



# Anti-Bullying Policy

## Statement of intent

At Swinford Church of England Primary School 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 a member of staff and know that incidents will be dealt with promptly and effectively. Anyone who knows that bullying is happening is expected to tell a member of staff.

The governors, teachers and support staff at Swinford Church of England Primary School believe that:

- Bullying in any form is unacceptable
- Preventative measures taken are regarded as being as important as responses to any concerns over suspected bullying.

## Objectives of this Policy

- All governors, teachers, support staff, pupils and parents/carers should have an understanding of what bullying is.
- All governors, teachers and support staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents/carers should know what the school policy is on bullying, and what they should do if bullying arises.
- As a school we take bullying seriously. Pupils and parents/carers should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.

## What is bullying?

The DFE define bullying as the following: DFE guidance defines bullying as actions that are meant to be hurtful, and which happen on a regular basis. Bullying can be direct, such as physical bullying (hits, damage to belongings etc), direct verbal (threats, insults, nasty teasing), indirect such as relational (rumours, social exclusion, being ignored or not spoken to).

Bullying can be:

- Emotional: being unfriendly, excluding, tormenting (e.g., hiding books, threatening gestures)
- Physical: pushing, kicking, hitting, punching or any use of violence
- Discriminating against someone because of their size, height, weight or physical appearance
- Racist: racial taunts, graffiti, gestures

- Sexual: unwanted contact or sexually abusive comments
- Homophobic: because of, or focussing on the issue of sexuality
- Verbal: name-calling, sarcasm, spreading rumours, teasing
- Cyber: all areas of internet (such as email & internet chat room) misuse
- Mobile: threats by text messaging & calls
- Misuse of technology (e.g., camera and video facilities)

## **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:

- Is frightened of walking to or from school
- Changes their usual routine
- Is unwilling to go to school (school phobic)
- Begins to truant
- 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"
- Has unexplained cuts or bruises
- 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

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

## **Why it is 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.

## **Swinford's whole school approach**

- Whole school assemblies (class assemblies) based on character muscles.
- Collective worship based around celebrating differences, and reinforcing inclusion.
- Class sessions reinforcing inclusion as appropriate to quench children's curiosities.
- Swinford take part in anti-bullying week each year with games, information, drama, writing, quizzes etc.

- At Swinford mental health is a continued priority. We are dedicated to ensuring the well-being of all our pupils and understand that difficulties with mental health can be a factor in bullying with young people. As a school we aim to address these issues as effectively as possible with small group or individual intervention. We also have a professional team of educational psychologists and well-being specialists who we work closely with throughout the year.
- At Swinford we have members of staff specifically trained to recognise and support children with anxiety through our Bio-feedback programme.
- We also have staff trained to recognise and support children struggling with Emotional Regulation.
- Staff have also had training to understand, recognise and support children who have experienced trauma or ACE (Adverse Childhood Events.)
- Each classroom at Swinford have a set of school rules clearly displayed, and these are referred to throughout the year.
- Time is taken at the beginning of the school year by every teacher to form a collective class rules list. These are decided upon and written by the children to reflect the pupil voice throughout the school.
- Children's voices are also encouraged through the use of school council. They are democratically chosen by the pupils and have tasks and responsibilities throughout the year to ensure the pupils' voices are heard.
- We have a highly effective, consistent reward system throughout the school which includes, house points, silver stars, character champion awards, class cups, key stage annual awards, treats and verbal praise throughout the day.
- We believe that sport is a positive way to address well-being, and we are involved throughout the year in competitive and non-competitive sports across the board. We have a dedicated sports coach, and we view our sports as entirely inclusive. Through this the children learn how to display good sportsmanship, they learn perseverance, dedication, resilience and teamwork. We are very proud of all our children and their achievements.
- All of these measures go towards supporting our children's mental health and well-being, thus impacting on relations, behaviour and children's perceptions of school and their place within it.

### **Role of the Co-Headteachers**

It is the responsibility of the Co-Headteachers 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 identify and deal with incidents of bullying. The Co-Headteachers ensure that all staff receive sufficient training to be equipped to identify and deal with all incidents of bullying.

The Co-Headteachers maintain a log of behaviour within the school via Bromcom (MIS), and report to the Governing Body about the effectiveness of the Anti-Bullying Policy and bullying incidences on request.

Throughout the week, and during the weekly celebration assembly the Co-Headteachers set the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

Short term exclusion from school during the whole school day is very unlikely to be necessary. If there is a need to threaten this in extreme circumstances, parents/carers and governors would meet

with the Co-Headteachers and, if appropriate, agencies beyond the school would be consulted (e.g., the Education Welfare Department or School Psychological Service).

### **Role of the teachers and support staff**

Parent's/carers' and children's complaints regarding bullying, including cyber-bullying which has taken place outside of school hours, are considered with care. If staff witness or are informed about an act of bullying, they will either investigate it themselves or refer it to the Co-Headteachers. Staff do all they can to support the child who is being bullied. If a child is bullied, then, the school will inform the child's parents.

When any bullying takes place between members of a class, the teacher will 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. Time is spent talking to the child who has bullied: explaining why his/her action was wrong, and that child is encouraged to change their behaviour in the future. In any cases of bullying the Co-Headteachers will be involved and will discuss the incidents with the child and parents will be informed.

Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. PSHE lessons are used effectively to tackle bullying topics using drama, role-play, circle time, stories etc., within the formal curriculum, to help understand the feelings of bullied children, and to practise the restraint required to avoid lapsing into bullying behaviour. Praise and rewards are used to celebrate the success of all children, and thus to help create a positive atmosphere.

Lunchtime Supervisors watch over and care for children during the dinner break. They provide a valuable "listening ear" for children's problems, encourage cooperation in play and inform the other staff and head if any children are unhappy or experiencing problems at playtime. Ideas for appropriate use of playground areas and playground games are discussed with the children periodically. They are encouraged to play co-operatively, boisterously, or quietly, but always showing concern for others.

Staff seek to work in partnership with parents/carers, getting in touch with them promptly when there is a cause for concern and encouraging parents/carers to do the same, so that appropriate action can be taken.

### **The role of parents/carers**

The school recognise that primary children are more likely to report bullying incidents to their parents/carers in the first instance. We therefore keep parents informed of anti-bullying work and strategies being used in school and keep them informed of how to recognise and deal with incidents of bullying. We also encourage them to talk to us about bullying incidents so we can take appropriate actions. Our anti-bullying policy is available to all parents/carers online or by paper copies when requested from the office.

Parents, who are concerned that their child might be being bullied or who suspect that their child might be the perpetrator of bullying should contact the school immediately. Parents have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.

## **The role of pupils**

Pupils are encouraged to tell anybody they trust if they are being bullied. Children will be given opportunities to identify “a helping hand” of people who they can turn to for support to talk about bullying issues. Pupils are encouraged not to be bystanders and to report incidents of bullying that they witness in order to put an end to bullying. Peers are encouraged to befriend and support an under assertive child especially if there is a concern regarding bullying or isolation.

## **The role of the governors**

The Governing Body supports the Co-Headteachers in all attempts to eliminate bullying from our school. The Governing Body will not condone any bullying at all in our school, and any incidents of bullying that do occur will be taken seriously and dealt with appropriately. The Governing Body monitors incidents of bullying that do occur and reviews the effectiveness of this policy regularly. The Governors require the Co-Headteachers to keep accurate records of all incidents of bullying, and to report to the Governors on request about the effectiveness of school anti-bullying strategies.

It is recognised that on occasions, a child will complain to staff or parents/carers about the behaviour of others, when the cause of the difficulty may be partly to do with the child who is making the complaint. The staff would investigate the situation, establish a clear understanding of the incident and act accordingly. Where appropriate, children are encouraged to see things from a range of viewpoints and to develop tolerance, social skills and understanding of the difference between being teased and being bullied.

Please see our Behaviour and Safeguarding Policies for additional information.

## **Help Organisations**

Advisory Centre for Education (ACE) 0808 800 5793

Children's Legal Centre 0845 345 4345

KIDSCAPE Parents Helpline (Mon-Fri, 10-4) 0845 1 205 204

Parentline Plus 0808 800 2222

Youth Access 020 8772 9900

Bullying Online [www.bullying.co.uk](http://www.bullying.co.uk)

Visit the Kidscape website [www.kidscape.org.uk](http://www.kidscape.org.uk) for further support, links and advice.

## **Evaluation and Review**

The Co-Headteachers will submit a termly behaviour report to the Governing Body.