Swinton Fitzwilliam Primary
Anti-Bullying Policy

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Introduction

Swinton Fitzwilliam Primary recognises there is a need to safeguard the welfare of all those within the school community and to encourage a culture of co-operation, acceptance and harmony both within and outside of school.

We are committed to providing a caring, friendly and safe environment for all pupils so they can learn in a relaxed and secure atmosphere. We have high expectations of all pupils, staff and parents and strive to create a school community in which all children can fulfil their potential.

Bullying of any kind is unacceptable at Swinton Fitzwilliam Primary. If bullying does occur, all incidents will be dealt with promptly and effectively. The school actively implements its anti-bullying policy and has clear pathways for reporting, which are known to all members of the school community. If a crime has been committed during the bullying incident, the Community Police Officer will be involved as appropriate. All reported incidents will be actioned by the acting headteacher, Mrs Fenton or another member of SLT. We celebrate diversity and promote cohesion within our community.

This policy reflects the following guidance:
'Preventing and Tackling Bullying', Department for Education 2011
www.education.gov.uk/aboutdfe/advice/f0076899/preventingandtackling-bullying

From January 2012, the Ofsted Guidance and grade descriptors for inspecting schools in England under section 5 of the Education Act 2005, refers to the key judgement on the behaviour and safety of pupils in the school linked to the way a school manages bullying:

Ofsted Criteria
When evaluating the behaviour and safety of pupils at the school, inspectors **must** consider:

- pupils' behaviour towards, and respect for, other young people and adults, including, for example, freedom from bullying and harassment that may include cyber-bullying and prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability
- how well teachers manage the behaviour and expectations of pupils to ensure that all pupils have an equal and fair chance to thrive and learn in an atmosphere of respect and dignity

Ofsted Inspectors **must** take into account a range of evidence to judge behaviour and safety over an extended period, and should consider:

- types, rates and patterns of bullying and the effectiveness of the school's actions to prevent and tackle all forms of bullying and harassment, including cyber-bullying and prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability

- the views expressed by pupils, and different groups of pupils, on behaviour and safety, respect for and courtesy towards others, and their views on harassment, racism, homophobia and different types of bullying
- the views of parents and carers, staff, governors and others

What is Bullying?

"Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally"

Bullying can be physical or emotional and it can take many forms (for example, cyber-bullying). Immediate physical safety and stopping violence are a priority; however, bullying can also occur because of prejudice against particular groups.

The Equalities Act 2010 (hyperlink to guidance) aims to offer protection from Hate Crime in the form of discrimination, harassment and victimization. This covers 9 areas, 7 of which are pertinent to Children and Young People. The 7 areas pertinent to C&YP are:

- disability
- gender
- gender reassignment / transgender identity
- race
- faith
- sexual orientation/sexuality
- pregnancy/maternity

The two areas which do not specifically affect C&YP are Age and Marriage/civil partnerships, although these should be explored within the curriculum, for example in PSHE.

Some of the reasons pupils may be bullied link to the above areas covered by the Equalities Act 2010 and are as follows:

- Race, religion or culture
- Special Education Needs or disability
- Appearance or health conditions
- Home circumstances and lifestyles including young carers and looked after children.
- Sexist or sexual bullying
- Gender
- Sexual orientation / Homophobic Bullying
- Transgender status / Transphobic bullying

The following are examples of bullying behaviours:

- **Verbal** *e.g. name-calling, making offensive comments, taunting*
- **Physical** *e.g. kicking, hitting*
- **Emotional** *e.g. spreading hurtful and untruthful rumours, excluding people from groups*
- **Cyber** *e.g. inappropriate texting/emailing, inappropriate use of MSN e.g. sexting*
- **Written** *e.g. ridicule through drawings and writing e.g. on planners/PC's*
- **Incitement** *e.g. encouraging others to bully*
- **Extortion** *e.g. demands for money or personal property*
- **Damage to Property** *e.g. theft of bags, tearing clothes, ripping books*

This is by no means a comprehensive list of reasons and behaviours and some evolve at different times.

Impact of Bullying

Research confirms the destructive effects of bullying on young peoples lives. Some of the effects are:

- Poor school attendance
- Lower academic achievement
- Low self esteem and poor self-worth
- Lack of confidence
- Anxiety
- Loss of identity
- Feelings of guilt
- Long term mental health difficulties

Some Signs of Bullying

- Reluctance to attend school
- Poor school performance
- Behaving out of character
- Missing or damaged belongings
- Self-harm
- Increased episodes of illness (real / imaginary)

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

Swinton Fitzwilliam Primary ANTI-BULLYING STRATEGY

What we will do as a school

- Ensure the whole school community has an understanding of bullying and its consequences
- Appoint a designated member of staff as anti-bullying officer.
- A Governor will have oversight of our anti-bullying strategies
- Ensure that there are clear and consistent pathways for reporting incidents of bullying which are known to all members of the school community.
- Implement a consistent system for recording incidents of bullying
- Develop a preventative approach to bullying. Students will be encouraged to recognise that not only do they have rights; the choices they make bring responsibilities.
- Review the anti-bullying policy annually in consultation with the whole school community.
- Identify and make safe, areas in school where bullying could/has been known to occur.
- Be aware of factors which may cause some children to be more vulnerable than others.
- Work in partnership with the police should there be bullying incidents where a crime has been committed.

- Foster a clear understanding that bullying, in any form, is not acceptable. This can be done by:
  - Regular praise of positive and supportive behaviour by all staff.
  - Work in school which develops empathy and emotional intelligence.
  - Any incidents are treated seriously and dealt with immediately.
  - If a child is found to be the victim of bullying outside school then help and support will be offered and advice given on how to avoid further incidents in future. The victim's and perpetrators parents will be informed.

How we will work with victims of bullying

- Ensure that there are clear pathways for reporting bullying.
- Ensure that victims are listened to
- Ensure that strategies are put in place to support individual needs
- Ensure victims are consulted, and kept involved and informed

How we will work with those accused of bullying

- Ensure that perpetrators are listened to
- Ensure that strategies are put in place to support individual needs
- Ensure perpetrators are consulted, and kept involved and informed
- Implement appropriate sanctions and learning programmes for example:
  - counselling/instruction in alternative ways of behaving
  - rewards/positive reinforcement for young people in order to promote change and bring unacceptable behaviour under control
  - adult mediation between the perpetrator and the victim (provided this is safe for the victim)
  - fixed periods of exclusion
  - permanent exclusion (in extreme cases which may involve violence)

How we will work with bystanders

- Ensure that they are listened to
- Ensure that strategies are put in place to support individual needs
- Implement appropriate learning programmes and awareness raising about the impact of bystanders.

Strategies we may use include

- Circle Time
- Assemblies
- Peer mentoring
- Peer mediation
- Circle of Friends

- Support from external agencies eg Rotherham Mind, Anti-Bullying Development Officer.
- Sharing good practice with other schools
- Participation in Anti-Bullying Week

How we will educate the school community

- Emphasise through all aspects of the curriculum that bullying will not be tolerated.

- Ensure that the anti-bullying officer and DSL attend appropriate training and development.

- Provide training opportunities for the whole school staff body.

- Ensure that students learn to recognise, respect and value the similarities and differences between groups of people within the school community (Social, Moral, Spiritual and Cultural education via the curriculum)

How will we work with parents and carers

By ensuring that:

- there are clear pathways for parents/carers to report incidents of bullying, including who to actually report the concern to (see Raise a Concern leaflet on the carousel in the Main Entrance)
- every opportunity is given to parents/carers to share their concerns.

Where a parent/carer is dissatisfied with the school's handling of a situation, then the head teacher will seek to resolve the situation informally. In the event of a formal complaint then the school's agreed complaints procedure will be invoked. (see appendix 2 Recommended procedures in school for reporting bullying).

The Local Authority complaints procedure for handling school complaints can be accessed here.

How we will support staff

We will ensure appropriate agencies contact details who can support staff are available for example in the staff handbook and/or section of school website and on notice boards in the staff rooms e.g. Westfield Counselling Helpline 0800 092 0987, Human Resources and Union Representatives. Cyberbullying of staff from within the school community should be reported via the CEOP link (reporting symbol)

Appendix 1. Support Agencies we may consult

Anti Bullying Development Officer – Sue Horton Rotherham MBC
Susan.horton@rotherham.gov.uk Tel: 01709 823688

Rotherham MIND: ADD CONTACT DETAILS

Rotherham Healthy Schools: healthyschools@rotherham.gov.uk Tel 01709 740226

Anti-bullying Alliance - the alliance brings together over 60 organisations into one network with the aim of reducing bullying. Their website has a parent section with links to recommended organisations who can help with bullying issues
www.anti-bullyingalliance.org.uk

Kidscape www.kidscape.org.uk 02077303300

Childline – advice and stories from children who have survived bullying
08000 1111 WEBSITE

Bullying on line **www.bullying.co.uk**

Parentline Plus – advice and links for parents www.parentlineplus.org.uk
08088002222

Parents Against Bullying **01928 576152**

Useful sources of information

Mermaidsuk.org.uk – family and individual support for teenagers and children with gender identity issues. www.mermaidsuk.org.uk

Stonewall - the gay equality organisation founded in 1989. Founding members include Sir Ian McKellen. www.stonewall.org.uk.

Cyberbullying.org - one of the first websites set up in this area, for young people, providing advice around preventing and taking action against cyberbullying. A Canadian based site www.cyberbullying.org

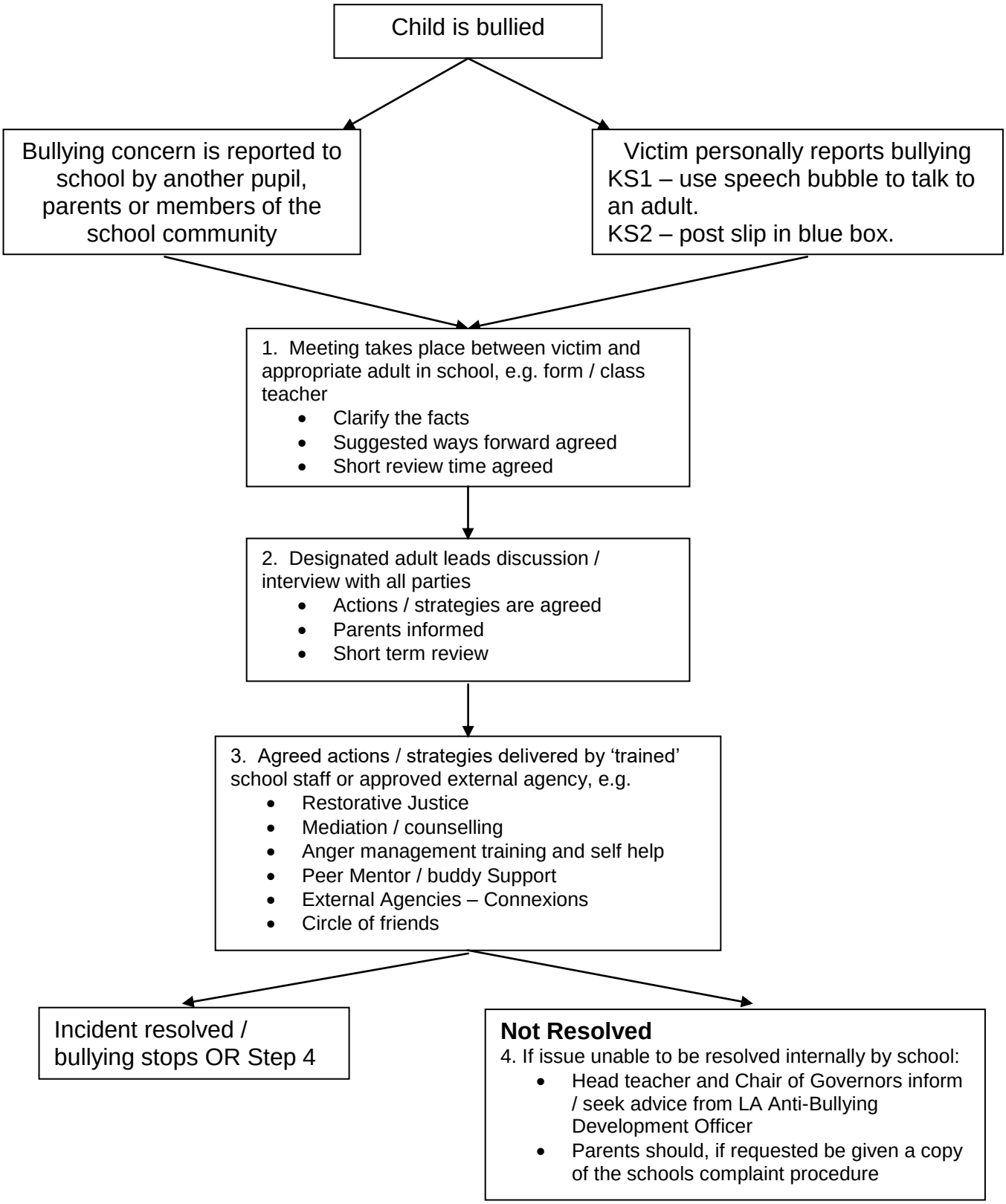
Chatdanger - a website that informs about the potential dangers online (including bullying), and advice on how to stay safe while chatting www.chatdanger.com

Think U Know - the Child Exploitation and Online Protection Centre (CEOP), has produced a set of resources around internet safety for secondary schools www.thinkuknow.co.uk

Know IT All for Parents – a range of resources for primary and secondary schools by Childnet International. Has a sample family agreement www.childnet-int.org/kia/parents

Appendix 2. Recommended procedures in school for reporting bullying: pathways of help

(All schools will have their own referral procedures)



Appendix 4
SCHOOL BULLYING INCIDENT FORM

School

Date of Incident

Time of Incident

Nature/Type of Incident (Please Tick)

Extortion		*Personal possessions taken/damaged*	
Isolation/Being Ignored or Left Out		*Forced into something against will*	
Physical		*Written*	
Verbal (Name-Calling, Taunting, Mocking)		*Spreading Rumours*	
Cyber (Email, Internet, Text)		*Other (please specify)*	

Details of Young People involved

	Names	Year Group	Gender	Ethnic Origin Code	Role*****
1					
2					
3					
4					
5					
6					

*****Role: **V** Victim **R** Ring Leader **A** Associate **B** Bystander

Location of Incident (Please Tick)

Classroom		*School Bus*	
Playground/Yard		*Outside/Around School Gates*	
Corridor		*To/From School*	
Toilet			

If you feel the incident was motivated by any of the following please tick

Appearance		*Race/Ethnic Origin* *****	
Disability/SEN		*Sexual Orientation*	
Gender/Sexism		*Home Circumstances including Looked After Childen/Young People*	
Religion			

***** *Reminder: These incidents should be recorded separately.*

Brief summary of Incident

Action Taken
Generally
With Individuals (as noted on page 1)
1.
2.
3.
4.
5.
6.

In “Action Taken”, please include any exclusions, parental involvement, or involvement with external agencies.

Form completed by:	Date:

Policy reviewed: September 2017