SWANBOURNE HOUSE

THE Stowe GROUP

Anti-bullying Policy
Applicable to the Early Years Foundation Stage

Applies to: Whole School including EYFS and Boarding
Contributors: Deputy Head, Pastoral, Head of Lower School and Headteacher
Owner: Deputy Head, Pastoral.
Approved by: Governing Body
Date approved: September 2024
Next review: August 2025

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
KMK	September 2024	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.

POLICY GUIDANCE

This policy refers to and complies with:

• Keeping Children Safe in Education (last updated DFE – July 2024)
• Handbook for the Inspection of Schools Regulatory Requirements
• The Early Years Foundation Stage: Statutory Framework 2014
• Preventing and Tackling Bullying (DFE – October 2014)
• Working Together to Safeguard Children (DFE – 2023)
• Every Child Matters: Change for Children in Schools (DFE – 2005)

POLICY AND PROCEDURES

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

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.

POLICY AVAILABILITY

Swanbourne House Child Protection (safeguarding) Policy is available:

- On the SHS website
- School Office
- Deputy Head, Pastoral's office
- Head of Lower School office
- Swanbourne House Staff room

STATEMENT OF INTENT

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. Ours is a diverse community, with pupils from a variety of cultural, religious and ethnic backgrounds. Some pupils require additional support and help. Parents also have an important role in supporting Swanbourne to achieve high standards of behaviour. Good communication between home and school is therefore essential.

In whole school assembly, in Chapel, during Tutor sessions and PSHE lessons, pupils are given clear guidance as to their social and moral responsibilities as they progress through the school.

Pupils, parents and carers are treated fairly and with consideration.

WHAT IS BULLYING

Bullying - Intentional and repetitive hurting, harming or humiliating of another person or group by physical, verbal or technological means. It can involve:
- o manipulation of a third party
- o 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

It takes many forms and can include: .
- Physical assaults (to persons or property)
- ● Verbal abuse (name calling, racist taunts, threats, excessive banter, swearing; it may involve actions or comments which focus on disabilities, gender, religion, culture, sexual orientation, Special Educational Need or physical attributes such as hair colour or body shape, or unkind comments to a child who is adopted or is a carer). If a person feels bullied that is sufficient to take further action.
- ● Teasing
- ● Exclusion from peer groups
- Extortion
- Aggressive or insulting gestures
- Psychological bullying– the spreading of nasty statements or rumours about someone; excluding someone from social groups
- Cyber bullying (bullying via mobile phone or online for example email, social networks and instant messenger), and children feeling isolated because they are 'shut-out' of group communications.

The above can include: outright physical attacks, theft, vandalism, persistent teasing, swearing, nasty nicknames, personal insults, racial and sexual taunts, malicious gossip.

Bullying can take place regularly, occasionally or can be a single incident. It can sometimes occur sporadically over a period of some years. It is always damaging however, and can also be a corrupting influence on other children who witness it happening. Physical or emotional bullying can lead to psychological damage and must be dealt with promptly and firmly whenever it is met. It is the responsibility of the whole Swanbourne House community to try to prevent bullying from happening. Any bullying on the basis of protected characteristics is taken particularly seriously. The School will take action in response to a single incident and make an appropriate record of this in the Child on Child concerns record.

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. Cyber bullying involves the use of information and communication technologies to support deliberate, repeated hostile behaviour by an individual pupil or group of pupils that is intended to harm the victim or victims. This misuse of electronic equipment can torment, threaten, harass, humiliate or embarrass an individual pupil or group of pupils.

There is active management of hardware, software and connectivity by both external agencies - teachers and parents all have a part to play in the safeguarding and protection of pupils. Pupils at Swanbourne House often have access to technologies that have both positive and negative potential, therefore consideration is given to the acceptable use of technology within the school setting and beyond, with a policy that is clear, understood and respected by staff, students and the wider school community.

The IT: E-Safety, Digital Media, Social Media & Acceptable Use Policy and clear guidance on:
● clearly defined roles and responsibilities for online safety as part of the school's wider safeguarding strategy and how this links with other safeguarding policy;
● clear guidance on the use of technology in the classroom and beyond for all users, including staff, students/pupils and visitors that references permissions/restrictions and agreed sanctions;
● mention of the school's technical provision/infrastructure and safeguards in place to filter and monitor inappropriate content and alert the school to safeguarding issues; (schools are not required to give away detail in policies which would compromise safeguards);
● how the school builds resilience in its students to protect themselves and their peers through education and information;
● staff safeguarding professional development that includes online safety;
● reporting mechanisms available for all users to report issues and concerns to the school and how they are managed and/or escalated;
● how the school informs, communicates with and educates parents/carers in online safety;
● the management of personal data in line with statutory requirement

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 disproportionally impacted by behaviours such as bullying, without outwardly showing any signs.

This list 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 D: 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 Tutors, Heads of Year, and Houseparents support the Deputy 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 (this is completed twice per year)

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 Deputy 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 2024].
- 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 Deputy 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 Deputy 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 rewards and Sanctions Policy);
- parents will be informed and invited for discussion with the Deputy Head dependent on the outcome of the investigation;
- 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 Rewards 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).