



## Anti-Bullying Policy

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### Anti-Bullying Policy

#### 1. Introduction

- 1.1 At Swanlea School we aim to provide a safe, caring and friendly climate for learning for all our pupils to allow them to improve their life chances and help them maximise their potential.
- 1.2 We would expect pupils to act safely and feel safe in school. Pupils need to understand the issues relating to bullying and should feel confident to seek support from school if they feel unsafe.
- 1.3 The Parents/carers should feel confident that their children are safe and cared for in school and incidents when they do arise are dealt with promptly and well.
- 1.4 The school is aware of its legal obligations and role within the local community supporting parents and working with other agencies outside the school where appropriate.

**We behave according to our Swanlea Shared Values and the agreement that “Swanlea is a telling school.”**



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## 2. Policy Development

- 2.1 This policy was formulated in consultation with the whole school community with input from:
- Members of staff - though agenda items at staff meetings, staff working group, consultation documents, surveys
  - Governors – discussions at governors meetings
  - Parents/carers - parents will be encouraged to contribute by taking part in written consultations, parent meetings, parent focus groups producing a shorter parents' guide
  - Young people - pupils contribute to the development of the policy through the School Council. The School Council will develop a student friendly version to be displayed on Year Team noticeboards and go in student planners
- 2.2 This policy is available:
- Online at [www.swanlea.co.uk](http://www.swanlea.co.uk)
  - From the school office
  - Student friendly versions are on display

## 3. Roles and Responsibilities

- 3.1 **Headteacher** - Has overall responsibility for the policy and its implementation and for liaising with the governing body, parents/carers, LA and outside agencies and appointing an Anti-bullying coordinator who will have general responsibility for handling the implementation of this policy.
- 3.2 The Anti-Bullying Coordinator in our school is: Kabir Miah, Deputy Headteacher.
- 3.3 The responsibilities of the Anti-Bullying coordinator are:-
- Policy development and review involving pupils, staff, governors, parents/carers and relevant local agencies
  - Implementing the policy and monitoring and assessing its effectiveness in practice
  - Ensuring evaluation takes place and that this informs policy review
  - Managing bullying incidents
  - Managing the reporting and recording of bullying incidents
  - Assessing and coordinating training and support for staff and parents/carers where appropriate
  - Coordinating strategies for preventing bullying behaviour
- 3.4 The nominated Governor with the responsibility for Anti-Bullying and Equalities is: Claire Davis

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## 4. Definition of Bullying

**Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally. This can take many forms and is often motivated by prejudice.**

4.1 How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

- There is a 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.

4.2 Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of hate crime related bullying and cyberbullying. If the victim might be in danger then intervention is urgently required.

4.3 What does bullying look like?

Bullying can include:

- name calling
- taunting
- mocking
- making offensive comments
- physical assault
- taking or damaging belongings
- extorting money or items of value
- cyber bullying - inappropriate text messaging and e mailing; sending offensive or degrading images by phone , or posting messages or images on social media or other websites
- producing offensive graffiti
- gossiping and spreading hurtful rumours
- excluding people from groups.

4.4 Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'.

4.5 Why are children and young people bullied?

Specific types of bullying include:

- Prejudice-related bullying of children with special educational needs or disabilities, homophobic and transphobic bullying or bullying related to race, religion or culture
- bullying related to appearance or health

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- bullying of young carers or looked after children or otherwise related to home circumstances
- sexist or sexual bullying.

*There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.*

## 4.6 Homophobic bullying and using homophobic language

Homophobic language is terms of abuse used towards lesbian, gay and bisexual people or those thought to be LGBT. It is also used to refer to something or someone as inferior. This may also be used to taunt young people who are different in some way or have gay friends, family members or their parents/carers are gay.

Dismissing it as banter is not helpful as even if these terms are not referring to a person's sexuality they are using the terms to mean inferior, bad, broken or wrong. We will challenge the use of homophobic language in our school even if it appears to be being used without any homophobic intent. Persistent use of homophobic language or homophobic bullying will be dealt with as with any other form of bullying.

## 4.7 Where does bullying take place?

Bullying is not confined to the school premises. Bullying may also persist outside school, in the local community, on the journey to and from school and at all times via the internet and on social media .

### **Bullying can take place between:**

- young people
- young people and staff
- between staff
- individuals or groups

## 4.8 Cyberbullying

The increasing use of digital technology and the internet has also provided new and particularly intrusive ways for bullies to reach their victims. We will ensure that our students are taught safe ways to use the internet (see our e-safety policy) and encourage good online behaviour. E-safety advice will be delivered in assemblies, PSHEE lessons and through the ICT curriculum. An advice page will be incorporated into student planners with information about how to stay safe on line (see attached).

Whilst most incidents of cyberbullying occur outside school we will offer support and guidance to parents/carers and their children who experience online bullying and will treat cyberbullying the same way as any other forms of bullying.

## 5. Reporting and Responding to Bullying

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5.1 Our school has clear and well publicised systems to report bullying for the whole school community (including staff, parents/carers, children and young people) this includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders).

## 5.2 Level 1: Information and Contacts

- The school Student Planners contain guidance to all students on bullying, its effect and simple measures to deal with bullies. Students are provided with email address to report incidents of bullying at [studentsupport@swanlea.co.uk](mailto:studentsupport@swanlea.co.uk)
- Information posters are displayed throughout the school and in tutor room bases advising students what to do if they feel that they or another student are being bullied.
- KS4 students (Student Leaders attached to KS3 tutor groups during morning and afternoon registration to work with tutors. KS4 students work as mentors to KS3.
- Break and lunchtime supervision provides the opportunity for students to engage with adults. Provision is made by the Inclusion Faculty for vulnerable students at these times.

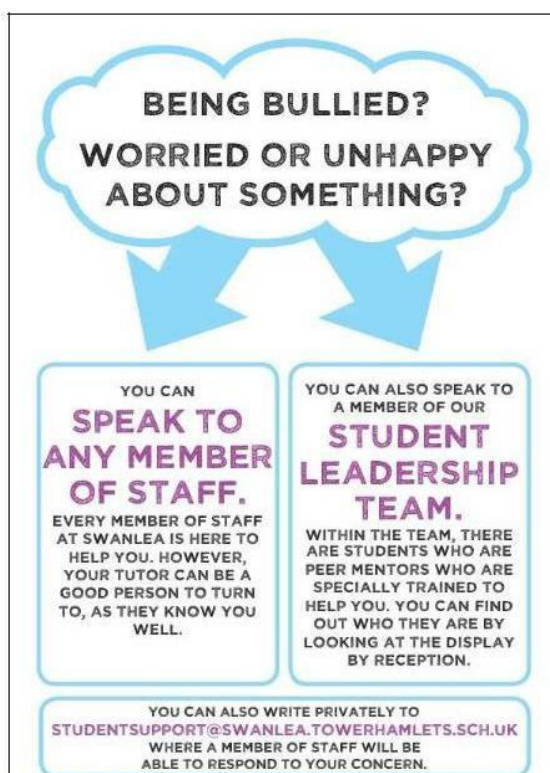


Figure 2: Extract from Student Planner

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## 5.3 Level 2: Learning Programmes

- Faculty curriculum experiences - Faculties should be developing resources through the programmes of study that can promote the school position on bullying and be used to stimulate discussion.
- The tutoring programme has a strong emphasis on monitoring the conduct of students and encouraging the values of the school.
- Assemblies are used to promote the school attitude to bullying and to ensure information is passed to the student body.
- The PSHEE (Personal, Social, Health & Economic Education) coordinator works with the Year teams on the production of a learning programme to cover a broad range of topics. Bullying features within the PSHEE programme

## 5.4 Level 3: School lower level responses and interventions

- Student on student interventions: Student Leaders are attached to KS3 tutor teams to support individuals in a peer mentoring programme.
- Staff who deal with issues of bullying or other activities should do so effectively and efficiently. Concerns should be passed to the appropriate staff (usually LCOs) for information or further action.
- All bullying incidents should be recorded on SIMS allowing the tutor and LCO the opportunity to review bullying incidents
- If the concern is considered by the LCO, HOF or SLT to be serious a serious incident form should be used to convey action and information to the appropriate staff. This should be logged on SIMS. Appropriate sanctions should be decided according to the whole school behaviour policy.
- Year teams and the Inclusion Faculty work together to support victims and perpetrators.
- Multi agency support is coordinated through the Inclusion Faculty.

## 5.5 Level 4: Higher Level Responses and Interventions

- Leadership team will become involved through a direct intervention in a particular situation that may require a higher-level school response such as a fixed term exclusion or exclusion room.

## 6. Monitoring

- 6.1 Year teams are the principle teams in the school that monitor behaviours of individual students. LCOs are expected to maintain records of all students within the Year group using SIMS and respond as appropriate to concerns
- 6.2 Each faculty and department will monitor behaviour in lessons and take appropriate action (see behaviour policy) and ensure that all incidents are logged on SIMS so that pastoral staff can maintain an overview of a pupil's conduct

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## 7. Procedures

7.1 All reported incidents will be taken seriously and an investigation involving all parties will be undertaken. All new staff should be made aware of the following systems during induction. In addition, there should be annual refresher training for existing staff. The steps taken during cases of bullying are:

1. Interviewing all parties (refer to Swanlea bullying assessment flow chart to decide whether this is a case of bullying) – the interviewing can be undertaken by any member of the school staff, but the decision regarding whether it constitutes bullying should be made by the LCO or a member of the SLT
2. Informing parents/carers
3. Implement appropriate disciplinary sanctions in accordance with the school's Behaviour Policy. These should be graded according to the seriousness of the incident but should send out a clear message that bullying is unacceptable
4. Responses may also vary according to the type of bullying and may involve other agencies where appropriate
5. All incident forms, witness statements and details of sanction/intervention to be passed to relevant LCO and recorded on SIMS using correct categories. Anti-Bullying Coordinator to be informed.
6. Follow up - especially keeping in touch with the person who reported the situation, informing them of what actions have taken place parents/carers should also be informed at the earliest opportunity and also given information regarding the complaints procedure if they are not satisfied with the schools actions
7. A range of responses and support appropriate to the situation - solution focused, restorative approach, circle of friends, individual work with victim and perpetrator, counselling, Social Use of Language Programme (SULP), referral to outside agencies if appropriate. These responses can be discussed at the year team SSP meeting and organised in liaison with the Inclusion Faculty.
8. Liaising with the wider community if the bullying is taking place off the school premises i.e. in the case of cyberbullying, gang-related bullying or hate crime.
9. Using the Tower Hamlets eHA process where appropriate to involve other agencies who may be able to support.

## 8. Recording bullying and evaluating the policy

8.1 Bullying incidents will be recorded by the member of staff who deals with the incident on SIMS. Copies of all paper statements and incident forms should also be passed to the relevant LCO to be kept on student file. These incidents should be recorded electronically on SIMS using the appropriate codes and categories on the system for future analysis and monitoring. These codes follow the recommended guidelines from LBTH.

8.2 The information stored will be used to ensure individual incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of the policy. This information will be discussed by staff in regular staff meetings.

8.3 This information will be presented to the governors as part of the annual report. An

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evaluation of the school's response to bullying should be presented as part of the report, indicating any further support, training or guidance that emerge from the findings of analysis

8.4 The policy will be reviewed and updated annually.

## 9. Strategies for preventing bullying

As part of our on-going commitment to the safety and welfare of our pupils we at Swanlea School have developed the following strategies to promote positive behaviour and discourage bullying behaviour.

9.1 Strategies for celebrating good behaviour and achievements as part of the curriculum and across the whole school include:

- Involvement in SEAL (Social and Emotional Aspects of Learning) including an Anti-Bullying unit in the PSHEE Curriculum
- Involvement in the Healthy Schools Programme
- Anti-Bullying week annually in November.
- Specific curriculum input on areas of concern such as cyberbullying and internet safety
- Student voice, school council
- Peer mentoring schemes and Student Leaders
- Promotion of Swanlea Shared Values
- Status as Stonewall School Champion

9.2 Reactive programmes for vulnerable groups or groups involved in bullying.

- Restorative Justice
- Counselling and/or Mediation schemes
- Work with external agencies

9.3 Support for parents/carers

- Parent/carer groups (weekly coffee mornings)
- Parent information events/information
- Parenting courses
- Targeted sessions for parents / carers of children that have been victims of bullying led by Inclusion staff
- Referral to external agencies for support including NSPCC, CAMHS
- Can you mention specific support offered to parents of bullies and parents of children

9.4 Support for all school staff

- Ongoing staff training and development for all staff including those involved in

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lunchtime and before and after school activities

## 10.

### Links with other policies and why

Policy	Why
<i>Behaviour Policy</i>	Rewards and sanctions
<i>Safeguarding Policy</i>	Child protection
<i>E-safety policy</i>	Cyberbullying and e-safety
<i>Equalities policy</i>	Prejudice-related crime(homophobia, transphobia, race, religion and culture, gender) and SEN/disability
<i>Confidentiality Policy</i>	Reporting and recording
<i>PSHE/Citizenship</i>	Strategies to prevent bullying

## 11. Useful organisations

- 11.1 **Anti-bullying Alliance (ABA)** - [www.anti-bullying.org](http://www.anti-bullying.org)  
Brings together more than 65 organisations with the aim of reducing bullying and creating safer environments in which children and young people can live, grow, play and learn.
- 11.2 **Mencap** – [www.mencap.org](http://www.mencap.org)  
Mencap is a learning disability charity that provides information and support to children and adults with a learning disability, and to their families and carers.
- 11.3 **Stonewall** - [www.stonewall.org.uk](http://www.stonewall.org.uk)  
The lesbian, gay and bisexual charity.
- 11.4 **Educational Action Challenging Homophobia (EACH)** – [www.eachaction.org.uk](http://www.eachaction.org.uk)  
Educational Action Challenging Homophobia (EACH) is a charity and training agency helping people and organisations affected by homophobia. The website gives guidance, contact details and a freephone helpline.
- 11.5 **School's Out** – [www.schools-out.org.uk](http://www.schools-out.org.uk)
- 11.6 **Beatbullying** – [www.beatbullying.org.uk](http://www.beatbullying.org.uk)  
Beatbullying is the leading bullying prevention charity in the UK and provides anti-bullying resources, information, advice and support for young people, parents and professionals affected by bullying.
- 11.7 **Childnet International** – [www.childnet-int.org](http://www.childnet-int.org)  
Childnet International - The UK's safer internet centre

## 12. References Documents and Related Policy/Guidance

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- Safe to Learn- DCSF Guidelines
- Embedding anti-bullying work in schools – DCSF-00656-2007 Homophobic bullying – DCSF – 00668-2007
- Cyberbullying – DCSF – 00658-2007
- Bullying Involving Children with Special Educational Needs and Disabilities – DCSF 00372-2008 Cyberbullying - supporting school staff –Cyberbullying - A whole school community issue - [www.education.gov.uk/publications](http://www.education.gov.uk/publications)