



## SW9 PARTNERSHIP – Anti-Bullying Policy

Every pupil has the right to feel safe and happy in school and in the playground. Bullying in any form by pupils, or any other member of the school community, will not be tolerated at St. Andrew's CE Primary or Christ Church Primary SW9. We do not accept any form of behaviour which hurts, threatens or frightens any member of the school community.

In line with the Equality Act 2010 it is essential that our school:

- Eliminates unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Fosters good relations between people who share a protected characteristic and people who do not share it.

Victims of bullying should be confident that they will be supported and that action will be taken against bullies. It is therefore the responsibility of every member of the school community to combat bullying by being prepared to report any incident to teaching staff as soon as it occurs. Parents are encouraged to be alert and report any incidents to the school.

### **A Definition of Bullying**

The term 'bullying' has changed over time. The NSPCC (October 2014) defines bullying as: Bullying is behaviour that hurts someone else – such as name calling, hitting, pushing, spreading rumours, threatening or undermining someone. It can happen anywhere – at school, at home or online. It's usually repeated over a long period of time and can hurt a child both physically and emotionally.

### **Bullying can happen in different ways:**

- Physical - hitting, kicking, unwanted physical contact, taking belongings
- Verbal – persistent teasing, name calling, insulting, humiliation, racist remarks or racist behaviour
- Indirect - spreading rumours, exclusion from social groups, exhibiting threatening behaviour and written messages

### **Complex types of Bullying:**

**Cyber-Bullying** The rapid development of, and widespread access to, technology has provided a new medium for 'virtual bullying', which can occur in and outside school. Cyber-bullying is a different form of bullying which can happen beyond the school day and make its way into home and a child's private space, with a potentially bigger audience, and more access as people forward on content. Cyber-Bullying within our community but conducted outside of school operating hours/premises will be given the same attention as bullying carried out within the school operating hours/premises.

### **Racist Bullying**

This refers to a range of hurtful behaviour, both physical and psychological, that make the person feel unwelcome marginalised and excluded, powerless or worthless because of their colour, ethnicity culture, faith community, national origin or national status.

### **Homophobic, Biphobic and Transphobic Bullying**

This occurs when bullying is motivated by a prejudice against lesbian, gay, bisexual or transgender people.

These types of bullying often require more complex intervention because there could be an underlying social discourse at the core of these behaviours, which needs to be explored and addressed. However, all incidences in this area are investigated and followed up.

### **Teachers often become aware of bullying when:**

- a child reports an incident to another person
- a child shows physical marks
- a child is looking miserable
- a child's work or social behaviour changes dramatically
- a child is scared of coming to school or going home
- a child is afraid to be near someone else
- a child is isolated and has no-one to play with
- there is a whole school focus on bullying eg. during anti-bullying week

### **Statutory Duty of Schools**

Schools have a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying among pupils and to bring these procedures to the attention of staff, parents and pupils.

In the SW9 Partnership we aim to prevent bullying among pupils by promoting good relationships within the Christian ethos of the school.

### **The SW9 Partnership is promoting good relationships by:**

- Addressing issues through timetabled lessons (PSHE) and assemblies.
- Providing a dedicated 'Anti-Bullying/Friendship Week.'
- Utilising pupil voice, via needs assessment, to determine the children's knowledge and their worries about bullying as well as the nature of their relationships within the school community
- Recording all incidents of bullying and analysing the data to determine any intervention needs
- Providing good role models that show sensitivity, politeness, respect and honesty
- Discussing supportive relationships
- Teaching and promoting caring attitudes
- Promoting self-esteem, security, identity, belonging, purpose and competence
- Rewarding non-aggressive behaviour
- Exploring feelings through role-play and viewing bullying situations from both side
- Allowing pupils to hear what other people feel and experience for example, through circle time.
- Discussing friendships, who are our friends and why do we choose them?
- Encouraging pupils to recognise their own qualities and help them identify good qualities in others
- Teaching pupils to listen actively and attentively
- Helping pupils to be patient and reflective
- Encouraging pupils to look after their own property and to respect the property of others
- Helping pupils to give and receive praise
- Encouraging peer support for both the bullied and the bullies – through our peer mediation service
- Where appropriate the school council will be employed to help implement the above statements. It is part of the council's responsibility to aid in tackling bullying by positively influencing others and working to promote a safe, caring and inclusive community.

### **Pupils are encouraged to:**

- Be careful about teasing or personal remarks
- Give sympathy and support to pupils who may be bullied
- Talk to an adult
- Report any incident immediately
- Not to stand by and watch – fetch help!
- Show their disapproval of any form of bullying
- Be assertive by walking away confidently from a situation or by telling the bully to stop.
- Make reparations for any offence caused

### **Reporting Incidents of Bullying: Advice for Parents or Carers**

There are several methods for reporting suspected bullying incidents:

- Make a report in person to your child's teacher or a member of the Leadership Team.

- Contact the school by phone and ask to speak to your child's teacher or a member of the Leadership Team.
- Write a letter

### **Implementation**

The following steps will be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached. All adults take bullying seriously and will investigate the facts of any incident
- A member of staff will interview all concerned and will record the incident
- Any racist, sexist or homophobic language will be directly tackled and re-education will be implemented where necessary.
- A clear account of the incident will be given to a member of the Senior Leadership team
- Parents will be kept informed and actions taken explained
- Punitive measures will be used as appropriate and in consultation with all parties concerned.
- If the situation does not improve, a member of the Senior Leadership team should meet with the parent(s) of the bullying child(ren) and agree clear expectations and boundaries which would be shared with the pupils involved. Any further incidents should lead to intervention (e.g. through outside agencies), further monitoring, support and punitive sanctions as deemed necessary. Any necessary action should be taken until the bullying has stopped.

*Pupils who have been bullied will be supported by:*

- Offering an immediate opportunity to discuss the experience with a member of staff of their choice
- Reassuring the pupil
- Offering continuous support
- Ensuring that the victim is satisfied with the outcome and feels that justice has been achieved

*Pupils who have bullied will be helped by:*

- Discussing what happened
- Discovering why the pupil became involved
- Establishing the wrong doing and need to change
- Informing parents or guardians to help change the attitude of the pupil
- Investigating any problems that the child has that has led to this behaviour

### **Safeguarding**

Teachers are aware that sometimes disclosures may be made during a bullying investigation; in which case, safeguarding procedures will be followed immediately. Sometimes it is clear that certain children may need time to talk about other issues that relate to the bullying incident. It is important to allow the time and appropriate staffing for this to happen. If disclosures occur, the school's confidentiality policy is followed.

### **Confidentiality**

As a general rule a child's confidentiality is maintained by the teacher or member of staff to whom the disclosure is made. If this person believes that the child is at risk or in danger, she/he talks to the Safeguarding Lead who takes action as laid down in the Child Protection Policy. All staff members are familiar with the policy and know the identity of the member of staff with responsibility for Child Protection issues. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.

### **Monitoring, Evaluation and Review**

The school will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

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| <b>Policy Last Reviewed:</b> | March 2026  |
| <b>Amendments</b>            | March 2025 – Corrected typos.<br>March 2026 – Grammar correction. |