



Anti-Bullying Policy:

This policy has been impact assessed, during the annual review, in the light of all other school policies and the Equality Act 2010.

Adopted	Meeting	Minute Number
Full Governors	30 11 2022	14/11.2022
Reviewed	Change / Amendments	Date of Approval /Meeting
Full Governors	15 02 2023	13/02.23

Review to be completed: Annually Full Governors Spring 1

Swanwick Primary School

Anti-Bullying Policy



"Together We Achieve"

This document should be read in conjunction with:

SEND Policy

Behaviour Policy - Promoting Positive Relationships

Child Protection and Safeguarding Policy

Keeping Children Safe in Education

Exclusion Policy

Online Safety Policy

Pupil Acceptable use of ICT Policy

Child on Child Abuse Policy

Introduction

This policy has been developed in collaboration with staff, governors, pupils, parents and the school community. All adults should be aware of the content and follow the procedures accordingly. We strongly believe that everyone has the right to feel welcome and safe at Swanwick Primary School and everybody should be valued and respected. Any incidents of bullying are unacceptable and treated seriously.

The purpose of this policy is to:

- ✓ Prevent bullying from happening amongst our school community
- ✓ Make sure bullying is challenged and stopped as soon as possible
- ✓ Provide information about what we can all do to prevent and deal with bullying

What is bullying?

There is no legal definition of bullying. At Swanwick Primary School, we consider bullying to be:

“The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power*. It can be online or face to face.”

Bullying behaviours always impact negatively on a group or young person.

*An imbalance of power refers to where a group or child feels/is more powerful because they may belong to a majority group (e.g. gender, race, faith, age), may be physically stronger, or may have chosen to target an individual due to their specific needs and/or disabilities.

We also know that some **groups of children** are at higher risk of being bullied e.g.

- children with special educational needs or a disability
- children from minority ethnic backgrounds (based on race or religion)
- children with a different sexual orientation (or those considered to have)

Bullying can be:

- **Verbal (direct bullying)** – name calling, insulting, making offensive remarks, gestures or actions including racist, sexual and homophobic or faith based
- **Physical (direct bullying)** – hitting, kicking, theft
- **Material (direct and indirect bullying)**– as when possessions are stolen, or damaged, or extortion takes place
- **Social/Emotional (direct and indirect bullying)** – exclusion from social groups, spreading rumours, peer on peer abuse, hurting people’s feelings or bullying directed at a physical, mental or special educational need or disability
- **Cyber (direct and indirect bullying)**– saying/doing unkind things via text, email, messenger and social platforms/media e.g. Facebook

Relational Conflict and Bullying:

Relational conflict refers to non-bullying relationship or conflict difficulties. It is important that we understand the difference between relational conflict and bullying and also be clear about when an incident is bullying and when it is not. The diagram below explains the difference between relational conflict and bullying:



Bullying differs from teasing or falling out between friends and other types of aggressive behaviour because:

- There is deliberate intention to hurt or humiliate
- There is a power imbalance that makes it hard for the victim to defend themselves
- It is usually persistent

Roles and Responsibilities:

The member of staff responsible for Anti-Bullying at Swanwick Primary is **Mrs Joanne Jilavu, Acting Head teacher**. The Governor responsible for Anti-Bullying is Judith Wing. The staff member responsible for anti-bullying in school will ensure that all staff have the necessary, up to date training to support them in dealing with issues surrounding bullying. They will also organise a number of awareness building events for the children. These will happen each school year.

What we will expect children to do?

If you or someone you know is being bullied:

- ✓ **Do** ask them to stop
- ✓ **Do** ignore them
- ✓ **Do** walk away

- ✓ **Do tell a trusted adult in school and at home – this is really important as if it isn't reported then we may not know that it is happening**
- ✗ **Don't** use physical contact e.g. hitting, pushing
- ✗ **Don't** do what they say
- ✗ **Don't** think it is your fault
- ✗ **Don't** hide it
- ✗ **Don't** retaliate

If your child sees someone else being bullied:

- ✓ Tell them to stop if it is safe to do so
- ✓ Don't retaliate
- ✓ Don't ignore it
- ✓ **Tell a trusted adult**

Bystander

A bystander is someone who sees bullying happen but does nothing to try and stop it. We understand that sometimes, the reason why people don't report bullying is simply because they do not know how to, or don't realise just how bad bullying is. They may also often be scared of the situation, and fear they will end up as a target. By doing nothing, this is condoning the bullying behaviour and therefore bystanders will be supported to understand what they could/should have done in that situation to prevent this from happening again.

Prevention:

At Swanwick Primary School, we are committed to working with our school community to ensure that we help our children to THRIVE. We aim to prevent bullying by supporting our pupils to:

- **Feel safe in our school environment**
- **Help children develop a positive view of themselves and achieve their potential**
- **Support our children to develop an empathic approach to social relationships where they listen, cooperate and respect each other**

We help our pupils to understand all about bullying through regular themed assemblies, PSHE curriculum coverage and themed days/events e.g. Anti-Bullying Week (Friendship Week). We also foster the development of positive and respectful relationships through the implementation of our behavioural policy: 'Behaviour Policy - Promoting Positive Relationships.'

We support our pupils to understand what bullying is and to remind them of what to do by using the **STOP** acronym:

S everal	S tart
T imes	T elling
O n	O ther
P urpose	P eople

The responsibility of adults in dealing with bullying at Swanwick Primary:

Everyone understands that bullying of any sort is unacceptable at Swanwick Primary.

All children, staff, volunteers, parents and carers know that we are working to ensure a common goal of safeguarding from bullying.

- All adults will reinforce the same message and the children will know that unacceptable behaviour/bullying will **always** be challenged
- Any mentioned incidents of bullying will be followed up in accordance with this policy.
- Adults will provide a positive role model for children in the way they interact with all others.
- Staff will be vigilant at all times to protect children from bullying
- Adults will be ready with a 'listening ear' and the children will know they will be listened to and helped
- Children will be recognised and rewarded by adults for thoughtful, caring, empathetic behaviour towards others, ensuring that this is the underlying ethos of our school.
- Adults will encourage all children to be confident and have a high self-esteem to keep themselves and others safe from bullying
- Adults at Swanwick Primary know that there are particularly places that bullying may be more likely to happen. These "bullying hotspots" are known to adults and they are vigilant e.g. in the cloakroom and toilet areas, round corners in the playground

What happens if someone is being bullied?

Whilst we make every effort to educate and support our pupils to develop respectful relationships, we understand that bullying can and does still happen. The diagram in Appendix 1 illustrates the steps that should be followed in such instances.

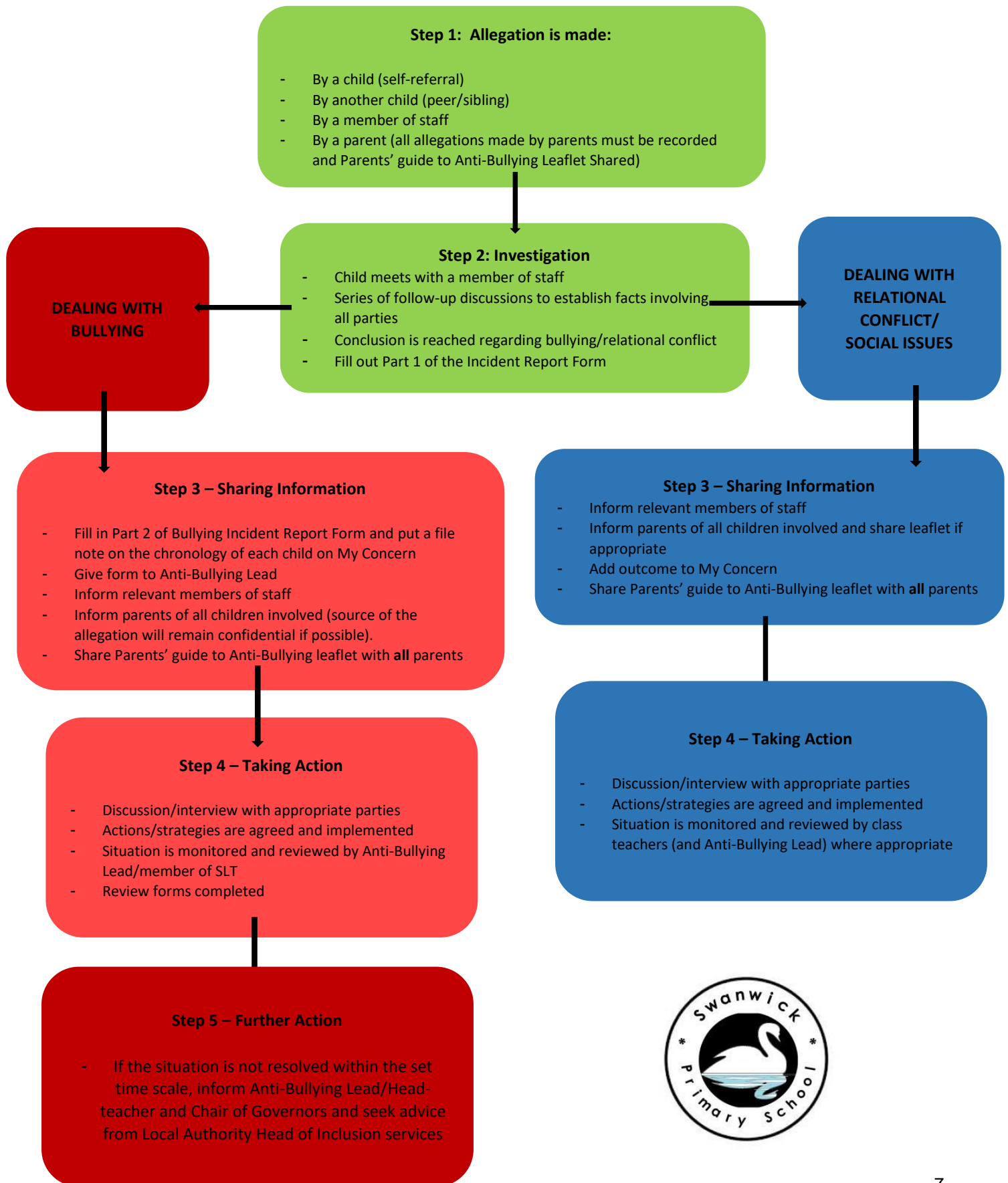
Following an incident of bullying, children will be supported through the implementation of the school behaviour policy – Promoting Positive Relationships. Our relational, therapeutic and restorative approach to supporting behaviour means that we will consider the impact, intent and frequency of incidents as well as individual needs, before making a decision about an appropriate consequence. Consequences may not always be seen by all parties due to our approach of praise in public and reprimand in private. Our stepped approach to consequences can be seen in our Behaviour Policy. Parents will be kept informed at all stages.

The Incident form in Appendix 2 shows how an allegation of bullying is investigated.

Review

This policy will be reviewed annually by the Full Governing Body. Reports will be given by the head teacher on the success of the policy as required.

Appendix 1 – Incident Flowchart



Investigation into Allegation of Bullying – PART 1

Completed By:	Reported by:
Position:	Role:
Date:	Date:

How was the incident reported?

Verbal Report **Phone Call** **Letter** **Email**

Child alleged to be experiencing bullying behaviour _____

Class: _____

*Code: _____

Child alleged to be engaging in bullying behaviour _____

Class: _____

*Code: _____

***Adults as targets or perpetrators (AT) or (AP)**

Perpetrators from outside school (O)

Children who are looked after (LAC) or who have Special Educational Needs or Disabilities (SEND)

Description of Incident (please give precise account including dates, times, places and any witnesses. Attach any further information e.g. pupil accounts, witness statements, notes of meetings):

Use an additional piece of paper if necessary and attach

Action taken to date (please tick all that apply):

<input type="checkbox"/>	Checked for earlier incidents involving same pupils	<input type="checkbox"/>	Notified class teacher
<input type="checkbox"/>	Individual discussions with pupils involved	<input type="checkbox"/>	Group discussion with pupils involved
<input type="checkbox"/>	Discussion of incident with peers/class	<input type="checkbox"/>	Restorative intervention/conversations
<input type="checkbox"/>	On-going support/monitoring from staff	<input type="checkbox"/>	Details of action agreed with pupils
<input type="checkbox"/>	Applied consequences	<input type="checkbox"/>	Parent letter/meeting/phone call (please circle)

Factors to help determine if incident constitutes bullying:

- Incident was not bullying on this occasion because it was:
 - The first hurtful incident between these children
 - Teasing/banter between friends without intention to cause hurt
 - Falling out between friends after a quarrel, disagreement or misunderstanding
 - Conflict that got out of hand
 - Activities that all parties have consented to and enjoyed (check for coercion)

PART 2 – only complete this section if the incident WAS bullying

- Incident was bullying if all 3 warnings below are confirmed
 - Hurt has been deliberately/knowingly caused (physically or emotionally)
 - It is a repeated incident or experience or the involvement of a group
 - Involves an imbalance of power:
 - target feels s/he cannot defend her/himself, or
 - perpetrator/s exploiting their power (size, age, popularity, coolness, abusive language, labelling/name calling, etc.)
- Incident was cyberbullying if messages of an intimidating, humiliating or threatening nature were sent or left on a social networking site

Focus of bullying behaviour (Please tick all elements which apply in your understanding of the incident(s) and record specific language)

	Definitely applies	Possibly applies
Age/Maturity		
Appearance		
Size/weight		
Class/socio-economic		
Family circumstances (caring role etc.)		
Ethnicity/Race		
Religion/Belief		
Gender		
Transphobia/Gender identity		
Homophobia/sexuality		
Sexualised		
SEN and Disability		
Ability/application		

Manifestations of bullying (indicate those that apply)

Perception of individual: feelings of being bullied/harassed	
Isolation/ignoring	
Teasing	
General expressions of prejudice/stereotype	
Racist literature, graffiti or insignia	
Verbal abuse or name calling (specify below)	
Targeted graffiti or hurtful note writing	
Threats including threatened physical assault	
Mobile phone/text message bullying/harassment	
Internet related bullying/harassment	
Camera phone bullying/harassment	
Actual physical assault	
Other (please state)	

Details of any support given (please tick all that apply):

- Referral to outside agencies
- Peer to peer support/conflict resolution
- Whole class targeted PSHE work
- Time in the PPod
- Other (please state)_____

Action taken: Please record all steps including meetings, letters, investigations, consequences)

People notified and/or involved:

	✓	Details (e.g. dates)
Head teacher		
Chair of Governors		
Class Teacher		
Pastoral Staff		
Anti-Bullying Lead		
'Target' parents/carers notified		
'Perpetrator's' parents/carers notified		
Local Authority Informed		
Other (please state)		

Date for monitoring of those involved

Date 1: _____ Date 2: _____ Date 3: _____

Member of staff completing this form:

Name: _____ Date: _____