

ST. GEORGE'S ANTI-BULLYING POLICY

Everyone is Different!



St. George's Anti-Bullying Policy

Our Anti-Bullying Champion is Mr Coombs (who is an adult member of the organisation)

Date issued: 01.01.2014

Date to be reviewed: 01.01.2015 (annually)

1. Roles and responsibilities

The Anti-Bullying Champion will:

1. develop the policy in line with this guidance document
2. review the progress the organisation is making in relation to the anti-bullying agenda

The leaders in our organisation will:

1. support children / young people who have experienced bullying
2. respond to children / young people who have bullied
3. model appropriate, respectful behaviour

Children / young people in our organisation will be supported to:

1. embrace a culture that respects difference
2. support children / young people who have experienced bullying behaviours
3. model appropriate, respectful behaviour
4. participate in -
 - the development of the policy
 - the implementation of the policy
 - the evaluation of the policy

In schools Governors are responsible for monitoring the above.

2. The aims and objectives

The aims and objectives of this policy should develop and maintain;

1. a culture of respect where difference is valued
2. a system of support for children / young people who have been bullied
3. a system of clear, fair and consistent responses to incidences of bullying

The children and young people said the purpose of our policy is;

- To stop bullying
- To protect young people
- Support young people who are being bullied
- To give effective help to bully and victim
- Create a policy that all must follow with clear actions to follow and solutions to problems
- Provide advice on how to react to different types of bullying
- Help communication between parents, professionals, victims and bullies
- Promote equality and prevent discrimination
- To help you to be confident to tell people

3. Defining bullying

The children and young people defined bullying as;

- One of the worst things that can happen to you
- Intentional, disrespectful, discriminative, repetitive, physical, mental malicious/hurtful behaviour
- Making someone feel small so you can feel big
- People picking on you and when you feel like the joke has gone too far
- When the victim feel it is bullying “playful banter is not bullying – often children get in more trouble for banter with friends that when actually bullying people”
- When the bully has more power

4. Tackling bullying

The United Kingdom signed the United Nations Convention on the Rights of a Child in April 1990. These rights are described in the following extract from the United Nations Children’s Fund (UNICEF) website:

“...basic human rights that children everywhere have: the right to survival; to develop to the fullest; to protection from harmful influences, abuse and exploitation; and to participate fully in family, cultural and social life. The four core principals of the Convention are non-discrimination; devotion to the best interests of the child; the right to life, survival and development; and respect for the views of the child.”
(UNICEF, 2010 website)

Our community is developing a culture that embraces differences and never tolerates bullying. We are doing this by;

- training to ensure a knowledge about diversity and issues associated with bullying
- modelling of appropriate respectful behaviour by all people.

Children and young people said bullying could be tackled in the following ways:

- Adults should take bullying more seriously
- Don’t be offended think of positive things
- Talk to someone you trust
- Ignore them they will go away
- Walk away
- Ask someone who has been bullied for advice
- Find someone who has been bullied and help them

5. Support children and young people want when they are bullied

<ul style="list-style-type: none">• <u>People to talk to</u>• <u>Advice</u>• <u>Posters</u>• <u>Parents</u>• <u>Listening and not judging</u>• <u>A kind, understanding approach</u>• <u>Someone trustworthy to confide in</u>• <u>Discuss what is best for the victims</u>• <u>Talking to someone who won't be judgemental</u>• <u>A team around the one bullied</u>• <u>For the bully to be dealt with</u>	<ul style="list-style-type: none">• <u>Adults challenging bad comments</u>• <u>Adults should deal with the problem rather than ignoring it</u>• <u>Support to tell the bully how you feel</u>• <u>Listen to by anyone "I would like to listened to, cared for and supported"</u>• <u>Follow up on reported incidents – has it stopped?</u>• <u>Adults and other children should take on the responsibility to stop bullying, not just the victim</u>
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We will address each incident of bullying individually and appropriately. This will include:

1. Listening to the child young person who has been bullied and agree the type of support they feel they need
2. Listening to the child young person who has bullied and agree the type of support they need
3. Apply rules consistently and fairly

6. Child Protection

The Children Act 1989 says a bullying incident should be addressed as a child protection concern when there is "reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm". Where this is the case, this will be reported to Children's Services Social Care.

7. Evaluating

Our organisation will decide how to evaluate the effectiveness of our anti-bullying policy. This could include:

- Children and young people more satisfied with how bullying is dealt with.
- Children and young people feel safe
- Parental confidence

www.dorsetscb.co.uk/site/advice-for-people-working-with-children/bullying-and-e-safety

This policy complies with and is in line with the 8 principles set out in the Single Equality Policy and an initial screening Equality Impact Assessment has been carried out.