

Hawthorn Community Primary School



'Cultivating the futures of our children'

Anti-Bullying Policy and Procedure

Agreed: January 2024

Next Review: January 2025

School Statement

Everyone has the right to go about their daily lives without the fear of being threatened, assaulted or harassed. No one should underestimate the impact that bullying can have on a person's life. It can cause high levels of distress and affect wellbeing, behaviour and development. At Hawthorn Primary School, we are committed to providing a caring, friendly and safe environment for all so they can learn in a relaxed and secure atmosphere. All types of bullying are unacceptable at our school and will not be tolerated. Everyone should feel able to tell and when bullying behaviour is brought to our attention, prompt and effective action will be taken. We are a school who value and promote safety for all; we encourage our children to speak out when they see something that upsets them or makes them feel unsafe.

1. What is Bullying?

"Bullying is the repeated negative behaviour that is intended to make others feel upset, uncomfortable or unsafe." Diana Award Definition of Bullying 2019

Bullying, unlike other aggressive behaviour, usually has three common features:

- It is repeated by the same person or persons
- It is deliberate, hurtful behaviour
- It has an imbalance of power meaning one person can feel defenceless

Bullying usually takes one of four forms:

- Indirect / Emotional: Being unfriendly, spreading rumours, excluding, tormenting (e.g. hiding bags or books)
- Physical: Pushing, kicking, hitting, punching, slapping or any form of violence
- Verbal: Name-calling, teasing, threats, sarcasm
- Cyber: All areas of internet misuse, such as nasty and / or threatening emails, misuse of blogs, gaming websites, internet chat rooms and instant messaging, mobile threats by text messaging & calls, misuse of associated technology, i.e. camera and video facilities

Bullying is usually directed at someone perceived to be 'different'. This may be because of racial origin, ethnic group, gender/trans-gender group, sexual orientation, physical difference or disability.

1.1 Child on Child Abuse

At Hawthorn Primary School we recognise that bullying and child on child abuse has overlapping characteristics. It is the role of the DSL team in school to examine incidents between children and decide as to which category the behaviour fits into and follow the relevant procedures. Many of the procedures overlap therefore both policies should be read side-by-side.

2. Roles and Responsibilities

2.1 Governors

Governors are responsible for monitoring incidents of bullying that occur and reviewing the effectiveness of this policy, ensuring that staff are accountable to them for reporting and dealing with bullying issues.

- Governors will respond within ten days to any request for an investigation into an incident of bullying, from parents, pupils or staff.
- In all cases, the governing body will notify the Headteacher and ask her to investigate the case and report back to a representative of the governing body.

2.2 The Headteacher/Inclusion Leader are responsible for:

- Investigating reports of bullying that have come directly to school or to the Governing Body
- Ensuring staff have the training and confidence when dealing with bullying or suspected bullying
- Implementing this policy and supporting staff to effectively follow the procedures and be vigilant
- Creating a culture of mutual respect, openness and positive praise to reduce the likelihood of bullying.

The Inclusion Leader is responsible for ensuring the implementation of this policy and for ensuring that procedures outlined are followed.

2.3 Teachers are responsible for:

- ensuring that all children know that bullying is wrong, and that it is unacceptable at Hawthorn Primary School.
- deal swiftly with reports of bullying or suspected bullying regardless of where the report comes from.
- the wellbeing of all children in their care.
- creating an environment of trust, mutual respect and safety for all children.
- using positive praise and celebrating success

2.4 Parents are responsible for:

- supporting the school in their implementation of the anti-bullying policy
- actively encouraging their child/children to be a positive member of the school community
- helping their child/children understand the difference between a falling out, an isolated incident of unkind behaviour and bullying.

3. Prevention and Early Intervention

3.1 Prevention

Hawthorn Primary School is a caring school with a shared positive ethos. Everyone in our school community is encouraged to look after themselves and each other. To prevent incidents of bullying we:

- have a robust behaviour policy which makes it clear that we have a zerotolerance approach to any kind of bullying;
- positively teach RE, PSHE, values and Protective Behaviours to all classes including promotion of self-worth; friending and feelings; dealing with and reporting bullies;
- teach Protective Behaviours annually to all children;
- deliver the NSPCC Speak Out, Stay Safe assemblies and workshops each year;
- devise our individual Class Charter to promote positive social behaviour which run alongside our 3 school rules;
- supervise pupils at all times;
- have named persons responsible for Child Protection and Safeguarding;
- remind children regularly that all forms of bullying are unacceptable and will not be tolerated;
- provide opportunities for open discussion without fear of ridicule or retribution;
- reassure everyone that all in school will listen to them and take their concerns seriously;
- keep all staff well informed of definitions, behavioural policies, particularly new members of staff and temporary / supply teachers.

3.2 Early Warning Signs

As a school, we understand the fear children may experience when coming forward and telling an adult when they are being bullied. All staff are vigilant and look for signs that a child may be being bullied. Displaying any of the following behaviours may indicate that a child is being bullied:

- being frightened of walking to or from school
- changing (child's) usual routine
- begging to be driven to school
- not wanting to come to school
- becoming anxious and withdrawn
- sudden bed wetting
- attempted or threatened suicide
- crying at night / nightmares
- 'feeling ill in the morning
- truanting
- beginning to do less well at school
- coming home with property such as clothes / books damaged or missing
- having possessions go missing

- asking for or stealing money
 - continually losing pocket money
 - unexplained cuts and bruises
 - coming home hungry (lunch going missing)
 - becoming withdrawn / lacking in confidence
 - becoming aggressive and unreasonable
 - bullying other children or siblings
 - giving improbable excuses to any of the above
4. Process for dealing with reports of bullying

4. Process

When a child, member of staff or parent reports an incident of one or more students being bullied, any action taken will be overseen by members of the SLT with the assistance of the Family Support Worker.

Step 1: After a reported incident, the school will ensure the victim is safeguarded from any further events. This is done through communication between relevant members of staff and phase teams and decisions made around unsupervised times of day, in class seating etc.

Step 2: The child will be spoken to by an appropriate member of staff to find out and record the following information:

- What has happened?
- How often has it happened?
- Who was involved?
- Where it happened?
- Who saw what happened?
- What has he or she done about it already?

Any witnesses will also be spoken to and their statement recorded.

Step 3: The alleged 'bully' should be spoken to by an appropriate member of staff and details recorded. At this stage it must be determined if bullying has occurred and if there are wider reasons for this. Parents should also be informed if it is deemed bullying has taken place.

Step 4: After all evidence has been taken into consideration, the staff member involved should decide on further action. Staff should always consider the age and stage of development of the students involved. In most cases it would best to provide educational support for the bully to modify their behaviour. Where possible we would like the victim and bully to work together on the outcome and potential sanction required. This can take place during break or lunch times and would most likely include some restorative approaches including an apology to the victim.

Step 5: It is also important that the situation is monitored on a weekly basis by SLT. This may involve a 'check in' with both the victim and bully at least on a weekly basis. Positive progress should be acknowledged and shared with parents. Continuation of

the bullying may then be dealt with in line with the sanctions set out in the Behaviour for Learning Policy, 2022.

4.1 Recording and Monitoring

Bullying is the responsibility of all in school and should be reported and recording whenever it occurs. The Inclusion Leader has responsibility for monitoring and reviewing incidents of bullying. All records and witness statements must be uploaded to CPOMS without delay detailing the incident, investigation and outcome. A separate log of bullying is kept to note whole school actions or trends.

5. Resolving Bullying

There is often a reason for someone to begin bullying, often due to their own past experiences or current emotional circumstances. Education for the bully is fundamental in our approach as a school. Where possible we will look to avoid lengthy sanctions which increase the resentment towards the victim, making a positive resolution difficult to maintain. All parties involved must consider the impact of their actions including the needs of others, especially in the case of an imbalance in power over disadvantaged students.

5.1 Potential strategies

- Staff-led discussion with the bully and the victim with empathetic outcome and apology
- Restorative action and support for the bully.
- Wellbeing work with both the victim and bully to identify any further underlying needs.
- Involvement of the bully's parents.

Persistent bullying or serious incidents may be dealt with in line with the school's Behaviour Policy. This may include internal exclusions or the loss of break/lunch times. In the most serious cases fixed term or permanent exclusion may be used if the bullying involves serious actual or threatened violence against another pupil and/or amounts to persistent and defiant misbehaviour.

6. Reporting

When bullying occurs it is the responsibility of all staff and all children to report bullying. There should always be a zero-tolerance approach to bullying.

6.1 Reporting Methods

Children can report bullying by:

In school, pupils can:

- Speak to a trusted adult
- Leave a note in a worry box
- Draw/write a disclosure

- Express a disclosure through sand/puppet play.

Outside of school, children can:

- Email their class teacher using Class DoJo
- Contact ChildLine
- Contact the NSPCC

7. Child friendly Anti-Bullying Policy

At Hawthorn Primary School, we have a child friendly version of this policy.

Bullying is behaviour that is repeated and intended to harm either physically or emotionally.



STOP

I don't like that.

Our Anti-Bullying Charter

The role of our adults:

We listen.

We ask questions.

We find out what has happened.

We make sure our school is a safe place.

We know that it takes courage to tell an adults.



The role of our children:

Tell us when something happens that upsets you or another child.

Be kind to others.

Listen to others if they are upset.

Walk away from situations that upset you or feel wrong.

Use a worry box or monster to share your worries.



Work Hard



Stay Safe

Be Kind



8. Further Support

Outside agencies who can offer general support are:



Anti-Bullying Specific Support

Anti-Bullying Alliance www.anti-bullyingalliance.org.uk

Advice and help for parents and children

Anti-Bullying from the Diana Award www.antibullyingpro.com

Family Lives [Bullying advice for parents](#) | [Bullying UK](#) | [Family Lives](#)