

## Anti-Bullying Policy

**Date Adopted: February 2023**

**Date of Review: January 2026**

### Shared Vision

An exciting school where children are healthy and safe in a caring and supportive environment.

A happy, welcoming and inclusive school where communication is highly valued and everyone has a voice.

A school focused on high expectations of pupils' learning and achievements.

### Aims

The school aims:

- To promote and secure a safe and happy environment free from threat, harassment, and any type of bullying behaviour.
- To increase awareness and to encourage children to report concerns regarding bullying
- To show commitment to overcoming bullying by practicing zero tolerance
- To have established procedures for noting and reporting incidents of bullying behaviour.
- To provide support for the victim and bully.
- To provide guidance to the child or children who have carried out the bullying to ensure that they understand the consequences of their actions, and so they can modify their future behaviour.
- To promote an anti-bullying ethos amongst the whole school community
- To develop the self-confidence and self-esteem of all children
- To promote a secure and happy environment free from threat, harassment, and any type of bullying behaviour, including racist, homophobic or cyberbullying, which may involve the use of mobile phones or the internet.

### Objectives

- All governors, teaching staff, support staff and non-teaching staff, as well as pupils and parents at Swalecliffe have a clear understanding of what bullying is.
- All governors, teaching and support staff will know what the school policy is on bullying, as well as following it when bullying is reported.

- All pupils and parents will 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 will be assured that they will be supported when bullying is reported.

This policy complements and works in conjunction with our Behaviour Policy, promoting practices within the school to reinforce our vision for behaviour (Respectful, Ready and Safe) and to remove or discourage practices that negate them.

## Principles

Bullying occurs when an individual or group uses strength or power to hurt, either physically or emotionally, by intimidating or demeaning others. It is usually persistent, deliberate and is often covert, and is a conscious attempt to hurt, threaten or frighten someone.

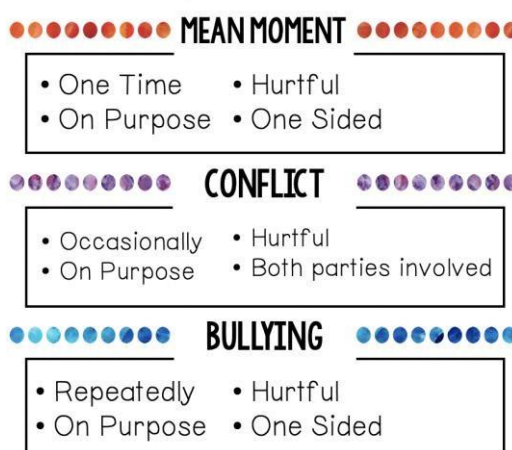
Bullying can be:

- **Emotional** - being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures), deliberately frightening others
- **Physical** - physical assault against a person or group because of some perceived physical, economic, sexual, intellectual, cultural or racial difference. Pushing, kicking, hitting, punching or any use of violence
- **Racial or Sexist** - racial or sexist taunts, graffiti, gestures, and behaviour
- **Homophobic**- taunts, graffiti, gestures, e.g., using the term 'gay' as a negative description.
- **Verbal**- name-calling, sarcasm, spreading rumours, teasing. Derogatory name calling of an insulting and/or personal nature.
- **Threats** - demanding money, material goods or favours by means of threat or force.
- **Cyber bullying** - sending unpleasant messages using texts, e-mail, X-box, social media etc.
- **Other** - Ridiculing an individual because of physical, economic, sexual, intellectual, cultural or racial difference. Incitement of others to commit acts of bullying. Deliberate exclusion or isolation of an individual or a group.

When staff are discussing with children –

## IS IT BULLYING?

Not everything that's mean is actually bullying. Use the chart below to understand the difference between bullying, conflict, and a mean moment.



### T.I.P

Threatening \* Intentional \* Persistent

This is our school approach to anti-bullying. It has been designed to support children in understanding both the definition of bullying and the consequences and outcomes for perpetrators. Children are shown how TIP works in assemblies and PSHE lessons. They understand how they can receive support and protection if they are being bullied.



Persistent bullying can severely inhibit a child's ability to learn effectively or a member of staff's ability to do their job. The negative effects of bullying can have an impact on a person for their entire life.

## **Preventative Steps, School & Staff Responsibilities**

We aim to prevent bullying with the following measures:

- To model the values we believe in; the ethos of our school underpins our approach.
- During assemblies, R.E, PSHE lessons, children are frequently reminded of these values and ethos (as well as through the books we read with our children).
- The school highlights Anti-Bullying during national anti-bullying week.
- To implement procedures 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
- To record incidents on CPOMS.
- To share with parents of the victim and bully, incidents of persistent and/or serious bullying
- To promote the use of a range of learning styles and strategies which challenge bullying behaviour

## **Procedures for Dealing with Bullying Incidents**

Serious or persistent incidents are dealt with by the EHT, HoS, DHT/SLT. This may result in the following actions/ sanctions:

1. Reassure the bullied child that they have done the right thing in reporting this incident and that the bullying behaviour will be investigated.
2. Discussion about the circumstances and nature of the incident with those involved.
3. Discussion with other adults who were involved at the time.
4. Discussion with the class teacher.
5. Talking to, and advising those children involved. Interventions might include: circle time, Circle of Friends, Lego Therapy, interventions with FLT or a skillful professional, ELSA, restorative justice, social skills interventions.
6. Restrictions placed on child e.g. missed play, exclusion with SLT.
7. The Executive Headteacher or Head of School to write to parents, and / or arrange for a meeting to discuss the incident if Executive Headteacher, Head of School or Deputy Headteacher thinks it is necessary.
8. The class teacher, support staff working with the child's class and Midday Supervisor will be notified (if not already aware) and asked to be extra vigilant with those concerned.

9. All incidents of bullying will be recorded on CPOMs.
10. The incident with the bullied child will be followed up by the Executive Headteacher, Head of School or Deputy Headteacher after a few days to make sure the bullying has stopped and again a few weeks later to confirm it has not recurred.
11. In the case of the bullying recurring, the Executive Headteacher will arrange a meeting with all concerned - parents, children, teacher - to discuss why it is continuing and put in place different strategies of support. In the event of continued bullying the pupil may face a more serious sanction.

## **Equal Opportunities and Inclusion Statement**

Every member of Swalecliffe's Community will be valued, respected and welcomed equally. Children will be taught to celebrate their differences, understand the cultural diversity and variances within their community; local and global, and all discrimination from any member of the school community to another will be tackled rigorously.

## **Evaluation Procedures**

The number of reported bullying incidents over the year will be reviewed and evaluated in relation to the policy. The school follows clear protocols and procedures when a bullying incident occurs. All incidents are reported to the Headteacher, and the evaluation is reported to the Governors. The number of reported bullying incidents over the year will be reviewed and evaluated in relation to the policy.

## **Review of Policy**

This policy is effective from its review date and the Governing Body will ensure the policy is reviewed to take account of any statutory regulation or associated guidance or changes in policy by Kent County Council's policy.