



CHARTERHOUSE
ALMATY

ANTI-BULLYING, ABUSE AND DISCRIMINATION POLICY

1. Policy Statement

Charterhouse Almaty is a values-driven community built upon kindness, open-mindedness, perseverance, moral courage and responsibility.

We are committed to ensuring that every student, staff member and visitor feels safe, valued and respected. Bullying, abuse or discrimination of any kind, whether physical, verbal, emotional or online, will never be tolerated.

For the purposes of this policy:

- *Bullying* means behaviour that causes hurt or distress (emotional or physical), is repeated or part of a wider pattern, and is based on an imbalance of power.
- *Abuse* means behaviour that causes physical or psychological harm, including deliberate mistreatment or sustained bullying.
- *Discrimination* means behaviour that insults, excludes or treats someone unjustly based on personal characteristics.

All incidents, regardless of where or how they occur, are addressed with the same seriousness. The school applies proportionate sanctions ranging from formal warnings to permanent exclusion, always coupled with pastoral education and restorative practice.

This policy complies with the Labour Code and Child Rights Protection Laws of the Republic of Kazakhstan, and is closely informed by UK best practice, including *Keeping Children Safe in Education* (2026) and the *Equality Act* (2010).

It should be read alongside the school's Safeguarding and Child Protection Policy, Promotion of Good Behaviour Policy, Digital Safety Policy, and IT Acceptable Use Policy (Students).

2. Aims

This policy aims to:

- create a culture in which bullying, abuse and discrimination are recognised, reported and eradicated;
- foster a community grounded in kindness and moral courage, where every student takes responsibility for the wellbeing of others;
- ensure that all concerns are handled swiftly, fairly and in line with local and global safeguarding standards;
- provide proactive education for students and staff on empathy, respect and digital citizenship;
- support those affected by bullying and guide perpetrators toward accountability and behavioural change;
- maintain an open and trusted reporting system for all students, staff and parents.

3. Practice and Procedures

3.1 Definition and Guiding Principles

The school judges 'hurt' or 'distress' from the victim's perspective, not the perpetrator's intent. A single serious incident may still constitute bullying. An imbalance of power may stem from age, social status, physical strength, intellect, language ability or online influence.

Every member of the community has a duty to act when witnessing unkind or discriminatory behaviour.

3.2 Reporting mechanisms

Students may report concerns to their Class Teacher (Junior School), House Tutor (Senior School), their relevant Deputy Head or any trusted adult.

Reports may be made in person, in writing, or anonymously via the 'Say Something' box (Junior School) or a designated electronic form (Senior School), and the school will record all incidents on the Safeguarding Record on CPOMS.

An appropriate senior leader will promptly investigate each case. Parents will be informed unless doing so would compromise the safety of a student.

Serious matters involving potential harm or criminal behaviour will be referred to the Designated Safeguarding Lead (DSL), who may liaise with local child protection authorities or law enforcement.

3.3 Procedural stages

When a concern or allegation of bullying, abuse or discrimination is raised, the school follows a structured five-stage process designed to ensure fairness, sensitivity and timely resolution. Each stage is recorded by the Senior Leadership Team and is overseen by the DSL.

The key stages are as follows:

1. Initial Report – The concern is received, recorded and acknowledged. The immediate safety and wellbeing of all students involved are prioritised; interim measures may be taken to separate students if necessary.
2. Preliminary Review – The relevant Deputy Head assesses whether informal resolution (for low-level issues) or formal investigation (for more serious or repeated concerns) is appropriate.
3. Formal Investigation – A thorough, impartial investigation is conducted, involving confidential interviews with students, witnesses and staff as appropriate. Accurate written notes are maintained throughout, and the DSL ensures procedural fairness and proportionality.
4. Outcome and Action – Findings are reviewed by the Head of Junior School or the Head of Senior School (as appropriate). Conclusions are shared with relevant parties, and appropriate actions (ranging from mediation to formal sanctions) are implemented.

5. Support and Follow-up – Victims, witnesses and perpetrators receive tailored pastoral support. Behaviour plans are monitored and reviewed to ensure restoration and lasting improvement.

3.4 Sanctions and restorative measures

Where bullying, abuse or discrimination is found to have occurred, the school applies consequences that are proportionate, educational and restorative in intent. Responses may range from a verbal or written warning for low-level misconduct to the temporary withdrawal of privileges where reflection and accountability are needed. In some cases, a restorative meeting or supervised apology may be arranged to help rebuild trust between those involved.

More serious or repeated misconduct may lead to targeted mentoring or counselling, designed to help the student understand the impact of their behaviour and develop positive coping strategies. In exceptional circumstances, such as sustained harassment, serious harm or discriminatory abuse, the school may impose a suspension or, where necessary, permanent exclusion.

Charterhouse Almaty always seeks to educate and restore rather than simply punish, but the school will act decisively whenever the safety, wellbeing or dignity of others is compromised.

3.5 Cyberbullying

Cyberbullying is the use of electronic communication (e.g. social media, messaging, images or video) which causes distress or harm. Its effects mirror those of direct bullying but may extend beyond school hours and physical boundaries.

Examples of cyberbullying include but are not limited to the following:

- Offensive or threatening posts or messages.
- Sharing personal or altered images without consent.
- Spreading rumours online or impersonating others.
- Excluding peers from online groups.
- Coercion, stalking or extortion.

All incidents of suspected or confirmed cyberbullying are treated as safeguarding concerns and are recorded in the school's safeguarding system, CPOMS. Where, in rare cases, part of a student's allegation of cyberbullying includes indecent images having been shared by other students, any staff investigating such allegations are *expressly prohibited* from viewing, copying or forwarding such images *under any circumstances*.

In very rare cases involving serious harm or criminal behaviour, the school may refer the matter to the police.

Preventive education is central to the school's approach: digital citizenship and online safety are embedded throughout its Personal Development, Computing and assembly programmes, helping students to understand respectful, lawful and responsible use of technology. The school also works in partnership with parents, encouraging them to monitor their children's use of technology at home and to participate in school-led e-safety workshops that are designed to promote consistent guidance between home and school.

3.6 Preventive culture and education

Charterhouse Almaty places as much importance on preventing unkindness and discrimination as it does on responding effectively when incidents arise.

The school's curriculum and culture are deliberately designed to foster empathy, emotional intelligence and mutual respect. Through the Personal Development programme, students in the Junior and Senior Schools learn about healthy relationships, inclusion and the importance of understanding differences, and this is always closely informed by the cultural context of Kazakhstan.

Regular assemblies and reflections in class and tutor time explore themes of kindness, moral courage and responsible behaviour, reinforcing the Charterhouse Values in everyday life.

The school listens to its community through student wellbeing surveys, which help identify emerging patterns or areas of concern. Positive behaviour is routinely celebrated in assemblies by the identifying of Charterhouse Values 'in action'.

The 'Say Something' campaign reminds every student that they have both the right and the responsibility to speak up if they witness or experience unkindness or discrimination.

4. Assessment and Record Keeping

Every incident of bullying, abuse, or discrimination is formally logged within the school's safeguarding record system (CPOMS). Each entry includes the date, nature of the concern, actions taken and the outcomes of any follow-up.

The DSL continuously reviews and audits these records to identify emerging patterns of behaviour, ensure consistency in response, and confirm that all cases have been brought to a timely and appropriate conclusion.

An anonymised summary of recorded incidents is shared with the Senior Leadership Team and the Advisory Board on a termly basis, supporting transparency, accountability and continuous improvement in pastoral care. All safeguarding documentation is stored securely and retained in full compliance with both local law and the standards of our parent school, Charterhouse, UK.

5. Staffing and Resources

The effective implementation of this policy depends on the collective commitment of every member of staff, supported by clear leadership roles and robust systems of accountability.

Oversight and responsibility are distributed as follows:

Post-holder/Group	Responsibilities
The Head	- Operational accountability for the school's compliance with this policy and for ensuring that anti-bullying principles are embedded across Charterhouse Almaty - Reports termly to the Advisory Board on patterns, emerging risks and the effectiveness of pastoral interventions
Head of Junior School; Head of Senior School; Deputy Head (Junior School); Deputy Head (Senior School)	- Provide day-to-day operational leadership in fully implementing this policy in the Junior and Senior Schools - Monitor the wellbeing of students, oversee investigations within their phases, and coordinate pastoral training and communication with parents
Designated Safeguarding Lead (DSL)	- Manages the coordination of all safeguarding investigations - Maintains the Safeguarding Record System (CPOMS) - Liaises with external agencies, as necessary - Ensures that all safeguarding records are accurate and confidential - Responsible for the professional development of staff in safeguarding, anti-bullying and online safety practices
All academic and support staff	- Share a legal and moral duty to protect students from harm - Are expected to model respectful behaviour, uphold the Charterhouse Values and report any concern or disclosure immediately to the DSL - Must remain alert to early signs of distress or exclusion and act swiftly to prevent escalation

To sustain best practice, Charterhouse Almaty invests in continuous professional learning. All employees complete annual safeguarding training, which always reflects the cultural context and includes updates on emerging trends such as cyberbullying, discriminatory language and social media risks. New staff undertake a comprehensive induction covering the Charterhouse Almaty ethos, cultural sensitivity, local regulatory requirements and UK best practice.

Specialist workshops and refresher sessions are also provided throughout each academic year.

Resources supporting this policy include counselling provision, staff training and student leadership programmes. All safeguarding and anti-bullying materials are reviewed annually to ensure alignment with both current legislation and the standards of our parent school.