



**SWAVESEY PRIMARY SCHOOL**

# **ANTI-BULLYING POLICY**

# SWAVESEY PRIMARY SCHOOL

## ANTI BULLYING POLICY

### Anti Bullying Statement

At Swavesey Primary School every child has a right to be safe, secure and happy. We will not tolerate any form of bullying and will investigate all allegations thoroughly and give support to both target and perpetrator.

### Definition

Most bullying has three things in common:

1. It is deliberately hurtful behaviour
2. It is repeated over time or towards multiple targets
3. There is an imbalance of power which makes it hard for those being bullied to defend themselves

It is a persistent deliberate attempt to hurt or humiliate. The hurtful action can be physical ranging from prodding and poking to kicking, hitting and serious physical assault or psychological – threats, taunts, shunning, name calling, verbal abuse, sexual innuendo, spreading rumours or e-abuse.

One-off incidents, which must always be dealt with, do not fall within this definition.

Discriminative bullying (see Appendix 1) also exists. It is impersonal and directed at people because of what, rather than who, they are.

### Prevention

The school believes that the whole school community should work together to reduce bullying as part of our efforts to promote a positive and inclusive whole school ethos and create a safe, healthy, positive and stimulating environment for children and the whole school community. Alongside the school's responsive strategies for dealing with bullying incidents when they occur, the school adopts as part of our pastoral support system, a whole school approach to implementing proactive and preventative interventions at a school, class and individual level to reduce bullying. Our approach includes:

- *The school values and aims are embedded within the school through overt teaching sessions, assemblies and other occasions.*
- *The School's British Values are being developed by all stakeholders and once a full statement is developed these will also be embedded as above.*
- *Implementing a whole school approach to the teaching of PSHE and the implementation of the SEAL Programme*
- *Ensuring that the school's anti bullying ethos is actively promoted in assemblies and other formal occasions, as well as displayed around the school*
- *Providing regular circle time, enabling children to talk about their feelings and concerns in a safe environment and to enable them to share concerns about bullying*
- *Participating in the national annual anti bullying week and supporting learning on bullying through whole school activities, projects and campaigns*

- *Reviewing the development and supervision of the school inside and outside including the outdoor areas and playground to ensure provision is safe, inclusive and supports children's emotional wellbeing.*
- *Providing information leaflets parents/carers to raise awareness of bullying and support those who are being bullied or have witnessed bullying to report incidents and seek help.*
- *Providing social skills groups for vulnerable individuals and groups*
- *Providing information on support agencies such as ChidLine including telephone numbers for help lines and addresses for websites*
- *Providing confidential communication systems such as safe adults, Worry Boxes and a Worry Whale*

These provide the children with opportunities to feel 'upskilled' to cope with future situations, reduce and report as situations if appropriate.

### **Action to be taken**

At Swavesey School all behaviour incidents are taken seriously. There are clear guide lines in the Behaviour Policy as to the expectations of standards of behaviour.

Parents and children should be aware that all behaviour incidents will be investigated thoroughly and that every child has a right to feel safe and secure at school.

School has the right to search for and confiscate items which may have been used to intimidate others.

If an incident of bullying is reported:

- a) Peer mentor informs a member of staff on duty of an issue or disclosure
- b) class teacher is informed by the staff member of any bullying incident
- c) class teacher decides whether to involve the phase leader, deputy, Headteacher or deal with the incident themselves
- d) class teacher, phase leader, deputy, Headteacher may:
  - talk to the alleged target/perpetrator separately
  - talk to the children together
  - talk to other children about the incident

The outcome of such conversations may be

- extra support for targets/perpetrators
- conflict resolution processes are followed
- sanctions
- contracts
- setting up an IBP
- involvement of parents

### **Discipline/Sanction Process (Please also refer to the Positive Behaviour Policy)**

Step 1            1 or 2 incidents dealt with by class teacher

- Step 2 If a third incident is reported within two weeks the Deputy Head is involved and the incident is logged and a Time to Think form is sent home. A fourth incident, however minor, will involve the Headteacher
- Step 3 The Headteacher will talk to the children and parents will be informed.
- Step 4 Bullying incidents will be reported to governors, through regular updates.
- Step 5 If the bullying persists a specific IBP will be written with the involvement of the class teacher, parents and child, where possible
- Step 6 A review of the IBP will take place within six weeks with the parent and class teacher
- Step 7 If no progress is evident then the child may be referred to an outside support agency e.g. the Multidisciplinary Primary Support Service or the Educational Psychologists.

Sanctions may be used at any step. These may include a verbal apology, a written apology, loss of playtimes, exclusion from lunchtimes or exclusion from school for a fixed term.

Exclusions will be used only if the incident is of sufficient gravity and will be decided by the Headteacher.

### **Following up**

It must be noted that even though after two or three incidents no further incidents have been reported, it does not necessarily mean that no incidents have taken place. The victim should be met with to check that all is well.

### **Expectations of staff, children, parents and governors**

Swavesey School strives to create a school ethos where bullying will not be tolerated. Children are taught to respect each other, not to retaliate, to seek help and to tell an adult of any problem. Child victims must be helped and given support and strategies. Parents and children will know that all incidents will be taken seriously and thoroughly investigated.

## **Appendix1**

### **Bullying Forms and Types**

Bullying takes many forms, face-to-face, or through third parties. The hurt can be either or both physical, and emotional.

Some bullying is physical:

- kicking, hitting, pushing, spitting
- taking and damaging belongings.

Some bullying is verbal:

- Name – calling
- Taunting, mocking
- Making offensive comments
- Making threats

Some bullying is relational:

- excluding people from groups, deliberately ignoring
- gossiping, spreading rumours.

Some bullying uses modern technology such as mobile phones, or the Internet. This 'cyber bullying' includes:

- text-message bullying
- phone-call bullying
- picture/video-clip bullying (via mobile phone cameras)
- email bullying
- chat-room bullying
- bullying through instant messaging
- bullying via websites.

Specific Types of Bullying include:

- Racist Bullying
- Religious Bullying
- Gender or Sexist Bullying
- Homophobic Bullying
- SEN / Disability Bullying / Bullying and Learning Difficulties
- Online Bullying

## **Appendix 2**

### **Recognising Signs and Symptoms**

CYP may indicate by signs or behaviour that they are being bullied. The following signs and behaviours could indicate other problems but bullying should be considered as a possibility. Possible signs and behaviour include:

- Being frightened of walking to or from school
  - Losing self confidence and self-esteem
  - Being frightened to say what's wrong
  - Developing cuts, bruises and other injuries
  - Unwilling to go to school, development of school phobia and unusual patterns of non attendance
  - Failing to achieve potential in school work
  - Becoming withdrawn, nervous and losing concentration
  - Becoming isolated and disengaged from other CYP
  - Developing changes in physical behaviour such as stammering and nervous ticks
  - Regularly having books or clothes destroyed
  - Having possession go 'missing' and money 'lost'
  - Starting to steal money (to pay bully)
  - Becoming easily distressed, disruptive or aggressive
  - Developing problems with eating and food
  - Running away
  - Developing sleep problems and having nightmares
- Developing suicidal thoughts or attempting suicide (extreme cases)