying (including cyberbullying)
- Physical aggression (hitting, kicking, shaking, biting, pulling hair, causing injury)
- Sexual violence and harassment, as well as other shameful acts of a similar nature.

This behaviour, as well as any other form of peer abuse, will be dealt with rigorously as part of our anti-bullying policy.

3. Definition of bullying

Bullying refers to intentional, repetitive, and harmful behavior intended to hurt, threaten, or exclude a person. It can take various forms:

- **Physical** : Hitting, pushing, property damage.
- **Verbal** : Insults, mockery, threats.
- **Social** : Exclusion, spreading rumors, intentional isolation.
- **Cyberbullying** : Harassment on social media, threatening messages, sharing offensive content.
- **Bias** : Based on race, religion, gender, special educational needs, or other characteristics.

Particular attention is paid to the following points:

- ✓ Power imbalances (physical, psychological, or social) between the bully and the victim.
- ✓ The impact of offensive language and minor disturbances, which, if left unaddressed, can escalate.

4. School Responsibilities and Record Keeping

Our anti-harassment responsibilities and commitments include:

- Provide a safe, respectful, and inclusive environment for students, staff, and visitors, where any form of bullying is strictly prohibited.
- Take every incident of bullying seriously, thoroughly investigate all allegations, and implement appropriate measures to protect victims and punish perpetrators.
- Continuously train staff to identify and manage bullying while promoting mutual respect and tolerance.
- Support students affected by bullying, provide them with the necessary assistance and work closely with families and external partners to prevent recurrence and maintain a harmonious school environment.

While we record bullying incidents to demonstrate the long-term impact of our policies, it is crucial to point out that our school is still developing, with only five years of existence. Our goal is to understand the real impact of our actions and our ability to prevent or effectively deal with such situations.

At Everest School, we are committed to:

- **Ensure safety and well-being** : Create a safe environment where every student feels respected and valued.
- **Adopt a zero-tolerance policy** : Refuse any form of bullying and intervene immediately as soon as an incident is reported.
- **Promote proactive education** : Emphasize respect, tolerance and empathy in our curriculum and school activities.
- **Encourage open communication** : Create an atmosphere where students, parents, and staff feel free to report inappropriate behavior without fear of reprisal.

5. Comprehensive Approach to Preventing and Addressing Bullying

Our approach to anti-bullying is proactive, incorporating awareness, student and staff engagement, and clear rules. We aim to develop a culture of respect and kindness that goes beyond responding to bullying incidents and permeates all levels of our school.

a. Awareness and training :

At Everest International School, pupils are taught to understand what bullying is, including different forms such as physical, verbal, social and online bullying, through age-appropriate lessons, PSHE, assemblies, circle time and classroom discussions. Pupils learn how bullying differs from isolated incidents, why it is unacceptable, and the impact it can have on individuals. The curriculum promotes kindness, empathy, respect and inclusion, and teaches pupils how to seek help, report concerns and support others. This proactive approach helps pupils develop the confidence and skills to recognise, prevent and challenge bullying behaviour.

We run workshops and campaigns on the importance of mutual respect and empathy. Students actively participate in activities that strengthen collaboration and social connections. Staff are regularly trained to identify and prevent bullying behaviour.

b. Clear Rules and Communication :

Explicit anti-bullying rules are established, widely disseminated and posted throughout the school, including anti-bullying messages in common areas.

c. Encouraging camaraderie :

Peer mentoring programs and activities foster positive relationships between students, fostering collaboration and inclusion.

d. Student and Parent Engagement :

Students are encouraged to understand the school's approach and their role, including as spectators. Parents are informed of the procedures and encouraged to reinforce respectful behaviour at home.

e. Creating an Inclusive Environment :

We ensure that school is a safe space for open discussions about the causes of bullying without fear of reprisal.

f. Sanctions and Celebrations:

Appropriate disciplinary measures are applied for incidents of bullying, with a focus on the unacceptability of such behaviour. Positive achievements and behaviours are celebrated at regular assemblies, contributing to a positive school atmosphere.

6. Reporting Procedure

- **Students** :
  - ✓ Victims or witnesses can report the harassment to a teacher, Headteacher, or any staff member.
  - ✓ Anonymous suggestion boxes are available to facilitate reporting.
- **Parents** :
  - ✓ Parents can contact the school directly by phone, email or by appointment.
- **Personnel** :
  - ✓ Any member of staff who observes or is informed of an act of harassment must report it immediately to the administration.

7. Bullying investigation and corrective measures

When an incident of bullying is reported, an immediate investigation is conducted in order to understand the facts and take appropriate action. Management interviews relevant parties, collects testimonials objectively, and uses open-ended questions to gather accurate information. This step clarifies the events and determines whether the situation was deliberately created to harm another student.

Depending on the severity of the incident, disciplinary action may be taken, such as verbal or written warnings, mediation between the parties involved, or temporary or permanent suspension. Each disciplinary measure is accompanied by pedagogical follow-up to promote understanding and correct inappropriate behaviour.

At the same time, support is provided to victims, witnesses and perpetrators of harassment. Psychological help is offered to help each student understand the consequences of his or her actions and to evolve positively. Each situation is unique, so assessing the severity of the incident guides future actions.

If the investigation reveals that a student is in danger or that a crime has been committed, social services or, in some cases, the police will be alerted.

Finally, parents are informed, usually by a senior member of the educational team, such as the headteacher or their deputy, in a personal way. While this process can be time-consuming, it is essential to reassure families and ensure that the incident is handled seriously and professionally.

All bullying incidents at Everest International School are formally recorded in the school's behaviour record-keeping system. Staff log details of the incident, including the nature of the behaviour, those involved, actions taken and any follow-up or support provided. Records are monitored by senior leaders to identify patterns, ensure appropriate responses and evaluate the effectiveness of interventions. This process supports consistent practice, accountability and the safeguarding of all pupils.

8. Monitoring and evaluation of anti-harassment measures

To ensure the continued effectiveness of our anti-bullying policy, regular meetings are held with teachers and parents to discuss progress, necessary adjustments and evolving situations. These exchanges provide valuable feedback and allow us to adapt our actions accordingly.

The success of our approach is measured by the reduction in reported incidents and the improvement of the school climate, as measured by satisfaction surveys conducted with students, staff and parents. These indicators help to identify strengths and areas in need of adjustment.

Continuous policy adaptation is crucial. We regularly review it based on feedback and identified needs to ensure that it remains relevant and effective.

After an incident, it is essential that the student concerned feels supported. Even if the student claims to be handling the situation, feelings of remorse, regret, or distress may emerge long after the incident. Regular follow-ups are therefore essential to ensure that no harmful coping mechanisms, such as self-harm, are adopted.

Thus, we are committed to offering ongoing support to students involved in bullying incidents, to ensuring their well-being and their smooth reintegration into the school environment.

9. Support for students who are being bullied

Support for students who are being bullied is crucial and includes individualized measures to ensure a safe school environment. The following actions are implemented to help these students:

- **Immediate listening:**

  A qualified staff member is available to listen to the student victim in order to understand the situation in a safe and confidential environment.

- **Emotional and psychological support:**

  Quick access to a counselor or psychologist is provided to help the student manage their emotions and deal with potential trauma.

- **Personalized follow-up:**

  Regular follow-ups are conducted to ensure the safety and well-being of the student, with frequent meetings and adjustments to support measures as necessary.

- **Academic Assistance:**

  Academic support is provided to prevent bullying from affecting student performance, such as classroom accommodations or increased supervision.

- **Building Trust:**

  Workshops and activities are organized to develop self-esteem, stress management and conflict resolution.

- **Mediation:**

  If appropriate, supervised mediation between the victim and the abuser may be offered to resolve the conflict and restore relationships.

- **Support for parents:**

  Parents are regularly informed of the situation and receive advice on how to support their child at home.

- **Long-term monitoring:**

  The student's well-being is regularly assessed to avoid long-term repercussions and to ensure a smooth reintegration into school life.

Our commitment is to provide comprehensive support so that every student victim feels safe and supported throughout their school journey.

10. Focus on vulnerable students

Bullying can affect all students, but some may suffer more severely, especially those who are already socially, mentally or emotionally vulnerable. We are committed to providing special support to these students, especially those who are most at risk of bullying due to various differences.

Research shows that students who are heavily bullied at school are often bullied outside of school, on the way to school, or through cyberbullying. Certain groups are particularly likely to be targeted, such as:

- Students with special educational needs or disabilities.
- Adopted students.
- Students facing health problems.
- Students with family responsibilities.

These students, who are often already in a situation of personal or family vulnerability, may need more support to cope with the effects of bullying.

In addition, students with special educational needs or disabilities often face social and communication difficulties, making it difficult for them to report bullying. School staff must therefore be particularly attentive to the risks these students face and ensure that reporting mechanisms are accessible and appropriate to all.

The impact of bullying can be profoundly disruptive for these students, amplified by other vulnerability factors, affecting their social, mental and emotional well-being.

11. Bullying outside of school

Bullying is not limited to the school environment and can also occur outside the school premises, including on the way to school, in the community, or online. These forms of bullying can have serious consequences, often more difficult to monitor and detect.

- **Bullying on the school path:**

  Students may be intimidated on transportation, near bus stops, or while walking, through mockery, physical assault, or verbal intimidation. Adults, such as parents and bus drivers, should remain vigilant and report any incidents.

- **Cyberintimidation :**

  Online bullying happens on social media, video games, or messaging apps. These include sending threatening messages, spreading rumors or embarrassing images, and excluding students from online groups. This form of bullying can persist beyond the school day and affect the well-being of students.

- **Community bullying:**

  Outside of school, students may face bullying in their neighbourhood or during extracurricular activities, including verbal or physical abuse and social isolation.

- **Impact on safety and well-being:**

  External bullying can cause anxiety, affect concentration and school engagement, and in severe cases, lead to loss of self-confidence, mood disorders, or suicidal thoughts.

- **Responsibility of the school:**

  Schools must educate students about cyberbullying, provide support to victims, work with parents and the community to ensure safety, and encourage students to report any form of bullying.

- **Role of parents and community:**

  Parents should monitor their children's online activity, watch for signs of distress, and collaborate with the school.

Reviewed by Rachel Lloyd Headteacher	Date of Review 17/12/2025	Signature 
Reviewed by Governing Body	**Mr Afkir Anas**	