

**Updated: May 2026**

## Anti-bullying Policy

### 1. Introduction

At École Jacques Prévert de Londres, we do not tolerate any form of discrimination or bullying based on sex, race, religion, age, disability, or sexual orientation. All complaints of bullying, in any form, are treated with the utmost seriousness and are investigated thoroughly.

As a French international school, we also implement the French Ministry of Education's national anti-bullying framework known as the PHARE programme, and the *méthode de préoccupation partagée* (Shared Concern Method), a restorative and non-punitive approach. These frameworks strengthen our existing policy and promote a whole-school culture of prevention, early identification and collaborative resolution.

### 2. Definition of bullying

Bullying is a behaviour or action by one or more children towards another that is:

- Deliberately hurtful
- Repeated over time
- Difficult for the victim to defend themselves against

Bullying can take many forms. The three main types include:

- Physical: e.g. hitting, kicking, taking belongings
- Verbal: e.g. name-calling, insults or offensive remarks (based on individual characteristics, ethnic origin, nationality, skin colour, religion, sexual orientation, or disability); indirect verbal bullying includes spreading rumours, social exclusion, and malicious messaging
- Cyberbullying: the use of digital platforms (e.g. WhatsApp, TikTok, Instagram, Facebook, email or mobile devices) to carry out repeated and hostile acts intended to harm others

This policy also applies to racial harassment.

### 3. Signs of Bullying

Pupils who are being bullied may:

- Be frightened of walking to and from school or alter their usual route
- Be reluctant to attend school or report feeling ill in the mornings
- Experience a drop in academic performance
- Arrive home with damaged belongings or missing possessions
- Become withdrawn, anxious, stammer, or show signs of low self-esteem
- Display changes in eating or sleeping habits, or have nightmares
- Show unexplained injuries
- Exhibit signs of aggression, distress or unreasonable behaviour
- Begin to bully others

Early detection of such signs by school staff and parents is vital for swift intervention.

### 4. Aims and Objectives

- To ensure a safe, supportive, and respectful school environment in which bullying is never acceptable
- To prevent bullying through proactive education, values-led teaching, and awareness events such as Anti-Bullying Week and the Journée de lutte contre le harcèlement scolaire

- To promote school-wide values (Learning Superpowers) of Safety, Benevolence, Respect, Effort, and Autonomy
- To provide a consistent and coordinated response to all reports of bullying
- To raise awareness of responsibilities for all members of the school community in addressing bullying

## 5. The Role of the Board of Directors

- The Board fully supports the Head in eliminating bullying
- It receives regular reports on bullying incidents and policy effectiveness
- The Board requires the Head to maintain accurate records and update the policy when necessary

## 6. The Role of the Head

- The Head, alongside the Deputy Head for Safeguarding and Pastoral Care (designated *Référent Harcèlement*), implements this policy and ensures that all staff are trained and informed
- The Head ensures pupils understand that bullying is unacceptable
- A positive school culture is fostered through mutual respect, praise, and inclusion
- All bullying incidents are logged in “My Concern” and reviewed for appropriate action
- The Head coordinates closely with the Deputy Head on all pastoral matters

## 7. The Role of Teachers

- All staff take bullying seriously, intervening promptly and recording incidents appropriately
- Staff log concerns in “My Concern” and alert the Head or Deputy Head without delay
- Teachers support all pupils involved and take care to act in accordance with French national guidelines
- In serious situations, facts are gathered from victims, witnesses, and perpetrators, with parents informed at the earliest appropriate stage
- Teachers aim to resolve problems through counselling and dialogue, using restorative practices such as the *méthode de préoccupation partagée*
- Disciplinary actions, where appropriate, are applied, alongside ongoing support
- Staff receive regular training in anti-bullying strategies and behaviour management
- A culture of respect is promoted through classroom activities and school values

## 8. The PHARE Programme and the Méthode de Préoccupation Partagée

École Jacques Prévert de Londres follows the PHARE programme, a national French initiative to combat school bullying through:

- Staff training and development
- Systematic prevention strategies
- Pupil involvement and peer advocacy
- Structured, data-informed action plans

The school also adopts the *méthode de préoccupation partagée*, which:

- Focuses on restoring group harmony rather than assigning blame
- Encourages individual accountability and empathy development
- Enables pupils to participate in finding respectful and lasting solutions
- Aligns with our belief in supporting both the victim and the perpetrator through education, dialogue, and personal growth

## 9. The Role of Parents

- Parents should contact the class teacher or Deputy Head (*Référent Harcèlement*) with any concerns
- Parents are encouraged to support the anti-bullying policy and promote positive attitudes in their children
- Discretion is maintained at all times, with parent collaboration vital to successful resolution

## 10. Monitoring and Review

- The Head monitors the policy's effectiveness and reports to the Board

- The policy is reviewed annually or sooner if needed
- Staff are encouraged to raise concerns related to the policy

## **11. General**

This document outlines the School's approach to preventing and addressing bullying. It is designed to inform pupils, parents, and staff and reflect the School's strong commitment to safeguarding. It is a statement of best practice, not a legally binding contract.

## **References**

[Safe to Learn: Embedding anti-bullying work in Schools](#)  
[Department for children, Schools and families 2014](#)

[Preventing and Tackling Bullying 2017](#)  
[Advice for Head Teachers, Staff and Governing Bodies](#)

[Cyber-bullying-Advice for headteachers and school staff 2014](#)  
[Advice for parents and carers on cyber-bullying 2014](#)

Protocole de traitement des situations de harcèlement dans les écoles, M.E.N

<https://eduscol.education.fr/974/lutter-contre-le-harcelement-entre-eleves>  
<https://www.education.gouv.fr/non-au-harcelement>