

Document Control Sheet

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The British Embassy Study Group

**ANTI-BULLYING
POLICY**

January 2010



Statement of Intent

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a *TELLING* school. This means that *anyone* who knows that bullying is happening is expected to tell the staff. We will take positive action to prevent bullying within PSHE, SEAL (see Appendix ii for relevant learning intentions) and exploit opportunities within other curriculum areas. The BESG will keep up to date with relevant documentation and use this to continually revise the policy where required. We currently link our policy to the DcSF 'Safe to Learn' document. A member of staff is responsible for anti-bullying work. This is Andrea Gibson.

What is Bullying?

- Any deliberate behaviour which makes a child feel threatened, hurt, frightened or isolated
- **It can be physical**-hitting, punching, kicking and fighting
- **It can be emotional**- name-calling, teasing, ostracising, using put-downs, making threats, spreading rumours, humiliating, intimidating
- **It can be Cyber**-All areas of internet ,such as email & internet chat room misuse
Mobile threats by text messaging & calls
Misuse of associated technology , i.e. camera & video facilities
- It is repeated over time – Several Times On Purpose - STOP
- It can involve taking or damaging another person's property
- It is unfair.

We are a *Telling* school, we must ALL encourage the children to share when there is a problem.

Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

Schools have a responsibility to respond promptly and effectively to issues of bullying.

See appendix i for guidance for teachers.

Objectives of this Policy

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.
- The policy covers bullying of children to children but also bullying of staff, whether by pupils, parents or other members of staff.

Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- doesn't want to go on the school bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money (to pay bully)
- has unexplained cuts or bruises
- comes home starving (lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated. Pupils with communication difficulties/EAL may not understand that they are being bullied so staff needs to monitor continuously for signs of bullying.

Procedures

1. Report bullying incidents to staff
2. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly
3. In all cases of bullying, the incidents will be recorded by staff
4. The Head Teacher will interview all of those involved
5. Parents should be informed in consultation with the Head Teacher and will be asked to come in to a meeting to discuss the problem
6. An attempt will be made to help the bully (bullies) change their behaviour through behaviour management

Outcomes

1. The bully (bullies) may be asked to genuinely apologise. Other consequences may take place. See School Behaviour Management Policy.
2. In serious cases, suspension or even exclusion will be considered. Children WILL NOT be excluded from school for being bullied, even if the school believes they are doing so for the child's benefit (Education Act 2002)
3. If possible, the pupils will be reconciled
4. After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

Prevention

We will use the following methods for helping children to prevent bullying. As and when appropriate, these may include:

- writing a set of school rules
- signing a behaviour contract
- writing stories or poems or drawing pictures about bullying
- reading stories about bullying or having them read to a class or assembly
- making up role-plays
- having discussions about bullying and why it matters
- PSHE link to circle time and SEAL whole school schemes of work
- assemblies that reinforce the school's policy on bullying and communicate the rights and responsibilities of everyone tackling bullying
- pupils are taught to become articulate and confident through speaking and listening skills
- school will investigate 'blind spots' where bullying could take place outside and revise

This document was written in reference to DFES Guidance *Bullying 'Don't suffer in silence.'* It has been reviewed and updated following guidance from 'Safe to Learn: Embedding anti-bullying work in schools'

Policy Written by Dawn Akyürek
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Record of Child's Disclosure: Bullying Incident 1 of 2

Pupils Name: _____ Location of incident _____

Date of incident _____ Time _____

Adults Name: _____ Signature _____
(*print*)

Position _____ Date of Recording _____

Procedures

Record the incident factually, noting **who what where** and **when. Quote the child's words.**

Interview with identified children:
Parents informed:
Genuine apology:
Suspension (<i>if appropriate</i>):
Exclusion (<i>if appropriate</i>):
Reconciliation:
Monitoring procedures put into place:

Record of Child's Disclosure: Bullying Incident continued 2 of 2

Head teacher informed: YES/NO (please circle)

Date:

Action Taken:

Outcomes:

Signed _____

Dawn Akyürek, Head Teacher

Date _____

Appendix i

GUIDANCE FOR STAFF DEALING WITH BULLYING OR CONFLICT

LISTEN

- Investigate the incident; do not dismiss children as ‘telling tales’.
- Model the correct behaviour yourself by staying calm, speaking quietly and not shouting.
- Ensure your body language matches what you are saying! Remember shouting, pointing your finger or standing over children can escalate rather than de-escalate the situation.
- Ensure each party has uninterrupted speaking time. Explain that everyone will have a chance to talk but it is necessary to take turns so everyone can be heard.
- Listen without pre-judging the situation or the children involved (talk to others who may have seen it if necessary, but remember they may want to support their friends).

FEEDBACK

- It is common for children to have different accounts of what happened. Move on and allow children to express how they feel about what has happened.
- Acknowledge (repeat back) how the other person is feeling and give each child the chance to describe their feelings about what they have done or experienced.

MAKING AMENDS

- Being allowed to speak and say how you are feeling releases a lot of the anger that has built up.
- Summarise what has been said and focus on what they agree on.
- Ask the children what they would like to happen/what they think should happen. Often the person being bullied only wants an acknowledgement that what happened was wrong and to be left alone in future.
- The ‘bully’ will often be harder in setting their own punishment than you would! For example, ‘you’ve broken the rules by...., what do you think would be fair now? ‘Lose my playtime for a week’.
- Remind the children that making amends is something you do, not something you just say.
- Don’t set unfair or unreasonable punishments that will build resentment
- Let them know you will be monitoring the situation to ensure they keep to what is agreed.
- Ask the children to feedback how the other child feels about what has happened
- Separate the behaviour from the child (e.g. what they did was bad, rather than they are bad)

Appendix ii

Social and Emotional Aspects of Learning (SEAL)

The SEAL materials help schools to develop social and emotional skills, which underpin the PSHE framework, and to meet the criteria for emotional health and well-being in the National Healthy Schools Programme. SEAL was initially developed for primary schools and a programme for secondary schools has been piloted and will be rolled out nationally starting in September 2007. It provides a framework and resources to help schools to systematically and progressively develop pupils' social and emotional skills. The Primary SEAL resource provides a whole-school and whole-curriculum framework and is organised into seven themes:

New Beginnings
Getting On and Falling Out
Going for Goals

RESOURCES AND REFERENCES

Opportunities to promote anti-bullying messages through the curriculum

Good to Be Me
Relationships
Changes
Say No to Bullying

Each theme is relevant to reducing bullying. The theme "Say No to Bullying" provides an explicit focus on bullying and is a useful resource for Anti-Bullying Week. The SEAL learning objectives related to anti-bullying are:

Foundation stage

- I know I belong in my classroom.
- I like the ways we are all different and can tell you something special about me.
- I can tell you some ways in which children can be unkind and bully others.
- I can tell you how it feels when someone bullies you.
- I can be kind to children who have been bullied.
- I know who I could talk to in school if I was feeling unhappy or being bullied.
- I know what to do if I am bullied.

Years 1 and 2

- I can tell you what bullying is.
- I can tell you some ways in which I am the same and different from my friends.
- I am proud of the ways in which I am different.
- I can tell you how someone who is bullied feels.
- I can be kind to children who are bullied.
- I know that when you feel sad, it affects the way you behave and how you think.
- I know some people in and out of school who I could talk to if I was feeling unhappy or being bullied.
- I know what to do if I am bullied.

Appendix ii continued

Years 3 and 4

- I know what it means to be a witness to bullying.
- I know that witnesses can make the situation better or worse by what they do.
- I know how it might feel to be a witness to and a target of bullying.
- I can tell you why witnesses sometimes join in with bullying or don't tell.
- I can tell you some ways of helping to make someone who is being bullied feel better.
- I know that sometimes bullying is hard to spot, and I know what to do if I think it is going on but I am not sure.
- I can problem solve a bullying situation with others.

Years 5, 6 and 7

- I understand how rumour spreading and name calling can be bullying behaviours.
- I can explain the difference between direct and indirect types of bullying.
- I can explain some of the ways in which one person (or group of people) can have power over another.
- I know some of the reasons why people use bullying behaviours.
- I know some ways to encourage children who use bullying behaviours to make other choices.
- I can tell you a range of strategies which I have for managing my feelings in bullying situations, and for problem solving when I am part of one.