



The British Embassy School Ankara Anti- Bullying Policy

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 the IPC/IMYC curriculum, PSHCE, SEAL (see Appendix 1 for relevant learning intentions) and exploit opportunities within other curriculum areas. BESA 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 non-statutory guidance from the DfE: Preventing and Tackling Bullying (October 2014) Two members of staff are responsible for anti-bullying work. They are Sarah Sener (Safeguarding Lead) and Stuart Downing (Assistant Head – Pastoral).

Definition of Bullying

Bullying is repeated over time and intentionally hurts another pupil or group physically or emotionally and is often motivated by prejudice against particular groups, for example, on grounds of race, religion, culture, sex, gender, homophobia, special educational needs and disability, or because a child is adopted or is a carer - it may occur directly or through cyber-technology (social websites, mobile 'phones, text messages, photographs and email);

What is Bullying?

- Any deliberate behaviour which makes a child feel threatened, hurt, frightened or isolated
- Bullying is serious and can cause physical or emotional damage and has long term consequences for those who are a victim of such behaviour
- 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 can be sexual/sexist, homophobic and refer to disabilities
- It is repeated over time – Several Times On Purpose - STOP
- It can involve taking or damaging another person's property
- It is unfair.

What is Cyber-Bullying?

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.

The Aims of this Policy

- To create an environment that prevents bullying from being a serious problem in the first place.
- To deal with any incidents quickly and effectively.
- To proactively gather intelligence about issues between pupils that might provoke conflict and develop strategies to prevent bullying occurring in the first place.
- To create an ethos of good behaviour where pupils treat one another and the school staff with respect because they know that this is the right way to behave.
- To give a clear understanding of how our actions affect others and are reinforced by staff and older pupils who set a good example to the rest.
- Any Disciplinary measures that are enacted must be applied fairly, consistently, and reasonably taking account of any special educational needs or disabilities that the pupils may have and taking into account the needs of vulnerable pupils.
- To make parents feel confident that the school will take any complaint about bullying seriously and resolve the issue in a way that protects the child, and they reinforce the value of good behaviour at home.
- To make sure that all pupils understand the school's approach and are clear about the part they can play to prevent bullying, including when they find themselves as bystanders.
- To openly discuss differences between people that could motivate bullying, such as religion, ethnicity, disability, gender or sexuality and those from different family situation.
- To make it easy for pupils to report bullying so that they are assured that they will be listened to and incidents acted on. Pupils should feel that they can report bullying which may have occurred outside school including cyber-bullying.
- To create an inclusive environment, where pupils can openly discuss the cause of their bullying, without fear of further bullying or discrimination.
- To provide effective staff training.
- To celebrate success.

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. The bullying policy is available on the school website.
- 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.

- To ensure that ALL staff are appropriately trained through dedicated staff meetings prior to Friendship week and visiting experts, such as Jenny Mosely – where friendship is the focus.

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 2 for guidance for teachers.

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 displays any of the listed symptoms in Appendix 3.

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

Procedures for Pupils Reporting Bullying/Cyber-Bullying and other forms of Abuse

1. Report bullying incidents (including those that take place online – Cyber-Bullying/Abuse) to any member of staff, parent, friend or anyone who they feel comfortable telling. It is important to tell someone.
2. In Cyber-bullying incidents, pupils should retrieve evidence by taking screen shots of the bullying.

Procedures for Staff

1. Any incidents of bullying, cyber-bullying and other forms of online abuse should be recorded and passed on to the Assistant Head Pastoral.
2. The Assistant Head Pastoral will review the information.
3. In Cyber-bullying incidents, staff should retrieve evidence by taking screen shots of the bullying, or where appropriate or necessary ask the pupils to take screen shots.
4. In cyber-bullying incidents, staff/Assistant Head Pastoral should recommend that the accused account is blocked by the alleged victim.
5. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly. This is through immediate action by the Assistant Head Pastoral and the following of the Behaviour Management Policy.
6. The Assistant Head Pastoral or Head Teacher will interview all of those involved.
7. Parents should be informed in consultation with the Assistant Head Teacher or Head Teacher and will be asked to come in to a meeting to discuss the problem.
8. An attempt will be made to help the bully (bullies) change their behaviour through behaviour management techniques and discussions with the pupil, Assistant Head or Head Teacher and parents. Support will be provided for the victim of the incident. In both cases our School Councillor will be heavily involved and put a plan in place, with the input of parents, where necessary.

Sanctions and Follow Up

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/Code of Conduct
- 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
- PSHCE link to circle time and SEAL whole school schemes of work
- assemblies that reinforce the school's policy on bullying and cyber-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 procedures where required.
- To have a whole school Anti Bullying Week initiative once a year, known as Friendship Week.

Record Keeping

All records and documentation related to incidents of bullying or cyber-bullying are kept by the Assistant Head Pastoral, a member of the Senior Leadership Team. The Assistant Head Pastoral will review the incidents in order to identify any patterns that there may be.

The Role of Governors

The governing body supports the Head Teacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

The governing body reviews the effectiveness of the school policy regularly and is kept informed of any serious incidents of bullying by the Head Teacher.

The governing body responds within 10 days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the Head Teacher and asks/him/her to conduct an investigation into the case and to report back to a representative of the governing body.

The Role of the Head Teacher

It is the responsibility of the Head Teacher to implement the school anti bullying strategy and to ensure that all staff (both teaching and non-teaching) is aware of the school policy and know how to deal with

incidents of bullying. The Head Teacher reports to the governing body about the effectiveness of the anti-bullying policy on request.

The Head Teacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The Head Teacher or Assistant Head Pastoral draws the attention of the children to this fact at suitable moments. For example, if an incident occurs, the Head Teacher may decide to use assembly as a forum in which to discuss with other children why this type of behaviour is wrong.

The Head Teacher ensures that all staff receives sufficient training to be equipped to deal with all incidents of bullying. Training in this area is part of induction and all staff undertake Anti-bullying training regularly.

The Head Teacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel that they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

The Role of the Assistant Head Pastoral

It is the responsibility of the Assistant Head Pastoral to promote, with the Head Teacher, a community which is safe and that bullying (including online) is not acceptable. The Assistant Head Pastoral is a point of call for students and for staff who have been contacted about bullying issues. The Assistant Head Pastoral will follow the protocols laid out above and liaise with the Head Teacher where necessary. All documentation related to bullying issues will be stored by the Assistant Head Pastoral.

The Assistant Head Pastoral will design and lead the school's Friendship Week and offer support to all staff on bullying (and cyber-bullying) issues, including staff training prior to Friendship Week.

The Role of All Teaching and Non-Teaching Staff

Staff in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place. Teaching staff keep their own records of all incidents that they are aware of in their class and that are reported to them. If staff witness an act of bullying, they do all they can to support the child who is being bullied. If a child is being bullied over a period of time then, after consultation with the head teacher, the teacher informs the child's parents.

Class teachers keep individual pupil conduct sheets where all incidents of bullying or other anti-social behaviour are recorded. If any adult from within the school community witnesses, or becomes aware of, an act of bullying they should report it to the child's class teacher. If, as a member of staff, we become aware of any bullying taking place between members of the school we deal with the issue immediately. (See appendix 4)

Staff attempt to support all children in school and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

The Role of Parents

Parents, who are concerned that their child might be being bullied, or who suspects that their child may be the perpetrator of bullying, should contact their child's class teacher immediately.

Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.

Monitoring, Review and Links to Policies and Guidelines.

This policy is monitored on a day to day basis by the Head Teacher, who reports to governors about the effectiveness of the policy on request.

This Policy links to the BESA Behaviour Policy, BESA Safeguarding Child Protection Policy, ICT Security Policy and PSHCE and Citizenship Policy

This anti bullying policy is the whole school's responsibility and the effectiveness is reviewed annually.

This document was written in reference to DFES Guidance *Bullying 'Don't suffer in silence.'* and DfE: Preventing and Tackling Bullying (October 2014). *It has been reviewed and updated following guidance from 'Safe to Learn: Embedding anti-bullying work in schools'*

Policy Written by Dawn Akyürek
Policy accepted 24th June 2009
Policy reviewed 20th January 2010
Policy review date January 2011
Policy reviewed by Sam Sawyer February 2012
Policy review date March 2013
Policy Reviewed by Stuart Downing September 2015
Policy review date September 2016
Policy reviewed by Stuart Downing June 2016
Policy Reviewed by Stuart Downing October 2016
Policy review date September 2017

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 (*if appropriate*):

Exclusion (*if appropriate*):

Reconciliation:

Monitoring procedures put into place:

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

Head Teacher/Assistant Head informed: YES/NO (please circle)

Date:

Action Taken:

Outcomes:

Signed _____
Ken Page, Head Teacher

Date _____

Appendix 1

Social and Emotional Aspects of Learning (SEAL)

The SEAL materials help schools to develop social and emotional skills, which underpin the PSHCE 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, but also has a programme for secondary schools. 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:

Early Years 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.

Milepost 1

- 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.

Milepost 2

- 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.

Mileposts 3 and 4

- 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.

These are used in conjunction with the IPC/IMYC Personal Goals as detailed in the PSHCE Scheme of work.

Appendix 2

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)

Signs and Symptoms

- 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

Appendix 4

