



Education is that which liberates

# 10a Bullying Policy (A8)

## The Swaminarayan School

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**Governor in charge: Dipak Patel**

Updated by Anthony Chavez and Prep Staff, 1<sup>st</sup> June 2018

Updated by J Hopkins for the Senior School, 13<sup>th</sup> September 2018

Next review: June 2019

*This policy applies to all members of the school community- pupils, parents, staff, volunteers, visitors, Governors and Trustees*

## **1 Aims and objectives**

- 1.1 The purpose of this policy is to provide the children, parents, staff and governors of The Swaminarayan School with clear guidelines on how the school defines bullying and how bullying is dealt with when it occurs.
- 1.2 At the Swaminarayan School we aim to provide a safe, secure and supportive environment where children learn and socialise with all members of the school community displaying tolerance, sensitivity and respect.
- 1.3 Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.
- 1.4 Although at the Swaminarayan School bullying is not an everyday occurrence, we recognise that it can and does occur.
- 1.5 We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.
- 1.6 We aim to:
  - Create a climate where bullying is not accepted in any form
  - Prevent bullying from starting, including raising staff awareness of ways to reduce bullying at times and places where it may occur
  - Ensure staff respond consistently and appropriately to bullying
  - Empower victims of bullying to seek help
  - Involve everyone in acting against bullying
  - Support those involved in bullying to change their behaviour
  - Have clear policies which are communicated to parents, pupils and staff
  - Create an environment of good behaviour and respect, with helpful examples set by staff and older pupils and celebration of success

## **2 Definitions; Types and Signs of Bullying; Anti-Bullying Staff**

- 2.1 Bullying is action taken by one or more children with the deliberate intention of hurting another child, either physically or emotionally. Bullying is always a serious matter as it causes psychological harm. For children, bullying is defined as:

***When someone says or does something hurtful on purpose, and they keep doing it over many days or weeks - even when you tell them to stop or show them that you don't like it***
- 2.2 Bullying can take place between pupils, between pupils and staff, or between staff, by individuals or groups: face-to face, indirectly or using a range of cyberbullying methods.

- 2.3 There are various types of bullying, but most have three things in common:
- It is deliberately hurtful behaviour
  - It is repeated over time
  - There is an imbalance of power, which makes it hard for those being bullied to defend themselves

We recognise that bullying can be committed by adults as well as children, and the anti-bullying strategy applies to this also.

- 2.4 Bullying may take various forms, including:
- Physical  
e.g. kicking, hitting, pushing, intimidating behaviour or interference with personal property
  - Verbal  
e.g. threats, taunts, name-calling/verbal abuse
  - Emotional/psychological  
e.g. cruel teasing, talking viciously about people behind their backs, spreading humiliating rumours, and excluding children from group activities, shunning/ostracism
  - Racist Bullying  
e.g. physical, verbal, written, on-line or text abuse or ridicule based on differences of race, colour, ethnicity, nationality, culture or language
  - Faith-based Bullying  
e.g. negative stereotyping, name-calling or ridiculing based on religion
  - Sexist Bullying  
e.g. use of sexist language or negative stereotyping based on gender
  - Sexual Bullying  
e.g. unwanted/inappropriate physical contact or sexual innuendo
  - Homophobic Bullying  
e.g. name-calling, innuendo or negative stereotyping based on sexual orientation or use of homophobic language
  - SEN / Disability (Disablist) / Health Conditions Bullying  
e.g. name-calling, innuendo, negative stereotyping or excluding from activity based on disability, learning difficulties, and/or health condition
  - Home Circumstances Bullying  
e.g. name-calling, innuendo, negative stereotyping or excluding from activity based on home circumstances
  - Gifted/Talented Bullying  
e.g. name-calling, innuendo, ostracism or negative peer pressure based on high levels of ability or effort
  - Cyber Bullying  
e.g. abuse on-line or via text message or other social media, interfering with electronic files, setting up or promoting inappropriate websites and inappropriate sharing of images from webcams/mobile phones (refer to the school E-Safety Policy for further details)
  - Workplace Bullying (of school staff, whether by pupils, other staff, or parents) e.g. offensive, intimidating, malicious, or insulting behaviour, abuse of authority which violates the dignity of an individual or a group of people, creating a hostile environment against an individual, the undermining, humiliation or injury of an individual

- Prejudice-driven bullying: the main types are racist, sexist, homophobic and disablist bullying. Prejudice-driven bullying is illegal and constitutes “hate crime”.

2.5 Signs of bullying that can be seen at school include (but are not limited to) the following:

- bruises
- broken or missing possessions
- becoming withdrawn – not talking, or spending more time alone
- changes in eating habits
- change in appearance or hygiene
- changes in behaviour
- drop in attendance or fear of attending school
- complaining of headaches or stomach aches
- sudden drop in attainment

2.6 Through its ethos, values and curriculum, our school promotes equality and celebrates difference through:

- age
- sex
- disability
- gender (including gender reassignment)
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sexual orientation

We recognise that harassment is unlawful under the Equality Act 2010.

2.7 Responsibilities

Chair of Governors: Piyush Amin

Governor in charge of Safeguarding: Dipak Patel

- *Prep School:*
  - Head Teacher: U. Raja
  - Behaviour and Discipline Coordinator: A. Chavez (Assistant Head)
  - PSHCE Coordinator: J. Wildman
- *Senior School:*
  - Head Teacher: N. Manani
  - Behaviour and Discipline Coordinator: J. Hopkins (Deputy Head)
  - PSHCE Coordinator: S. Alexander

### **3 The role of the Governors**

- 3.1 The Governors are aware of legislation and regulation regarding anti-bullying and provide the appropriate resources and support to implement this policy.

### **4 The role of the Head Teachers**

- 4.1 The Head Teachers support the teachers in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the Head Teachers do not condone bullying in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.
- 4.2 The Head Teachers ensure that the incidents of bullying that occur are monitored, and review the effectiveness of the school policy and bullying records regularly. The Head Teachers require the teachers to keep accurate records of all incidents of bullying and to report to them on request about the effectiveness of school anti-bullying strategies.
- 4.3 The Head Teachers ensure that class teachers respond within fourteen days to any request from a parent to investigate incidents of bullying. In all cases, the Head Teachers notify the teachers concerned and ask him/her to conduct an investigation into the case and to report back to them.
- 4.4 The Head Teachers ensure that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The Head Teachers draw the attention of children to this fact at suitable moments. For example, if an incident occurs, the Head Teachers may decide to use an assembly, as a forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.
- 4.5 The Head Teachers ensure that all staff receive sufficient training to be equipped to deal with all incidents of bullying, so that the principles of the school policy are understood, legal responsibilities are known, action is defined to resolve and prevent problems, and sources of support are available.
- 4.6 Staff also to undergo safeguarding training for cases of abuse and the protocol for reporting these, including bullying which is severe enough to constitute "abuse".
- 4.7 The Head Teachers set the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

### **5 The role of the Senior Teachers**

- 5.1 It is the responsibility of the Senior Teachers to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. The Senior Teachers report to the Head Teachers about the effectiveness of the anti-bullying policy on request.

## **6 The role of the teacher**

- 6.1 Teachers in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place. They keep their own records of all incidents that happen in their class and that they are aware of in the school. All records of serious incidents are filed in the child's file on Schoolbase software.
- 6.2 Teachers use PSHCE lessons, or circle time to address relevant issues as appropriate.

***In The Swaminarayan School bullying is a serious offence which cannot be neglected and can also be regarded as a child protection issue.***

***In situations where bullying is severe enough to constitute abuse, staff must consult the 7a Safeguarding Policy for guidance.***

Part 13 discusses peer-on-peer abuse. If the pupil who is accused of bullying is excluded from school for further investigation, it becomes a safeguarding matter.

### **Anti-Bullying Strategy**

## **7 Procedures for all staff**

- 7.1 If staff witness an act of bullying, they do all they can to support the child who is being bullied. The staff member must report the incident to the Class teacher and the deputy head of the Senior or Prep School. If a child is being bullied over a period of time, then, after prompt consultation with the Head Teachers, the Class Teacher informs the child's parents immediately. (In the Senior School, staff consult with the tutor and the deputy head, and the deputy head informs the parents.) Staff use their professional judgement and remain sensitive to the victim's needs, home circumstances, or other issues.
- 7.2 For all incidents of bullying that occur outside lesson time, either near the school or on the children's way home or to school, staff are required to report these to the appropriate teacher. In the first instance, if any adult witnesses an act of bullying, they should report it to the teacher and, for the Senior School, to the relevant tutor and the deputy head of the Senior School:-
- 7.3 If, as staff members, we become aware of any bullying taking place between pupils, we deal with the issue immediately. This may involve support (class teacher or a member of staff) for the victim of the bullying, and punishment for the child who has carried out the bullying. We spend time talking to the child who has bullied: we explain why the action of the child was wrong, and we endeavour to help the child change their behaviour in the future. The incidents are recorded in the Bullying Incidents log and file, which are kept with the assistant head teacher.
- 7.4 If a child is repeatedly involved in bullying other children, staff inform the Head Teachers / Deputy Head of Senior or Prep School. We then invite the child's parents into the school to discuss the situation. In cases of severe and persistent bullying the Head Teachers / Deputy Head of Senior or Prep School will consider strong sanctions such as a fixed term exclusion from the school.

7.5 The use of sanctions will be consistent with the school's Behaviour and Sanctions Policy and the Levels and Consequences. The disciplinary sanctions will reflect the seriousness of an incident and aim to convey a deterrent effect (strong sanctions such as exclusion may be necessary in cases of severe and persistent bullying). Deliberate bullying is a Level 3 offence

in the Prep School. As such, sanctions are:

- Report to Mr Raja (immediately)
- Exclusions (temporary)
- Report to parent
- Specific detention
- Note in Schoolbase
- Written warning / Think Sheet
- Setting behaviour targets
- Parent meeting

For the Senior School, bullying is always unacceptable and the sanctions implemented are generally determined by the deputy head of the Senior School:

- Temporary internal exclusions (1 – 3 days)
- Temporary external exclusions (1 – 5 days with the approval of the headteacher)

Meetings with parents and the children concerned are embedded in the procedures.

If bullying persists despite these sanctions, permanent exclusion or - in extreme circumstances - law enforcement involvement may be required. The latter sanction is more applicable in cases of prejudice-driven bullying.

7.6 All instances of bullying are to be recorded in the bullying logbook/file, which is kept in the locked safeguarding cabinet in the school office. Incidents should also be recorded on Schoolbase and copies of all written and electronic letters must be stored in the child's file.

7.7 In any case of workplace bullying, staff will remain assertive and keep a detailed record of incidents, which they will keep in a secure location. The victim must always liaise with his or her line manager in the first instance in order to seek support. Should bullying occur from the Line Manager this should be dealt with by the Headteacher, or if from the Headteacher reporting should be made to the Chair of Governors.

## **8 Role of children**

8.1 Children are strongly encouraged to report all instances of bullying. They can speak to a staff member and/or their parents (who will then report to the school).

8.2 Here are some guidelines for children:

- Treat Everyone with Respect

- Avoid prejudice based language
- Nobody should be mean to others
- Stop and think before you say or do something that could hurt someone
- Talk to an adult you trust. They can help you find ways to be nicer to others
- Keep in mind that everyone is different. Not better or worse. Just different
- If you think you have bullied someone in the past, apologise. Everyone feels better.

What to do if you are the victim of bullying:

- Look at the person bullying you and tell him or her to stop in a calm, clear voice. If speaking up seems too hard or not safe, walk away and stay away. Don't fight back. Find an adult to stop the bullying on the spot.
- Talk to an adult you trust. Don't keep your feelings inside. Telling someone can help you feel less alone. They can help you make a plan to stop the bullying.
- Stay away from places where bullying happens.
- Stay near adults and other children. Most bullying happens when adults are not around.

Protect Yourself from Cyberbullying:

- Bullying does not always happen in person. Cyberbullying is a type of bullying that happens online or through text messages or emails. There are things you can do to protect yourself.
- Always think about what you post. You never know what someone will forward. Being kind to others online will help to keep you safe. Do not share anything that could hurt or embarrass anyone.
- Keep your password a secret from other children. Even children that seem like friends could give your password away or use it in ways you don't want. Let your parents have your passwords.
- Think about who sees what you post online. Complete strangers? Friends? Friends of friends? Privacy settings let you control who sees what.
- Keep your parents in the loop. Tell them what you're doing online and who you're doing it with. Let them friend or follow you. Listen to what they have to say about what is and isn't okay to do. They care about you and want you to be safe.
- Talk to an adult you trust about any messages you get or things you see online that make you sad or scared. If it is cyberbullying, report it.

Stand Up for Others: When you see bullying, there are safe things you can do to make it stop:

- Talk to a parent, teacher, or another adult you trust. Adults need to know when bad things happen so they can help.
- Be kind to the child being bullied. Show them that you care by trying to include them. Sit with them at lunch or on the bus, talk to them at school, or invite them to do something. Just hanging out with them will help them know they aren't alone.
- Not saying anything could make it worse for everyone. The child who is bullying will think it is ok to keep treating others that way.

Get Involved. You can be a leader in preventing bullying in your community:



- Find out more about where and when bullying happens at your school. Think about what could help. Then, share your ideas. There is a good chance that adults do not know all of what happens. Your friends can go with you to talk to a teacher, counsellor, coach, or parent and can add what they think.
- Talk to the Headteacher about getting involved at school. Schools sometimes give students a voice in programs to stop bullying. Be on a school safety committee. Create posters for your school about bullying. Be a role model for younger children.
- Write a blog, letter to the editor of your local newspaper, or tweet about bullying.

## **9 The role of parents**

9.1 Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's form teacher / tutor, deputy head of the Senior School immediately.

9.2 Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.

9.3 Parents can play a central role to preventing bullying and stopping it when it happens. Here are a few things parents can do:

- Teach and demonstrate to children how to solve problems without using violence or aggression and praise them when they do
- Give children positive feedback when they behave well to help their build self-esteem. Help give them the self-confidence to stand up for what they believe in. Children with healthy levels of self-esteem are unlikely to become bullies
- Ask your children about their day and listen to them talk about school, social events, and their classmates
- Take bullying seriously. Many children are embarrassed to say they have been bullied. You may only have one chance to step in and help
- If you see any bullying, report it, even if your child is the one doing the bullying.
- Under no circumstances should a parent approach another parent or child with accusations of bullying, or instigate an interview with another child- an action such as this may be construed as overly threatening. Always report this to a teacher instead.
- Encourage your child to help others who need it.
- Don't bully your children or bully others in front of them. Many times children who are bullied at home react by bullying other children. If your children see you hit, ridicule, or gossip about someone else, they are also more likely to do so themselves.
- Support the bully prevention policy and curriculum (PSHCE and P4C) in the school.
- If your child is in the Prep School, prevent him or her from using social media (e.g Facebook) and messaging services (e.g. WhatsApp), as this may lead to cyberbullying
- Support school efforts at anti-bullying education at home, including instances when their child is the bully.

## **10 Intervention**

10.1 School assemblies are regularly used to convey the values of the school. In particular, pupils are encouraged to think of those less fortunate themselves and those who are suffering. In the Prep School this is done through stories with a moral message. In the Senior School, class

assemblies involving drama are used to reinforce the school's total rejection of any kind of bullying. Circle time and PSHCE lessons are also used to reinforce these values.

- 10.2 In the Prep School, form teachers use PSHCE lessons to discuss why it is wrong to bully and the effects of bullying on the victim. The Prep Reflection Room is also available every lunchtime for discussion of bullying issues. In the Senior School, PSHCE lessons and assemblies are used for such activities.
- 10.3 Teachers attend training from time to time or as the need arises, and carry out research, providing regular communication, which enables them to become equipped to deal with incidents of bullying and behaviour management. The training will raise awareness and identify ways to reduce the risks of bullying at times and places where it is most likely to occur. The Prep staff work with the Bullying Intervention Group (BIG), and are using the criteria for the BIG to shape their practice, and to celebrate success.
- 10.4 Prep School peer-led initiatives include: School Council; Future Leaders (with responsibility for playground peer mediation); Head Boy and Head Girl posts; pupil representatives on the Anti-Bullying Committee; Year 5 responsibilities of seva in order to improve self-esteem and promote empathy and humility.
- 10.5 In the Senior School, several students are trained and appointed as anti-bullying ambassadors and play an active role in 'looking out for' and reporting instances of bullying to a member of staff. Bullying is on the agenda of every Staff, Strategic and House meeting. In the two annual 'one to one' meetings which take place between the tutors, the parents and the students ... students are specifically asked whether they have been subjected to bullying.
- 10.6 Teachers attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying and strengthen and maintain our school's ethos of Hindu values, non-violence, and high attainment. Assemblies enable us to celebrate the success of children.

The Prep School Five Values are prominently displayed throughout the school and reinforced frequently:

- Honesty
- Respect
- Friendliness
- Teamwork
- Honesty

10.7 Students are supervised throughout the school and the lunchtime staff complete playground management training with the aim of preventing and dealing with issues such as bullying.

10.8 Bullying is embedded in the PSHCE curriculum throughout the school and tackled as a discrete topic amongst all year levels in the Autumn Term every year. E-Safety is taught as a compulsory part of the Prep School IT and PSHCE curricula. Particular issues are addressed with year groups as a matter of urgency when they arise, even if they are not part of the scheme. Perpetrators of serious bullying may undergo extra anti-bullying sessions. Lessons are recorded as per the school's planning systems. For further guidance refer to A5 PSHCE Policy.

10.9 All students are exposed to educational experiences involving a wide cross-section of society, from visits by special schools and Paralympians, to trips to a range of places of worship. This in turn enables to pupils to avoid and challenge prejudice-driven bullying.

## **11 Monitoring, consultation and review**

- 11.1 This anti-bullying policy is the responsibility of the Head Teachers of each School and is reviewed annually. The Head Teachers do this by meeting with their senior teams and reviewing the incident books and correspondence with parents
- 11.2 The Governors also review the policy periodically. The Head Teachers report to the Governors about the effectiveness of the policy on request.
- 11.3 The school community is consulted annually on the effectiveness of our anti-bullying procedures via a parent and pupil questionnaire. Results are used to inform and improve our procedures. The Student Council, Head and Deputy Head pupils, Future Leaders and pupil members of the committee also provide valuable feedback and consultation on anti-bullying.
- 11.4 Information gained from all reports of bullying will be analysed and used to review the policy and procedures, and improve practice. This will take place via:
- Anti-Bullying Committee meetings
  - Senior Management meetings
  - Phase meetings
  - Policy review sessions
  - Annual parent and children questionnaire responses
  - Bullying logbook and Schoolbase data

### **Further Reading:**

*Preventing and Tackling Bullying*

DFE, October 2014

### **School policies:**

2d PSHCE Policy

Discipline, Manners and Standards B5

17a Equal Opportunities

7a Safeguarding

7h E-Safety

9a Behaviour

N. Manani  
Head Teacher Senior School

U. Raja  
Head Teacher Prep School