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POLISH SATURDAY SCHOOL ,CAMBRIDGE

# Anti Bullying Policy

## Introduction

We are committed to engaging the whole school approach to examining and developing all aspects of school life to enhance the physical and emotional health and wellbeing of the whole school community.

At our school:

∗ We promote a healthy, safe and caring environment for all children, young people and staff.

∗ We provide a broad and balanced curriculum for all our pupils, having considered gender, ability and culture.

∗ We promote pupils' self-esteem and emotional well-being and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.

∗ We prepare all children and young people to confidently meet the challenges of adult life.

∗ We provide sufficient information and support to enable the children and young people to make safe choices.

∗ Through an enriched curriculum, we provide young people, with opportunities to develop the necessary skills to manage their lives effectively.

∗ We help our young people to learn to respect themselves and others and move safely from childhood, through adolescence, into adulthood.

∗ We create a wider awareness of religious, cultural and moral values within a Christian framework and respect for different ethnic groups, religious beliefs and ways of life.

∗ We promote an inclusive ethos and a culture of mutual respect where diversity and difference are recognised, appreciated and celebrated.

## Policy Aims

The aim of this anti bullying policy is to communicate the school's approach to involving the whole school community in developing and promoting anti bullying ethos and culture. The policy provides clear guidance on how the school intends:

∗ To raise the profile of bullying and the effect it has on children and young people's emotional health and well being, life chances and achievement

∗ To make clear to everyone within our club and whole school community that no form of bullying is acceptable and to prevent, de-escalate and /or stop any continuation of harmful behaviour.

∗ To encourage and equip the club and whole school community to report all incidents of bullying, including those who have experienced being bullied and bystanders who have witnessed an incident
∗ To respond quickly and effectively to incidents of bullying within the overall positive behaviour management policy
∗ To safeguard and offer support and comfort to children who have been bullied.
∗ To apply reasonable and proportionate disciplinary sanctions to children causing the bullying
∗ To support children who are bullying in recognising the seriousness of their behaviour and to offer support and counselling to help them to readjust their behaviour
∗ To provide longer term support to promote the self esteem of those who have been bullied to reduce the likelihood of long term damage and also to address the emotional and behavioural needs of children who bully others to reduce the likelihood of repeated incidents of bullying
∗ To identify vulnerable children and those critical moments and transitions when they may become vulnerable, and provide additional support/safeguarding when needed.
∗ To ensure all staff are trained and supported and model positive relationships
∗ To regularly monitor incidents of bullying and harassment and report to responsible bodies e.g. the head teacher, management committee

Reporting Incidents of Bullying

We encourage and equip the whole school community to report all incidents of bullying, including children who have experienced being bullied and bystanders who have witnessed an incident. We endeavour to provide clear, accessible and confidential incident reporting systems, which include access to:
∗ staff including teachers and support staff who are trained in listening skills and anti bullying issues
∗ a designated Person for Child Protection

Responding to Incidents of Bullying

We have an agreed procedure for responding consistently to incidents or allegations of bullying. Direct action to respond to incidents of bullying occurs within a context, which reminds all children that bullying behaviour is unacceptable to the school and will not be tolerated. At our club school all children are encouraged to report incidents of bullying whether they have been bullied or have witnessed bullying. We will investigate the incident including the context and the roles of the people involved.

A Definition of Bullying

We define bullying as:
'Emotionally or physically harmful behaviour which is:
∗ Repetitive, wilful or persistent
∗ Intentionally harmful, carried out by an individual or a group
∗ Based on an imbalance of power leaving the person who is bullied feeling

defenceless'.
For the children the definition of someone who bullies is someone who:
'Deliberately keeps on hurting you by what they do or say, someone who threatens you and makes you too frightened to tell the teacher.'

Bullying Forms and Types
We recognise that although children and young people may be particularly vulnerable to bullying as a result of personal characteristics such as height, weight, colour of hair or more structural inequalities such as race, disability or sexuality, anyone can be bullied for almost any reason or difference. Research has identified various different types of bullying which reflect different causations.
Forms of Bullying
Bullying behaviour across all types of bullying can represent itself in a number of different forms. Children and young people can be bullied in ways that are:
Physical – by being punched, pushed or hurt; made to give up money or belongings; having property, clothes or belonging damaged; being forced to do something they don't want to do.
Verbal – by being teased in a nasty way; called gay (whether or not it's true); insulted about their race, religion or culture; called names in other ways or having offensive comments directed at them
Indirect – by having nasty stories told about then; being left out, ignored or excluded from groups.

Electronic / 'cyber bullying' - for example, via text message; via instant messenger services and social network sites; via email; and via images or videos posted on the internet or spread via mobile phones.

Specific Types of Bullying
Specific Types of Bullying include:
∗ Bullying related to race, religion or culture
∗ Bullying related to special educational needs (SEN) or disabilities
∗ Bullying related to being gifted or talented
∗ Bullying related to appearance or health conditions
∗ Bullying related to sexual orientation
∗ Bullying of young carers or looked – after children or otherwise related to home circumstances
∗ Sexist or sexual bullying
We recognise that bullying is a complex type of behaviour occurring between individuals and groups. Different roles within bullying situations can be identified and include:
∗ The ring-leader, the person who through their position of power can direct bullying activity
∗ Assistants/associates, who actively join in the bullying (sometimes because they are afraid of the ring-leader)
∗ Reinforcers, who give positive feedback to the bully, perhaps by smiling or laughing.
∗ Outsiders/bystanders, who stay back or stay silent and thereby appear to condone or collude with the bullying behaviour

∗ Defenders, who try and intervene to stop the bullying or comfort pupils who experience bullying.

Some children can adopt different roles at different times, or at the same time (a bullied child might be bullying another child at the same time, or a seeming 'reinforcer' might become a 'defender' when the ringleader is not around).

## Recognising Signs and Symptoms

We recognise the fact that some children are more vulnerable to bullying than others and is sensitive to the changes of behaviour that may indicate that a child or young person is being bullied.

Children who are being bullied may demonstrate physical, emotional and behavioural problems. The following physical signs and behaviour could indicate other problems but bullying will be considered as a possibility:

∗ Being frightened when walking to or from the club
∗ Losing self confidence and self-esteem
∗ Being frightened to say what's wrong
∗ Developing unexplained cuts, bruises and other injuries
∗ Unwilling to go to school, development of school phobia and unusual patterns of non attendance
∗ Failing to achieve potential in school work
∗ Becoming withdrawn, nervous and losing concentration
∗ Becoming isolated and disengaged from other children
∗ Developing changes in physical behaviour such as stammering and nervous ticks
∗ Regularly having books or clothes destroyed
∗ Having possession go 'missing' or 'lost' including packed lunch and money
∗ Starting to steal money (to pay the perpetrator)
∗ Becoming easily distressed, disruptive or aggressive
∗ Developing problems with eating and food
∗ Running away
∗ Developing sleep problems and having nightmares
∗ Developing suicidal thoughts or attempting suicide

Where children are exhibiting extreme signs of distress and changes in behaviour, we will liaise with parents/carers and where appropriate, relevant health professionals the Child and Adolescent Mental Health Service

### Recognising Reasons for why Children may Bully

We recognise the fact that children may bully for a variety of reasons.

Recognising why children bully supports the club in identifying children who are at risk of engaging with this type of behaviour. This enables the club to intervene at an early stage to prevent the likelihood of bullying occurring and to respond promptly to incidents of bullying as they occur.

Understanding the emotional health and well-being of children who bully is key to selecting the right responsive strategies and to engaging the right external support. Possible reasons for why some children may engage in bullying include:

∗ Struggling to cope with a difficult personal situation e.g. bereavement, changes in family circumstances
∗ Liking the feeling of power and using bullying behaviour to get their own way

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∗ Having a temperament that may be aggressive, quick tempered or jealous
∗ Having been abused or bullied in some way
∗ Feeling frustrated, insecure, inadequate, humiliated
∗ Finding it difficult to socialise and make friends
∗ Being overly self orientated (possibly displaying good self esteem) and finding it difficult to empathise with the needs of others
∗ Being unable to resist negative peer pressure
∗ Being under pressure to succeed at all costs

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