

# SWANBOURNE HOUSE

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THE *Stowe*  
GROUP



## 10A ANTI-BULLYING POLICY

Applicable to the Early Years Foundation Stage

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### Review Arrangements:

November 2015 – S Cole, ISI Consultancy

Date	September 2023
Review Date	September 2024
Custodian	Assistant Head, Pastoral / DSL

### Amendments

Amendment	Date	Description
WB	March 2014	General overhaul of the policy
SH	August 2014	Tidying up and simplification of the policy
SH	August 2015	Review
SH	November 2015	ISI Consultancy Review
	April 2016	ISI recommendations
MP	April 2019	Review
MP	September 2019	Review
RN	October 2020	Review
KMK	October 2021	Review
KMK	September 2023	Review

## MISSION and VISION

To unlock and develop the confidence and individual talents of each child.

1. To nurture every pupil, enabling them to be resilient and build self-worth, through the widest variety of opportunities.
2. To provide our pupils with an engaging, collaborative and progressive teaching and learning community based on mutual respect, an understanding of individual needs and the willingness to rise to challenge.
3. To ensure both day and boarding pupils are well prepared within the context of a character and values education for their next school and adult lives in a fast-moving and challenging globalised world.

## AIMS

- To define bullying;
- to prevent, de-escalate and/or stop any continuation of harmful behaviour;
- to demonstrate that bullying is taken seriously;
- to promote the measures that are taken to prevent bullying;
- to support those who identify and protect those who are/feel bullied;
- to demonstrate that the safety and happiness of pupils is enhanced by dealing with bullying positively;
- to encourage pupils to speak out if they feel that they are being bullied;
- to demonstrate that effective leadership promotes an open and honest counter bullying ethos.

## DEFINITIONS

**Bullying** Intentional and repetitive hurting, harming or humiliating of another person or group by physical, verbal or technological means. It can involve:

- manipulation of a third party
- complicity that falls short of direct bullying
- motivation by prejudice against particular groups, for example, on the grounds of race, religion, culture, sex, gender, homophobia, special educational needs and disability, or because a child is adopted or a carer

**Cyberbullying** The use of information and communication technologies to support deliberate, repeated, and hostile behaviour by an individual or group that is intended to harm others.

## POLICY GUIDANCE

This policy refers to and complies with:

- Keeping Children Safe in Education (last updated DFE – July 2023)
- Handbook for the Inspection of Schools Regulatory Requirements (ISI – September 2015)
- The Early Years Foundation Stage: Statutory Framework 2014
- Preventing and Tackling Bullying (DFE – October 2014)
- Working Together to Safeguard Children (DFE – 2013)
- Every Child Matters: Change for Children in Schools (DFE – 2005)

## Policy and Procedure Review

Policy and procedures are adjusted on an ongoing basis by the Director of Pastoral Care, Assistant Head and Head on receipt of guidance from DFE, ISI, IAPS, local children's social care authorities or through best practice judgement at SHS.

## Policy Availability

Swanbourne House Child Protection (safeguarding) Policy is available:

- On the SHS website
- School Office [Accounts]
- Assistant Head office
- Head of Lower School office
- Swanbourne House Staff room

### Statement

Swanbourne House School recognises that bullying, both physical, emotional and psychological has a very serious impact on the lives of children in the present and in their long term future development. Bullying, victimisation and discrimination will not be tolerated. The SHS community is based upon respect, good manners and tolerance in a safe and caring environment, free from disruption and harassment. Pupils, parents and carers are treated fairly and with consideration.

### INDICATIONS OF BULLYING

Changes in behaviour that may indicate that a pupil is being bullied include:

- unwillingness to attend school;
- displays of excessive anxiety, becoming withdrawn or unusually quiet;
- failure to produce work, or producing unusually bad work, or work that appears to have been copied, interfered with or spoilt by others;
- equipment, bags and other belongings being damaged or going missing;
- a change in established habits;
- diminished levels of self-confidence;
- frequent visits to the Surgery with minor ailments;
- unexplained cuts and bruises;
- frequent absence or lateness;
- choosing the company of adults;
- displaying repressed body language and poor eye contact;
- difficulty in sleeping, experiences nightmares;
- talking of self-harming, suicide or running away;
- avoidance of (or obsession with) technology;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.

This lists is by no means exhaustive. Although there may be other causes for some of the above symptoms, a repetition of, or a combination of these possible indications of bullying should be investigated by staff and parents as a matter of urgency.

### PREVENTATIVE MEASURES

- New staff are given guidance on the school's anti-bullying policy and how to react to allegations of bullying. They are required to read the school's policy as part of their induction;
- All staff are kept aware through regular inset training and staff meetings, of the principles of the school policy, their legal responsibilities, actions which are designed to resolve and prevent problems, and sources of support which are available

- Issues of bullying and the development of pupil's anti-bullying values, and social responsibilities are reinforced in Assemblies, and PSHE, English, Drama and RS lessons; to counter cyber-bullying pupils are taught safe and responsible use of communication technologies (refer to Safeguarding Policy – Appendix 2: Guidance on Pupil and Staff use of ICT, Mobile Phones and Other Electronic Devices) in the online safety strand of ICT and PSHE lessons;
- All our pupils are encouraged through tutorials and PSHE lessons to tell a member of staff at once if they know or suspect bullying including cyber-bullying to be taking place;
- The Anti-bullying policy is available on the school website and parent handbooks outline the school's approach;
- A strong and experienced pastoral team of Class Teachers in the Lower School and Form and Personal Tutors, Heads of Year, and Houseparents support the Assistant Head and Head of middle and Upper School. They are trained in handling any incidents as an immediate priority, and are alert to possible signs of bullying;
- The pastoral team gives support and guidance to other staff on handling and reporting incidents of bullying behaviour;
- Individual pupil pastoral profiles are discussed at weekly Lower, Middle, Upper and whole staff meetings;
- All pupils have access to a telephone helpline, at an age appropriate stage in the Main House enabling them to call for support in private.
- We provide leadership and team-building training to all our Year 8 pupils which covers the importance of offering support and assistance to younger and to vulnerable pupils.
- We receive feedback from parents and guardians on the well-being of their children.
- A regular Well-being and Happiness Questionnaire in the Main House is a valuable source of pupil feedback on areas of concern.

## Boarding

- In the Boarding houses, there is a strong team of tutors supporting the House Parents, who act in loco parentis. The informal house environment is important in reinforcing a pupil's standards and values, providing the opportunity for friendly, informal discussion of matters of concern to the individual pupil outside the formal classroom. We encourage close contact between the House Parents and parents/guardians, and would always make contact if we were worried about a pupil's well-being.
- All boarders and their parents are made aware of the contents of the school's anti-bullying policy and are aware that they can download copies from the school's website. All boarders know how to report anxieties to their House Parents or to another member of the pastoral team.
- Use of mobile phones and other electronic devices is carefully monitored and controlled (see Boarding Handbook and safeguarding policy on filtering and monitoring)
- Our Sick Bay and the Boarding house display advice on where pupils can seek help, including details of confidential help lines, independent person, the DSL/DDSL and web sites connecting to external specialists, such as Childline, Kidscape, Get Connected, Samaritans etc.
- The school is aware that pupils who are being bullied (off line) cannot escape their bullies for long periods of time as they are not going home as often.

## REPORTED BULLYING PROCEDURE

If an incident of suspected bullying is reported, the following procedures are adopted:

- all behaviour that could be construed as bullying will be logged by the Assistant Head Pastoral, and will be discussed with the DSL: all bullying behaviour should be viewed as

a Safeguarding concern. ["All staff should be aware that safeguarding issues can manifest themselves via child on child abuse" [KCSiE – September 2023].

- the member of staff to whom it was reported or who discovers the situation, will control the situation, reassure and support the pupils involved;
- he/she will inform an appropriate member of the pastoral team as soon as possible;
- all participants and witnesses, if appropriate, will be interviewed individually and may be asked to write an account of events [the Assistant Head] will conduct the interviews dependent on the seriousness of the incident];
- interviews and statements will be recorded so that the school is able to monitor the effectiveness of our approach, to enable patterns to be identified and suitable actions to be taken to reduce the incidence of bullying
- the Assistant Head will, in consultation with other senior staff, make judgement as to whether the behaviour constitutes bullying and the appropriate disciplinary course of action;
- sanctions may be appropriate and will be decided upon [refer Behaviour, Discipline and Sanctions Policy];
- parents will be informed and invited for discussion with the Assistant Head dependent on the outcome of the investigation;
- personal/form tutors, boarding and senior members of staff will be informed as appropriate;
- support and counselling will be put in place for both the victim and perpetrators of bullying behaviour;
- monitoring and review will be ongoing through pastoral meetings and further interviews with pupils and parents, if appropriate;
- the school may exclude a pupil in cases of severe and persistent bullying, and in the event that the support put in place does not result in the modification of behaviour to an acceptable level;
- a bullying incident will be treated as a Safeguarding concern when there is reasonable cause to suspect that the child is suffering or is likely to suffer significant harm. In these cases it will be necessary to make a report to the Social Services and, where there is suspicion that a crime has been committed, to the Police. This will be logged on MyConcern.

## EYFS

- Pupils are taught why some forms of behaviour are unacceptable and hurtful to others. Sanctions may be the removal from an activity, loss of free time or tagging [refer Behaviour, Discipline and Sanctions Policy].
- A child may be sent to see the Head of Lower School, who will explain the inappropriateness of a particular action.
- Parents are always informed and may be invited in for interview.
- The school may exclude a pupil in cases of severe and persistent bullying, and in the event that the support put in place does not result in the modification of behaviour to an acceptable level.

## COMPLAINTS

- Parents are referred to the Complaints Policy should they feel that bullying behaviour is not being addressed appropriately.
- Parents of EYFS children may contact Ofsted directly [refer to Complaints Policy].