



Anti-Bullying Statement

Appendix D

Adopted: October 2016

Review date: October 2017

Rationale:

1. Head Teachers' have a legal duty to take measures to prevent all forms of bullying among pupils. (DFEE Circular 10/99. Para. 4.29)
2. The Designated Senior Person and Deputy Designated Senior Person for Child Protection are responsible for monitoring bullying and reviewing the Anti-Bullying policy at Bowmansgreen.
3. Involving and encouraging all members of the school community in developing, formulating and reviewing this policy on bullying promotes partnership, ownership and implementation of a living policy.

Links to Mission Statement:

"The pupils of Bowmansgreen School want everyone to be happy and safe in our school. Everyone is welcome and whatever class you join they will make sure you feel you are an important part of the school. You don't have to pretend to be someone you are not you can be yourself and we will enjoy getting to know you. Everyone at our school is special. If you have any problems there will always be friends and teachers to help sort it out."

Links to Ethos:

At Bowmansgreen Primary, we aim to provide a happy, secure environment in which all children will grow and develop intellectually, emotionally, spiritually, socially and physically. We believe in equal opportunities for all and the need to eliminate discrimination of all kinds. Our aims have been developed in line with the five principle themes of Every Child Matters.

The Definition of Bullying

While there is no single definition of bullying, the Department for Education provides the following guidance:

'Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgments about each specific case.' "Preventing and Tackling Bullying" DfE 2011

Most definitions include the following dimensions:

1. The behaviour is intended to cause distress
2. The behaviour is repeated
3. There is an imbalance of power between the perpetrator of bullying and the target

Responsibilities of Schools: Prevention

Schools have a responsibility to develop an ethos where everyone feels:

- Valued for his/her own personal worth and contribution
- Is treated with respect and kindness and encouraged to develop an empathy with others
- Is able to teach and learn and offer and receive support
- Is provided with opportunities to realise his/her unique potential and resolve his/her own problems
- Is able to feel safe from intimidation, threat or harm
- Is friendly, courteous and cooperative
- Treats property with respect

Bowmansgreen will not tolerate hurtful behaviours/bullying by any member of the school community. We address hurtful behaviours/bullying within the curriculum in order to give pupils an understanding of what these are, develop skills to prevent and deal with hurtful behaviours before they reach a level that can be defined as bullying, and which promote responsibility. Staff at Bowmansgreen act as positive role models for pupils.

Responsibilities of Schools: Responding to incidents of bullying

- To make and review a written statement of principles to guide the Head Teacher in determining measures for promoting positive behaviour

Responsibilities of the Head Teacher

- To frame a policy that establishes an environment that encourages positive behaviour and regular attendance, discourages hurtful behaviours that could escalate into bullying and promotes equality
- To determine measures which may include a code of behaviour and its application designed to secure an acceptable standard of behaviour and to promote self-discipline, proper regard for authority and respect for others
- To aim to prevent all forms of bullying among pupils by addressing issues before they reach the stage of bullying
- To publish the school's positive behaviour policy
- To provide training and guidance to ensure all staff are able to carry out the school's policy

Responsibilities of Staff

- To be vigilant about hurtful behaviours that could escalate into bullying, vigorous in investigating these and involve pupils in discussing it and countering it
- To record incidents of hurtful behaviours in sufficient depth and accuracy in order to monitor the effectiveness of the anti-bullying policy as well as for notes for the individual child's file

Expectations of all staff

- Never ignore bullying/hurtful behaviours
- Be assertive not aggressive
- Adopt a problem solving approach
- Give children time to talk
- Involve parents as early as possible

The Children's Role

Bowmansgreen believe that children should:

- Be involved in the development and review of behaviour and anti-bullying policies and practice
- Learn about what constitutes bullying/hurtful behaviours and what to do about it
- Have opportunities to develop the skills to resist bullying/hurtful behaviour and deal with this
- Be aware that knowing about bullying/hurtful behaviours by or to others and doing nothing is unacceptable
- Be made aware that it is 'ok to tell' if they are being bullied or if they know someone else is being bullied, and that they will receive practical help if they do so
- Be made aware of who to contact if they have concerns about bullying/hurtful behaviours

Many bullying incidents will be dealt with through the sanctions outlined in the schools behaviour policy.