



Baden Powell Anti Bullying Policy 2017



Introduction:

At Baden Powell Primary School in line with Every Child Matters and relevant safeguarding procedures we aim to provide a safe, caring and friendly environment for all our pupils to allow them to learn effectively, improve their life chances and help them maximise their potential. We would expect pupils to feel safe in school, including that they understand the issues relating to safety, such as bullying and that they feel confident to seek support from school should they feel unsafe. Bullying in whatever form will not be tolerated.

Roles and Responsibilities:

The Head teacher – Has overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers, LA and outside agencies and appointing an Anti-bullying coordinator who will have general responsibility for handling the implementation of this policy.

The Anti –bullying Coordinator in our school is: Mr (Kamali Ekeema) supported by Mr Stephen Smith (Headteacher)

Their responsibilities are:

- Policy development and review involving pupils, staff, governors, parents/carers and relevant local agencies
- Implementing the policy and monitoring and assessing its effectiveness in practice
- Ensuring evaluation takes place and that this informs policy review
- Managing bullying incidents
- Managing the reporting and recording of bullying incidents
- Assessing and coordinating training and support for staff and parents/carers where appropriate

The nominated Governor with the responsibility for Anti-bullying is Mr Andrew Bethell

What is Bullying?

Definition of Bullying

'Behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically or emotionally'. *Safe to Learn: embedding anti bullying work in schools (2007)*.

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

- There is a deliberate intention to hurt or humiliate.
- There is a power imbalance that makes it hard for the victim to defend themselves.
- It is usually persistent.

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of sexual, sexist, racist or homophobic bullying and when children with disabilities are involved. If the victim might be in danger then intervention is urgently required.

What does bullying look like?

Bullying can include:

- name calling
- taunting
- mocking
- making offensive comments
- physical assault
- taking or damaging belongings
- cyber bullying - inappropriate text messaging and e mailing; sending offensive or degrading images by phone or via the internet
- producing offensive graffiti
- gossiping and spreading hurtful and untruthful rumors
- excluding people from groups.

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'. **Bullying is the persistent use of aggressive behaviour with the intention of hurting another person and which results in pain and distress to the victim. This may be physical or emotional.**

ALL staff, governors, pupils and parents should have an understanding of bullying. Bullying will not be tolerated.

Clear procedures for reporting bullying should be understood and followed. Incidents of bullying will always be dealt with.

Why are children and young people bullied?

Specific types of bullying include:

- bullying related to race, religion or culture
- bullying related to special educational needs or disabilities
- bullying related to appearance or health
- bullying relating to sexual orientation
- bullying of young carers or looked after children or otherwise related to home circumstances
- sexist or sexual bullying

There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

Bullying can take place between:

- young people
- young people and staff
- between staff
- individuals or groups

Reporting and Responding to Bullying:

Our school has clear systems to report bullying for the whole school community (including staff, parents/carers, children and young people) this includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders)

Systems of reporting include:

- An incident book kept by Mr Kamili Ekeema
- HT reports to governors on termly basis
- Parents/carers informed of bullying incidents by class teacher or head teacher.
- An anti-bullying button on the school website.

Procedures:

All reported incidents will be taken seriously and investigated involving:

- Interviewing all parties
- Informing parents
- A range of responses appropriate to the situation: - solution focused, restorative approach, circle of friends, individual work with victim, perpetrator, referral to outside agencies if appropriate
- Referral to Behaviour policy and school sanctions and how these may be applied including what actions may be taken if bullying persists
- Support for the victim and the bully

Recording Bullying and Evaluating the Policy

Bullying incidents will be recorded initially by the member of staff who deals with the incident and then reported to the Anti-bullying coordinator.

The information stored will be used to ensure individual incidents are followed up. It will also be used to identify trends and inform preventative work in school and be used for the further development of the school policy.

This information will be presented as data to the governors as part of the termly report. The policy will be reviewed and updated annually.

Strategies for Preventing Bullying

As part of our on-going commitment to the safety and welfare of our pupils we at Baden Powell Primary School have developed the following strategies to promote positive behaviour and discourage bullying behaviour. For example:

- Involvement in SEAL across the school.
- Involvement in Healthy Schools
- Anti-Bullying materials and messages displayed around school.
- PSHE/citizenship
- Specific curriculum input on areas of concern such as Cyberbullying and internet safety
- Student voice-council
- Peer mentoring schemes
- Circle of friends
- Assemblies

Links with other policies

Behaviour Policy

Safeguarding Policy

Equalities Policy

Disability equality and access policy

PSHE and Citizenship Policy

Confidentiality Policy

References Documents and Related Policy/Guidance:

National Documents:

- Safe to Learn- DCSF Guidelines
- Embedding anti-bullying work in schools – DCSF-00656-2007
- Homophobic bullying – DCSF – 00668-2007
- Cyberbullying – DCSF – 00658-2007
- Bullying Involving Children with Special Educational Needs and Disabilities – DCSF 00372-2008

www.teachernet.gov.uk/publications

- **Cyberbullying - supporting school staff**
- **Cyberbullying - A whole – school community issue**

FOR PUPILS

What Do You Do If You Are Being Bullied?

- **Don't suffer in silence**
- **Your silence is the bully's greatest protection.**

1. Tell someone you can trust – parent, grandparent, teacher, friend, brother, sister.

2. Try not to show the bully you are upset.
3. Stay in a group and avoid areas where bullying can take place.
4. Be assertive without being aggressive.

What Do You Do If You Think Someone Is Being Bullied Or If You See Bullying Taking Place?

1. Tell an adult – a parent or a member of staff. Silence is the bully's greatest protection.
2. Don't stand by – this will be interpreted as support for the bully.

FOR PARENTS

What Do You Do If You Think Your Child Is Being Bullied?

1. Watch for the signs.

A child may indicate by signs or behaviour that he or she is being bullied. If your child:-

- is frightened of walking to or from school
- is unwilling to go into school/classroom
- is not maintaining their usual standard of school work
- comes home regularly with clothes or books destroyed
- becomes withdrawn or starts stammering
- becomes distressed or stops eating
- cries him/herself to sleep or starts bed wetting
- has nightmares
- has unexplained bruises or scratches
- has possessions go missing
- asks for money or begins stealing money (to pay the bully?)
- refuses to say what's wrong

2. Encourage open dialogue with your child about school.

3. Share your concern with the school – talk to the class teacher or headteacher. Bullying is not a necessary part of growing up.

4. Don't encourage your child to hit back, as he or she may lay themselves open to counter accusations if they do.

5. Boost your child's morale. Help him or her to realise that it is not he or she, but the bully that should feel ashamed.

6. Inform the Head Teacher of any circumstances at home that may affect your child's behaviour.

What If Your Child Is The Bully?

1. Remain calm. Talk things over and try to discover why they are bullying others. The bully, like the victim, needs help and support.
2. Share your concern with the school and ask for help.
3. Bullying is an open subject. It is discussed at assemblies and in classrooms and the children are encouraged to discuss any problems.
4. Children are told that hurting people, whether physically or emotionally, is wrong.
5. Each child is encouraged to recognise his/her own self-worth through play, writing and discussion.
6. Emphasis is placed on caring and kindness to counteract bullying behaviour.
7. Every effort is being made to develop a positive attitude in all children whereby tolerance of others and respect for individual differences are seen as being of paramount importance in relationships with others.
8. Openness and honesty about fears and feelings are encouraged so that opportunities arise for identifying bullying e.g. writing stories, games, and discussions.