



# *British School in Baku*

## *Anti-Bullying Policy 2019*

### OUR AIMS AND VALUES

At the British School in Baku we aim to:

- develop every child's potential
- nurture a life-long love of learning
- create an exciting environment
- encourage independent thinking
- provide opportunities that challenge
- prepare every child to make a difference
- ensure self-esteem and confidence are high
- share hopes and encourage optimism and self-belief
- provide opportunities to reflect on life and learning
- ensure everyone has a voice and an opportunity to be heard
- encourage good health and well-being for all.

**Principals: Linda Swinford-Meyer & Maxene Whittingham**  
**Chair of Governors: Ahmad Valiyev**  
**Safeguarding Officer: Ali Merati**  
**Health and Safety Officer: Gunel Sevdimaliyeva**

Policy agreed by the Board of Governors on: \_\_\_\_\_

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## 1 Principles and values

The British School in Baku is committed to a policy of inclusion, equality and justice. We provide a warm, caring and safe place for all our children so that they can learn and play in a relaxed and secure environment. We believe that bullying of any kind is totally unacceptable and will not be tolerated in our school. We take all incidents of bullying seriously. No one deserves to be a victim of bullying.

We understand that where bullying is challenged effectively, pupils/students will feel safe and happy and we will demonstrate a school that cares. Everybody has the right to be treated with respect and Pupils/students who are bullying others need to learn different ways of behaving.

At the British School in Baku also we acknowledge that bullying can and does happen from time to time and that bullying can also happen to adults in the workplace. When bullying does occur, everyone should feel free to discuss it and know that incidents will be dealt with promptly and effectively in accordance with our school's anti-bullying policy.

All children and young people have the right to be protected from physical, emotional and mental violence; a right enshrined in the United Nations Convention on the Rights of the Child (1989). Children also have the right to learn, live, travel and play in a safe environment where they can thrive and achieve their full potential.

At the British School in Baku, bullying and its impact is taken very seriously. Parents and pupils/students should be assured that all known incidents of bullying will be responded to and dealt with immediately.

In regard to cyber bullying, which would usually occur outside of the school setting, we do teach pupils/students about the issues of all forms of bullying. However, incidents that occur at home, or outside school hours and away from the school property, are the responsibility of the parents on both sides, and it is irrational to expect the school to control or manage what occurs away from the school. We are limited to supporting Pupils/students who are victims of cyber-bullying outside of the school environment. Nevertheless if the bullying concerns issues that area taking place within the school community then we will make sure that these are investigated and resolved as much as possible within the confines of the school.

This policy is based on DfE guidance "Preventing and Tackling Bullying: Advice for Headteachers, Staff and Governing Bodies", March 2014.

## 2 Objectives of this policy

At BSB our aim is that:

- All senior management, middle management, teaching staff non-teaching staff and volunteers, pupils/students and parents have an understanding of what bullying is;
- All senior management, middle management, teaching staff, non-teaching staff and volunteers should know what the school policy is on bullying, and adhere to the policy and procedures laid down in this policy when bullying is reported;
- All pupils/students and parents should be familiar with the BSB Anti-bullying Policy, and the steps they need to take should bullying arise;

- All stakeholders work together to ensure that BSB is safe place for children and adults, whether the school community is directly or indirectly affected by bullying or not.

### 3 Responsibilities

It is the responsibility of:

- the CEO Senior Management Team and the Board of governors to take a lead role in monitoring and reviewing this policy;
- the Principals are to ensure that all teaching and support staff are made aware of, this policy and implement it accordingly;
- the CEO is responsible for making the non-teaching staff aware of this policy and implement it accordingly;
- the CEO and Senior Management Team to communicate the policy to the school community and to ensure that disciplinary measures are applied fairly, consistently and reasonably;
- parents and carers to support their children and work in partnership with the school;
- pupils/students to abide by the policy;
- All teaching staff will incorporate anti-bullying as an integral part of the class and school environment and the community at large through PSHE and Citizenship lessons, assemblies and similar presentations.

### 4 Legislation

- **Children Act 2004**
- All agencies working with children and young people (including schools and colleges) must have regard to the need to safeguard and promote the welfare of children, helping them to 'stay safe' from bullying and discrimination.
- **Human Rights Act 199**  
Amongst other articles, this act prohibits torture, inhuman and degrading treatment and states that all citizens must have access to their rights without discrimination.
- **Race Relations Act 2000**  
Brought in a positive duty on all public bodies to eliminate racial discrimination and to promote equality of opportunity and good relations between persons of different racial groups.
- **Employment equality (Religion or Belief) Regulations 2003**  
Outlaws discrimination in employment and vocational training on the grounds of religion or belief.
- **Employment equality (Sexual Orientation) Regulations 2003**  
Outlaws discrimination in employment and vocational training on the grounds of sexual orientation.
- **Disability Equality Duty 2006**  
Brought in a positive duty on all public bodies to eliminate discrimination and promote equality of opportunity for disabled people.
- **Gender Equality Duty 2007**  
Brought in a positive duty on all public bodies to eliminate sexual discrimination and promote equality of opportunity and good relations between men and women.
- **Equality Act (Sexual Orientation) Regulations 2007**  
Outlawed discrimination on the grounds of sexual orientation in the provision of good and services.
- **Harassment Act 1997 & Offences Against the Person Act 1861**

There are some cases when bullying stops being bullying and becomes a **crime**. Serious physical assaults, sexual assault, racist or homophobic abuse for example can all be criminal activity.

## 5 Defining Bullying

Bullying is unacceptable behaviour used by an individual or group, usually repeated over time, which intentionally hurts another individual, either physically or emotionally.

Bullying can include:

- Name calling, taunting, mocking or making offensive comments.
- Kicking or hitting.
- Taking belongings
- Producing offensive graffiti
- Gossiping, excluding people from groups and spreading hurtful or untruthful rumours.
- The action is continued repeatedly in order to do harm.
- The action is unwanted and aggressive.
- An imbalance of power or strength exists and the victim feels powerless to do anything.
- Constantly excluding a person based on protected characteristics such as race, ethnicity, gender etc.

This includes the same inappropriate and harmful behaviours that are expressed via digital devices known as cyber-bullying. Including sending of inappropriate messages by phone, text, Instant Messenger, Facebook, or any websites and social media sites and apps, and sending offensive and degrading images by mobile phone or via the internet.

Bullying is not:

- Petty arguments and name-calling between friends or when the occasional trick or joke is played on someone.
- It is an action that seldom occurs.
- It is an accidental gesture such as tripping up someone accidentally.
- Disliking someone.
- Aggressive behaviour that is not repeated towards a particular group or person.
- Leaving someone out of a game or the like is not necessarily bullying.

Children sometimes fall out and say things because they are upset. When occasional problems of this kind arise, although unkind, it is not classed as bullying. It is an important part of children's development to learn how to deal with friendship breakdowns or a childish prank. We all have to learn how to deal with these situations and develop skills to repair relationships.

There are many reasons why people bully another:

- Bullying related to race, religion or culture.
- Bullying related to special needs or disabilities.
- Bullying related to appearance or physical/mental health conditions.
- Bullying related to sexual orientation.
- Bullying of young carers, children in care or otherwise related to home circumstances.
- Bullying of a sexist, and sexual nature
- Bullying via technology (Cyberbullying).

## 6 Places where Bullying may occur

Bullying can take place in the classroom, playground, toilets, on a journey to and from school, on outings and cyberspace. Bullying can also occur in group activities and between families in the local community. Bullying takes place where there is an imbalance of power of one person or persons over another. In fact bullying can take place anywhere.

## 7 Signs and symptoms of bullying

This may include:

- being frightened of walking to or from school or begging to be driven to school;
- changes their usual routine;
- unwillingness to go to school (school phobic);
- truancy;
- becoming withdrawn anxious, or lacking in confidence;
- stammering;
- attempting or threatening suicide or running away;
- crying themselves to sleep at night or having nightmares;
- feeling ill in the morning;
- beginning to do make less effort with school work than previously;
- coming home with clothes torn or books damaged;
- having possessions which are damaged or “go missing”;
- asking for money or stealing money;
- having unexplained cuts or bruises;
- coming home hungry (money / lunch has been stolen);
- becoming aggressive, disruptive or unreasonable;
- bullying other children or siblings;
- stopping eating;
- being frightened to say what is wrong;
- giving improbable excuses for any of the above;
- being afraid to use the internet or mobile phone;
- being nervous and jumpy when a cyber-message is received;
- avoiding eye contact;
- becoming short tempered;
- changing in attitude to people at home/school.

## 8 Anti-bullying and Staff actions

Staff must remain vigilant about bullying behaviours and approach this in the same way as any other category of child abuse; that is, do not wait to be told before you raise concerns or deal directly with the matter.

Children may not be aware that they are being bullied; because they may be too young or have a level of special educational needs which means that they may be unable to realise what others are doing to them.

Staff must also be aware of those children who may be vulnerable Pupils/students; those coming from troubled families, or those responding to emotional problems or mental health issues which may bring about a propensity to be unkind to others, or may make them more likely to fall victim to the behaviour of others

### 8.1 Primary School Staff Procedures

Owing to the differences in age and levels of maturity the Primary school has a different method of sanctions when working with incidents of bullying. If staff or volunteers observe or are told about any actions that follow the description of bullying they are to immediately deal with the problem. They then need to contact the Deputy Principal and fill in an incident report (Appendix 1). The Deputy Principal will investigate the alleged bullying and begin the process laid down in the BSB Behaviour Policy which includes contacting parents and looking at the school systems as well as interviewing the bully/bullies, victim, onlookers and staff. This will be to ascertain if the incident is indeed bullying. The safe-guarding and well-being lead will become involved as part of the team dealing with the bullying. Incidents of bullying will be logged. The Principal will be informed of any incidents of bullying.

If the bullying continues the same procedure will take place, however, the Principal and in more escalated instances, the CEO will also be informed and the sanctions and discipline will be escalated according to the Behaviour Policy regarding Primary.

If the incident relates to cyber-bullying the staff need to contact the Deputy Principal who will contact the parents of those involved and take available steps to ascertain if the cyber-bullying took place in the school or if it pertains to the school in any way. All possible steps will be taken to ascertain who the bully is and the offending material will be deleted.

Where the bullying takes place outside of the school site, the school will ensure that the concern is investigated, and that support is provided for victims in accordance with the school's Behaviour Policy. Bullying that occurs at home is the jurisdiction of the parents, nevertheless, the school will additionally contact the parents of the pupils/students concerned.

Any sanctions and disciplinary procedures will be used as appropriate, in line with the Primary School's Behaviour Policy and not before consultation with all parties concerned and if necessary and appropriate, the police or other local services will be consulted.

### 8.2 Secondary School Staff Procedures

Staff are informed that they should be aware of the subtle forms which bullying can take and are reminded of being attentive with regard to students' changing friendship groups, withdrawn behaviour and or any other activity such as students speaking in foreign languages so as not to arouse suspicion of bullying.

Students are repeatedly reminded of the consequences of bullying and the forms bullying can take. The Personal Social and Health Education (PSHE) curriculum is delivered weekly and anti-bullying and its affects are on-going topics.

Staff are responsible for the following:

- Creating an atmosphere where bullying is not tolerated, and students are comfortable to report such behaviour
- Addressing and dealing with complaints of bullying, thoroughly and without delay
- Reprimanding the perpetrators of bullying, in line with the school's behaviour management policy.

- Inform parents of the outcome of any investigation with regard to bullying
- Inform the parents of the perpetrators of bullying of the punishment to be administered.

## 9 Liaison with parents and carers

We will:

- make sure that key information about bullying (including policies and named points of contact) is available to parents and carers in a variety of formats;
- ensure that all parents and carers know who to contact if they are worried about bullying;
- ensure all parents and carers know about our complaints procedure and how to use it effectively;
- ensure all parents and carers know where to access independent advice about bullying;
- work with all parents and carers, and the local community, to address issues beyond the school gates that give rise to bullying;
- ensure that parents work with the school to role model positive behaviour for pupils, both on and offline.

## 10 Preventing Bullying

Bullying is not tolerated in BSB and to eradicate this form of negative behaviour we at BSB will:

- create and support an inclusive environment which promotes a culture of mutual respect;
- consider and care for others which will be upheld by the whole school community;
- work with the wider school community to prevent and tackle concerns;
- work with staff to identify all forms of prejudice-related bullying;
- actively provide systematic opportunities to develop Pupils/students' social and emotional skills, including their resilience;
- provide a range of approaches for Pupils/students, staff, parents and carers to access support and report concerns;
- challenge practice which does not uphold the values of tolerance, non-discrimination and respect towards others;
- consider all opportunities for addressing bullying in all forms throughout the curriculum and supported with a range of approaches such as through displays, assemblies, peer support and the School Senior and Junior Councils;
- regularly update and evaluate our approaches to take into account the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour;
- train both teaching support staff and volunteers (including administration staff, and premises staff) to identify all forms of bullying and follow the school policy and procedures (including recording and reporting incidents) through sites such as Educare;
- proactively gather and record concerns and intelligence about bullying incidents and issues so as to effectively develop strategies to prevent bullying from occurring;
- use a variety of techniques to resolve the issues between those who bully and those who have been bullied;
- celebrate success and achievements to promote and build a positive school ethos.

## 11 Support for the victim of bullying

Pupils/students who have been bullied will be supported by:

- offering an immediate opportunity to discuss the experience with their teacher or a member of staff of their choice;
- discussing how to respond to bullying or other concerns and build resilience as appropriate;
- reassuring the pupil and providing continuous support;
- restoring self-esteem and confidence ;
- working with the wider community and other agencies to provide further or specialist advice and guidance;
- discussing what happened, establishing the concern;
- informing parents and carers, in order to help change the attitude and behaviour of the child;
- providing appropriate strategies to use to confront the bully/bullies.

## 12 Involvement of pupils/students

Pupils should be encouraged to take responsibility for preventing bullying by using a range of strategies. These include:

- asking the bully to stop;
- rescuing the victim;
- staying with or close to a potential victim;
- talking to a bully at a time when he/she is not bullying;
- taking collective responsibility, by not standing around and watching someone being bullied;
- ensuring that personal contact numbers given to others are restricted and if necessary changed;
- having a mentoring system, where the younger pupils are paired with older ones so that they have someone to go to if they need help, such as prefects, house captains and Junior Council members;
- contributing to the writing and implementation of a policy for dealing with any problems of this nature within the school.

## 13 Staff who are victims of bullying

Adults who have been bullied or affected will be supported by:

- an immediate opportunity to discuss the concern with the CEO, Principal of Secondary or Primary any member of the Senior Leadership Team;
- being advised to keep a record of the bullying as evidence, and discussing how to respond to concerns and build resilience as appropriate;
- where the bullying takes place outside of the school site, the school will ensure that the concern is investigated, and that appropriate action is taken in accordance with the Dignity at Work and Equality Policies and in the case of a student/pupil bullying the staff member the Behaviour Policy.;
- providing support with private and family issues through:
  - Reassuring and offering appropriate support;
  - Working with the wider community and other agencies, including local/international organisations, to provide further or specialist advice and guidance;
- instigating disciplinary, civil or legal action as appropriate.

## 14 Policy Ratification

**This policy has been read and ratified by the school Principals and Board of Governors and its content agreed upon, and as such has been delivered to the staff and implemented as part of the school policy and procedure.**

**A copy of the policy can be found on the school website.**

**Signed.....**

**Primary school Principal**

**Signed.....**

**Chair of Governors**

**Signed.....**

**Secondary school Principal**

**Dated.....**



## Appendix 2

### Guidance for parents: bullying and what to do about it

The school has an Anti-bullying document that sets out how the school deals with incidents of bullying. A copy of this can be found on the school website or can be obtained from the school office.

As a parent, if you feel that your child is the victim of bullying or you know of another child who is being bullied, contact the school immediately. Your concern will be taken seriously and prompt action taken. The immediate point of contact should be the Class Teacher, who should be able to deal with most problems or will escalate the incident to more senior members of staff, up to and including the Principal. If disciplinary action is considered necessary, we will contact you. At any point, you are very welcome to come into school and discuss the issue.

If, as a parent, you feel that we have failed to address the issue satisfactorily, then you are welcome to register your concern by following the school's complaints procedure.

#### Is it bullying?

It is important to realise that there is a difference between rough play and accidental injury, and bullying. Bullying is deliberate and repeated and can take many forms.

It is bullying if your child feels hurt because individuals/groups are:

- persistently calling your child names ;
- threatening him/her;
- pressuring your child to give someone money or possessions;
- engaging in physical violence or sexual harassment;
- damaging your child's possessions;
- spreading rumours about your child or your family;
- using text, email or web space to write or say hurtful things about your child (cyber- bullying).

It is bullying if your child feels hurt because of things said about their ethnic background, religious faith, gender, sexuality, disability, special educational need, appearance or issues in your family.

If your child experiences bullying by mobile phone text messages or email inform the school immediately; keep the message so that it can be shown and make a note of when the threatening message was sent; explain to your child to be careful who he/she give his/her mobile telephone number or email address to.

What to do if your child is being bullied:

- Calmly talk with your child about his/her experience.
- Make a note of what your child says, particularly who was said to be involved; how often the bullying has occurred; where it happened and what has happened.
- Reassure your child that he/she has done the right thing to tell you about the bullying.
- Explain to your child that should any further incidents occur he/she should report them to a teacher immediately.
- Make an appointment to see your child's class teacher/form tutor.
- Explain to the teacher the problems your child is experiencing.

When talking with teachers about bullying:

- Try to stay calm, bear in mind that the teacher may have no idea that your child is being.
- Bullied or may have heard conflicting accounts of an incident.
- Be as specific as possible about what your child says has happened, give dates, places and names of other children involved.
- Make a note of what action the school intends to take.
- Ask if there is anything you can do to help your child or the school resolve the issue.
- Stay in touch with the school; let them know if things improve as well as if problems continue.

What to do if your child is bullying other children:

Often parents are not aware that their child is involved in bullying. Children may sometimes bully others because:

- they don't know it's wrong;
- they think it is funny or 'just a joke';
- they are copying older brothers or sisters or other people in the family they admire;
- they have not learnt other, better ways of mixing with their school friends
- their friends are encouraging or pressurizing them to bully others;
- they are going through a difficult time and acting out aggressive feelings.

### 1.1 To stop your child from bullying others:

- Talk with your child; explain that their actions are unacceptable and make others unhappy.
- Discourage other members of your family from bullying behaviour or from using aggression or force to get what they want.
- Show your child how he/she can join in with other children without bullying.
- Make an appointment to see your child's class teacher/form tutor to discuss the problems your child is experiencing and how you and the school can stop him or her bullying others.
- Regularly check with your child how things are going at school.
- Give your child lots of praise and encouragement when they are co-operative/kind to others.
- Support the school with any strategies they implement to tackle the bullying behaviour.

Useful websites

The internet can be a useful source of guidance and information on bullying, for example:

General Information:

[Team](#)

<https://kidshealth.org/en/parents/bullies.html>

Cyber-bullying:

- <http://yp.direct.gov.uk/cyberbullying/>
- [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)
- [www.safeonline.org.uk](http://www.safeonline.org.uk)
- [www.actagainstbullying.com](http://www.actagainstbullying.com)
- [www.antibully.org.uk](http://www.antibully.org.uk)
- [www.ncb.org.uk/aba](http://www.ncb.org.uk/aba)
- [www.beatbullying.org.uk](http://www.beatbullying.org.uk)
- [www.antibullying.net](http://www.antibullying.net)
- [www.bullyfreezeone.co.uk](http://www.bullyfreezeone.co.uk)
- [www.bullying.co.uk](http://www.bullying.co.uk)
- [www.childline.org.uk](http://www.childline.org.uk)

- [www.kidscape.org.uk](http://www.kidscape.org.uk)
- [www.youngvoice.org.uk](http://www.youngvoice.org.uk)
- [www.parentlineplus.org.uk](http://www.parentlineplus.org.uk)

## Appendix 3

### Guidance for pupils: bullying and what to do about it

If you are a student/pupil and are being bullied yourself or know someone who is being bullied, take action and tell an adult. It could be your Class Teacher/Form Tutor or anyone else whom you trust to listen to you such as the Principal or Deputy Principal. They will take you seriously and help you deal with the problem.

Remember – Our school does not tolerate bullying. We believe that no one deserves to be frightened, abused or hurt by someone else and when an incident is observed or reported we will:

- make sure that the person being bullied is safe;
- work to stop the bullying happening again;
- provide support to the person being bullied.

#### Is it bullying?

It is important to realise that there is a difference between rough play and accidental injury, and bullying. Bullying is deliberate and repeated and can take many forms.

It is bullying if you feel hurt because individuals or groups are:

- persistently calling you names threatening you;
- pressuring you to give someone money or possessions ;
- engaging in physical violence or sexual harassment;
- damaging your possessions;
- spreading rumours about you or your family;
- using text, email or web space to write or say hurtful things about you (cyber-bullying);
- It is bullying if you feel hurt because of things said about your ethnic background, religious faith, gender, sexuality, disability, special educational need, appearance or issues in your family.

#### What to do if you are being bullied:

- Try to stay calm and look as confident as you can.
- Be firm and clear – look them in the eye and tell them to stop.
- Get away from the situation.
- Tell an adult what has happened straight away.
- If you experience bullying by mobile phone text messages or email tell your teacher, friend or parent; keep the message so that it can be shown; make a note of when the threatening message was sent; be careful who you give your mobile phone or email address to.

#### After you have been bullied:

- Tell your teacher or another adult in your school.
- Tell your family.
- If you are scared to tell a teacher or an adult on your own ask a friend to go with you.

- Keep on speaking until someone listens and does something to stop the bullying.
- Don't blame yourself for what has happened.

When you are talking to an adult about bullying

**Be clear about:**

- what has happened to you;
- how often it has happened;
- who was involved;
- who saw what was happening;
- where did it happen;
- what you have done about it already.