



# **Swarland Primary School**

## **"The Best That We Can Be"**

### **Anti-Bullying Policy**



#### **Introduction**

Bullying is action taken by one or more children/people with the deliberate intention of hurting another child/person, either physically or emotionally repeatedly. This policy aims to produce a consistent school response to any bullying incidents that may occur including cyber bullying incidents, prejudice based bullying and use of aggressive or derogatory language.

#### **Aims and Objectives**

Bullying is wrong and can damage individual children/people. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable. We aim, as a school, to produce a safe and secure environment where all can learn without anxiety.

We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

We aim for our pupils to work hard with the school to prevent all forms of bullying, including online bullying and prejudice-based bullying.

#### **The role of governors**

The governing body supports the headteacher 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 monitors and reviews the effectiveness of the school policy regularly.

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

#### **The role of the headteacher**

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

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

The headteacher ensures that all children/adults know that bullying is wrong, and that it is unacceptable behaviour in this school. The headteacher draws the attention of children/adults to this fact at suitable moments. For example, if an incident occurs, the headteacher may decide to use assembly, R.E or PHSE lesson as a forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.

The headteacher ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying and that regular discussion takes place in staff meetings to avoid incidents.

The headteacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children/adults feel 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 teacher**

Teachers in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place. They keep their own records of all incidents that happen in their class or in school. They inform the headteacher of all incidents, more serious behaviour is recorded on the Behaviour Log.

If teachers witness an act of bullying, they do all they can to support the child/adult who is being bullied. It is hoped that a single incident will not re-occur but if a child/adult is being bullied over a period of time, the headteacher will inform the child's parents to discuss the problem or speak to the adult in question.

All incidents of bullying that occur outside lesson time, either near the school or on the children's way home or to school must be reported to the headteacher and will be treated seriously.

If, as teachers, we become aware of any bullying taking place between members of a class, we deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and punishment for the child who has carried out the bullying. We spend time talking to the child who has bullied: we explain why the action of the child was wrong, and we endeavour to help the child change their behaviour in future. If a child is repeatedly involved in bullying other children, we inform the headteacher. We then invite the child's parents into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the headteacher may contact external support agencies such as the social services.

Teachers routinely attend training, which enables them to become equipped to deal with incidents of bullying and behaviour management.

Teachers attempt to support all children in their class 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 suspect 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.

## **What is bullying?**

Bullying behaviour can be direct or indirect, simple or complex.

Bullying can be physical, emotional, through racist taunting, of a sexual nature, homophobic, verbal name calling or cyber based.

Emotional - excluding, tormenting, humiliating, ridiculing, ignoring

Physical - pushing, kicking, hitting, violence, taking of and damaging belongings

Racist - taunts, graffiti, gestures, physical violence, mocking

Sexual - unwanted physical contact or comments of an unwelcome sexual nature

Verbal - name calling, sarcasm, spreading rumours, and persistent taunting

Homophobic - name calling, making offensive comments

Cyber - harassment, alarm, distress or humiliation that uses internet - related and telephone technology.

Direct bullying includes physical threats, verbal insults or taunts and directly contacting a person with obscene or insulting messages by using, for example, a mobile phone.

Indirect bullying includes persistently ignoring a pupil so that they feel socially isolated, spreading malicious rumours or insults, often via social network sites or writing offensive graffiti.

Cyber-bullying uses technology to harm a person, group of people or a relationship and can happen both inside and outside of school and at any time of day or night.

Our behaviour policy will be followed if instances of bullying occur.

## **Preventing, identifying and responding to bullying**

The school community will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others which will be upheld by all.
- Work with staff and outside agencies to identify all forms of prejudice-driven bullying.
- Actively provide systematic opportunities to develop pupils' social and emotional skills, including their resilience.
- Provide a range of approaches for pupils, staff and parents/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/student council.
- 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 all staff including teaching staff, support staff (including administration staff, lunchtime support staff and site support staff) and pastoral staff to identify all forms of bullying, follow the school policy and procedures (including recording and reporting incidents).
- Proactively gather and record concerns and intelligence about bullying incidents and issues so as to effectively develop strategies to prevent bullying from occurring.
- Actively create "safe spaces" for vulnerable children and young people.
- Use a variety of techniques to resolve the issues between those who bully and those who have been bullied.
- Work with other agencies and the wider school community to prevent and tackle concerns.
- Celebrate success and achievements to promote and build a positive school ethos.
- Be encouraged to use social media responsibly.

## **Monitoring and review.**

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

This anti-bullying policy is the governors' responsibility and they review its effectiveness annually. They do this by discussion with the headteacher. Governors analyse information with regard to gender, age and ethnic background of all children involved in bullying incidents.

Also see:

E-safety policy

Internet policy

Behaviour policy

**Date: Sept 2021**

**Review Date : Sept 2022**

Revision Record of Issued Versions			
Author	Creation Date	Version	Status
Alison Kearney	3.11.14	1.0	Pending Governor consultation

<b>Changed by</b>	<b>Revision Date</b>		
School	(add date)	2.0	Draft adapted version for consultation with staff and trade unions
Louise Fletcher	6.7.15	3.1	Pending Governor consultation – inc cyber bullying and prejudice based bullying.
			Final version for publication
	19.7.16	3.2	
	19.9.18	3.2	Reviewed no changes made.
	18.9.19	3.2	Reviewed no changes made
	22.10.19	3.2	Agreed by Governors for publication.
	21.7.2020	3.2	No changes made following ABQM bronze award.
	21.9.21	3.3	Reviewed – reference to behaviour policy being employed added