
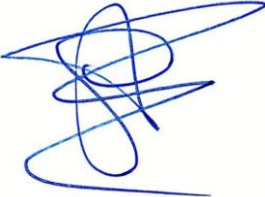


# Anti-Bullying Policy

## Leehurst Swan School



<b>Approved by:</b>	 Headteacher  Chair of Governors	<b>Date:</b> 15/03/2024
<b>Last reviewed on:</b>	15/03/2024	
<b>Next review due by:</b>	15/03/2026	

**This policy applies to the whole school including EYFS and is available on the school website for parents to access.**

The school aims to take into account the most recent guidance on preventing and tackling bullying, advice for Headteachers and Governors.

## **1. What is Bullying?**

Bullying is the intentional hurting of one person by another, where the relationship involves an imbalance of power. It is usually repetitive or persistent, although some one-off attacks can have a continuing harmful effect on the victim either physically and/or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet or banter which crosses the line and causes distress), and is often motivated by prejudice and discrimination against particular groups and/or the 'protected characteristics', for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously the school's first priority but emotional bullying can be more damaging than physical, and the school takes seriously any form of bullying. Bullying is often seen as imbalance of power between the perpetrator and the victim.

Cyber-bullying is a different form of bullying which can happen 24/7, with a potentially bigger audience. Cyber bullying is an aggressive, intentional act carried out by a group or individual, using electronic forms of contact (e-mail, MSM, Text, mobile phone, photographs, computer chat rooms, social websites etc.) against a victim who cannot easily defend him or herself. This may occur repeatedly.

The advent of cyber bullying adds a new and worrying dimension to the problem of bullying – there is no safe haven for the person being bullied. Cyber bullying can follow children and young people into their private spaces and outside school hours. Cyber bullies can communicate their messages to a wider audience with remarkable speed and can remain unidentifiable and unseen.

Bullying includes name-calling; taunting; mocking; hurtful banter; making offensive comments; kicking; hitting; pushing; taking belongings; cyber bullying: inappropriate text messaging and emailing; sending offensive or degrading images, photographs, by phone or via the internet; or via social websites. Producing offensive graffiti; gossiping; excluding people from groups; spreading hurtful and untruthful rumours. Although sometimes occurring between two individuals in isolation, it quite often takes place in the presence of others.

Bullying may specifically involve:

- bullying related to race, religion or culture
- bullying related to SEN or disability
- bullying related to appearance or health conditions
- bullying related to sexual orientation (homophobic, biphobic or transphobic)
- sexist or sexual bullying
- teasing, abusive remarks and name calling
- threats and physical violence
- damage to property
- leaving pupils out of social activities deliberately
- spreading rumours.

Bullying may cause long term psychological damage and even suicide. Victims may suffer acute stress and feel isolated. Although bullying is not classed as a specific criminal offence, there are

criminal laws which apply to child-on-child sexual violence, harassment and threatening behaviour such as upskirting.

When a child or young person is being bullied, they may present one or many of the following warning signs:

- Changes in academic performance
- Appears anxious
- Regularly feeling sick or unwell. Wanting to visit the nurse regularly. Reluctance to come to school.
- Clothes/bags torn or damaged.
- Money/possessions going missing.
- Unexplained cuts and bruises.
- Unexplained behaviour changes, e.g. moody, bad-tempered, tearful. Unhappiness.
- Loss of appetite. Not sleeping. Loss of weight
- Seen alone a lot
- Not very talkative

There may be evidence of changes in work patterns, lacking concentration or truanting from school.

## **2. Aims and objectives**

2.1 Bullying is wrong and damages individual children. We, therefore, do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.

2.2 We aim, as a school, to produce a safe and secure environment where all can learn without anxiety. We aim also to enable pupils to develop resilience and good self-esteem as a means of combating bullying.

We do this through:

- Safeguarding and treating bullying incidents as a child protection concern, when there is reasonable cause to suspect that a child is suffering or is likely to, suffer significant harm;
- Informing parents to ensure that they are clear that the school does not tolerate bullying and are aware of the procedures to follow if they believe that their child is being bullied. Parents should feel confident that the school will take any complaint about bullying seriously and resolve the issue in a way that protects the child, and they must reinforce the value of good behaviour at home;
- Informing pupils. All pupils understand the schools' approach and are clear about the part they can play to prevent bullying, including when they find themselves as bystanders;
- The Prefect Team, overseen by the Deputy Head, are briefed on any bullying issues taking place which they need to be aware of at breaks and lunchtime, and are asked to assist with this in the first instance and refer on to the relevant Head of Prep or Deputy Head if progress is not made;
- Listening to the pupils' voice. Our Pupil Leadership Team meets regularly to discuss matters of concern including bullying;
- Peer support. A buddy system is used to integrate new pupils or for those pupils who are feeling isolated.
- Openly discussing differences between people that could motivate bullying, such as religion, ethnicity, disability, gender or sexuality, in PSHE and assembly. Also, children with different family situations, such as looked after children or those with caring

responsibilities. Schools can also teach children that using any prejudice-based language is unacceptable;

- Implementing disciplinary sanctions. The consequences of bullying reflect the seriousness of the incident so that others see that bullying is unacceptable;
- Using specific organisations or resources for help with particular problems. Schools can draw on the experience and expertise of anti-bullying organisations with a proven track record and / or specialised expertise in dealing with certain forms of bullying;
- Providing effective staff training. All school staff are required to understand the school's policy, its legal responsibilities regarding bullying, how to resolve problems, and where to seek support.
- Working with specialised agencies such as the police and children's services where bullying is particularly serious or persistent and where a criminal offence may have been committed.
- Making it easy for pupils to report bullying so that they are assured that they will be listened to and incidents acted on. Pupils should feel that they can report bullying which may have occurred outside school including cyberbullying.
- Creating an inclusive environment. Schools should create a safe environment where pupils can openly discuss the cause of their bullying, without fear of further bullying or discrimination.
- Celebrating success. Celebrating success is an important way of creating a positive ethos and the school celebrates numerous achievements of pupils both in and out of school by Headteacher's Commendations, Merit badges, player of match awards, recognitions and other achievement awards or certificates.
- Recognising individual differences and celebrating them. We are all created to be different and we seek to celebrate the success and differences each person has within the framework of Christian tolerance and acceptance.

2.3 This policy aims to produce a consistent school response to any bullying incidents that may occur. Staff are required to follow the anti-bullying procedure (as outlined in section 5 of this policy) to counter bullying and imposing sanctions.

2.4 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.

2.5 Action against bullying is not confined to the school premises and the school will take disciplinary action against bullying outside of school, where it is reasonable to do so. Disciplinary action, however, will only take place on school premises.

### **3. The role of governors**

3.1 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. Compliance checks are undertaken by both Governors and Headteacher to ensure the policy is in line with the Equality Act.

#### **4. 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.

4.1 The Headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. She draws the attention of parents and children to this fact at suitable moments. For example, if an incident occurs, the Headteacher may decide to use assembly as a forum in which to discuss with other children why this behaviour was wrong, and why a pupil is facing a consequence for their actions. Alternatively, the Form Teacher of any affected pupils will discuss bullying in a form period. The level of sanctions applied, including ultimately expulsion from school, are detailed in the anti-bullying Procedure for all staff.

4.2 The Headteacher sets 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. The DSL or DDSL are available to discuss all concerns about bullying, with members of staff. The Headteacher also acts as the e-safety co-ordinator, to help protect pupils from cyber bullying at school.

4.3 The Headteacher will ensure suitable staff training occurs to alert all staff to the problems of bullying and suitable strategies to prevent it. Lunchtime supervisors and staff on play duties are to be especially alert to the problems of bullying.

4.4 All staff are responsible for ensuring that incidents are logged via CPOMS. The Headteacher (who is also the DSL) monitors and identifies trends and will flag to the SLT and DDSLs trends that cause concern or could be deemed as bullying.

4.5 In order to ensure that pupil welfare is regularly discussed, and any concerns flagged, weekly pastoral briefing meetings, led by the Head of Prep and Deputy Head, take place which allow staff to discuss individual pupils of concern.

4.6 The Headteacher will maintain a record of incidents of bullying. This log will be reviewed at SLT meetings. Where incidents of bullying are related to the protected characteristics this will be clearly identified in the records.

4.7 The Headteacher will ensure that all children involved in a bullying incident are monitored discreetly to ensure they feel safe and protected at school and included within their cohort.

#### **5. The role of the teacher**

5.1 It is the teacher's role to make it clear that bullying in any form is unacceptable. It will be taken seriously and dealt with promptly

5.2 Staff Responsibilities include

- to confront bullying in any form
- To listen to all parties involved in incidents
- To investigate incidents promptly and as fully as possible
- To take appropriate action or to refer to one of the SLT or member of the safeguarding team as appropriate
- To record in the appropriate students' CPOMS file noting any incidents of bullying against the protected characteristics e.g racist/HBT (homophobic, biphobic, transphobic) or other specific concerns if appropriate
- To share with parents of the victim and bully, incidents of persistent and/or serious bullying (this may be a one-off incident)
- To promote the use of a range of learning styles and strategies which challenge bullying behaviour
- To promote open management styles which facilitate communication and consultation within the school and relevant outside agencies when appropriate
- To model the values our school believes in from the mission statement
- To promote the use of interventions which are least intrusive and most effective.
- To ensure that all children involved in a bullying incident are monitored discreetly to ensure they feel safe and protected at school and included within their cohort..

## **6. The role of parents**

6.1 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 Form Teacher immediately.

6.2.1 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.

6.2.2 Anti-bullying advice to Parents / Carers

- A great deal of bullying is CYBER-BULLYING. Please regularly monitor your child's use of texting, Tik Tok, Snapchat, Facebook, Twitter, Instagram and other social media sites. Access to these is out of the school's control when your child is not in school
- TALK to your child on a regular basis, so any problem is easier to share
- LISTEN to what they say
- ENCOURAGE your child to feel good about themselves, realising that we are all different and equally important
- If you believe your child is being bullied, or is a bully, talk to other adults at home or at school and explore the options. DON'T STAY SILENT
- If your child is a victim assure them that it is not their fault and that you are going to do something to help
- Be realistic in your expectations, sometimes on-going problems can take time to resolve
- TRY to be co-operative with our school and not be aggressive. Without a good working relationship between parents and the school the situation could deteriorate, which won't help you or them ALWAYS remember that children can't solve bullying on their own. They NEED the support of parents/carers and our school
- REMEMBER - IT IS NOT YOUR CHILD'S FAULT

## **7 Monitoring, evaluation and review**

The school will review this policy biennially and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

Last Reviewed: 15/03/24, Next Review: 15/03/26 or as required by a change in regulatory legislation.

## 8 Useful links and supporting organisations

- Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- Childline: [www.childline.org.uk](http://www.childline.org.uk)
- Family Lives: [www.familylives.org.uk](http://www.familylives.org.uk)
- MindEd: [www.minded.org.uk](http://www.minded.org.uk)
- NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)
- The BIG Award: [www.bullyinginterventiongroup.co.uk/index.php](http://www.bullyinginterventiongroup.co.uk/index.php)
- PSHE Association: [www.pshe-association.org.uk](http://www.pshe-association.org.uk)
- Restorative Justice Council: [www.restorativejustice.org.uk](http://www.restorativejustice.org.uk)
- The Diana Award: [www.diana-award.org.uk](http://www.diana-award.org.uk)
- Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)
- Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)

### **Cyberbullying**

Childnet: [www.childnet.com](http://www.childnet.com)

Internet Watch Foundation: [www.iwf.org.uk](http://www.iwf.org.uk)

Think U Know: [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)

DfE 'Advice for parents and carers on cyberbullying':

[www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)

### **Race, religion and nationality**

- Anne Frank Trust: [www.annefrank.org.uk](http://www.annefrank.org.uk)
- Kick it Out: [www.kickitout.org](http://www.kickitout.org)
- Report it: [www.report-it.org.uk](http://www.report-it.org.uk)
- Stop Hate: [www.stophateuk.org](http://www.stophateuk.org)
- Educate against Hate: [www.educateagainsthate.com](http://www.educateagainsthate.com)
- Show Racism the Red Card: [www.srtrc.org/educational](http://www.srtrc.org/educational)

### **Sexual harassment and sexual bullying**

- Ending Violence Against Women and Girls (EVAW)  
[www.endviolenceagainstwomen.org.uk](http://www.endviolenceagainstwomen.org.uk)
- A Guide for Schools:  
[www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAWCoalition-Schools-Guide.pdf](http://www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAWCoalition-Schools-Guide.pdf)
- Disrespect No Body: [www.gov.uk/government/publications/disrespect-nobodycampaign-posters](http://www.gov.uk/government/publications/disrespect-nobodycampaign-posters)
- Anti-bullying Alliance: Preventing and responding to Sexual Bullying:  
[www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-genderrelated/preventing-and-responding-sexual](http://www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-genderrelated/preventing-and-responding-sexual)
- Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying:  
[www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related](http://www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related)

