

Anti-Bullying Policy

September 2024



Limitless Potential

Ignite Passion

Embrace Difference

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School Policy

Hazlewood Community Primary School

Date: September 2024

Date for Governors Review: September 2025

Our ethos:

At Hazlewood Community Primary School, we believe that every member of the school community should feel safe and respected. This policy is designed to support children, staff and parents to recognise, report and address any bullying issues. We aim to promote a caring environment where every child matters and support is given to both victims and perpetrators of bullying. This policy explains the ways in which we work together to ensure a consistent approach to tackling bullying behaviour and developing a school ethos in which bullying is regarded as anti-social behaviour and will not be tolerated. Only when all issues of bullying are addressed will children be able to fully benefit from the opportunities available at schools.

Our anti-bullying policy aims to:

- Produce a safe and secure environment where all can learn without anxiety and this is at the forefront of school improvement planning;
- Encourage a positive and caring ethos between adults and children where all feel safe to report any incidents of bullying, know they will be taken seriously and issues dealt with appropriately;
- Raise awareness of the different types of bullying and reasons for becoming a victim;
- Help children, staff and parents understand the reasons why a child or group of children may become bullies;
- Raise awareness of early signs of distress;
- Ensure all members of the school community are clear about their responsibilities with regard to the eradication of bullying in our school;
- Have a consistent approach to bullying throughout the school making clear what is and what is not bullying behaviour.

What is bullying?

By definition bullying is behaviour that intentionally and persistently causes distress to others.

The Department of Education defines bullying as:

“Deliberately hurtful behaviour, repeated over a period of time, where it is difficult for the victim to defend him/herself.” ‘Pastoral Care in Schools: Promoting Positive Behaviour’ (2001)

“Behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically or emotionally”.

(DfE “Preventing and Tackling Bullying” 2014)

Resources for the prevention of bullying

We encourage a 'whole-school approach' in which children and adults work together to create an environment where everybody gets a clear message that bullying is wrong and will not be tolerated, that bullying behaviour of all kinds must be challenged.

- All school staff, teaching and non-teaching, will be familiar with the Anti-Bullying Policy and procedures for dealing with reports of bullying.
- Awareness raising posters are displayed in classrooms and corridors when staff feel this would have a particular impact (e.g. after a first allegation)
- Appropriate leaflets and literature will be provided for the children when appropriate.
- Children will be encouraged to understand their roles in preventing bullying using, for example, drama; role-play and novels. Children will be guided to understand the feelings of bullied children and to practise the skills they need to avoid bullying.
- Online Safety teaching embeds work related to cyber-bullying and how to combat it
- Peer support is offered from children trained as 'Playground Friends'
- Parents will be issued with a copy of the school's Anti-Bullying policy on the school website and in paper form if requested. They will be aware of procedures to use if they are concerned that their child is being bullied or does not feel safe to learn.

Principles

- Pupils have a right to learn in a safe and supportive environment, free from intimidation and fear.
- The welfare/well-being needs of all children and young people are paramount and pupils' needs (whether bully or targeted pupil) need to be separated from their behaviour.
- When bullying concerns are identified our school will work in a restorative and solution focused way to achieve the necessary change.
- Pupils who are targeted will be listened to and supported.
- Pupils who engage in bullying behaviour will be listened to and encouraged to accept responsibility and change their behaviour.
- Staff will receive awareness-raising training regarding bullying prevention including effective, appropriate strategies for intervention.
- Where a concern arises, staff will receive ongoing support from Senior Leaders with Pastoral responsibility.
- Parents will be made aware of our school's practice to prevent and to respond to concerns through parent information meetings, consultation processes and where necessary, their active participation in partnership with the school to resolve concerns involving their child.

Victims:

Victims are sometimes children who are not assertive or are unlikely to fight back, loners with few friends, anxious or fearful children, younger children, and those outside a group.

Perpetrators:

Perpetrators are sometimes children who are victims of bullying or violence themselves, may copy behaviour seen at home, on TV or games. They may also get enjoyment of creating fear in others and the power they may gain.

Forms of bullying

Bullying can take many different forms and is behaviour that intentionally and persistently causes distress to others.

<p style="text-align: center;">PHYSICAL BULLYING</p> <p>e.g. hitting; pushing; kicking; tripping; spitting; hair pulling; throwing things; interfering with another's property by stealing / hiding / damaging / intruding upon it;</p> <ul style="list-style-type: none">- extortion / threatening demands for money or other items- writing or drawing offensive notes / graffiti about another	<p style="text-align: center;">VERBAL BULLYING</p> <p>e.g. name calling; insulting or offensive remarks; accusing; taunting; put downs</p> <ul style="list-style-type: none">- ridiculing another's appearance/way of speaking/disability/personal mannerisms/race/colour/religion;- humiliating another publicly- spreading malicious or nasty rumours; threatening; intimidation; mocking; sarcasm
<p style="text-align: center;">EMOTIONAL BULLYING</p> <p>e.g. excluding/shunning others from group activity/social setting or play;</p> <ul style="list-style-type: none">- belittling another's abilities or achievements;- menacing looks/stares;- rude signs or gestures	<p style="text-align: center;">CYBER BULLYING</p> <p>e.g. misuse of e-mails, images, text, blogs, tweets, forums and chat rooms to hurt /embarrass /demean /harass /provoke or humiliate another using perceived anonymity</p> <ul style="list-style-type: none">- misuse of mobile phones by text messaging /calls or images – again to hurt /embarrass /demean /harass /provoke or humiliate another using perceived anonymity- unauthorised publication or manipulation of private information; impersonation

These categories may be inter-related

Signs of stress in pupils which may indicate Bullying:

Child's unwillingness to attend school / lateness / erratic attendance.

- Avoidance, hanging back from playground or staying late at school.
- Deterioration of work or mislaid books, money, equipment or belongings / under achievement.
- Spurious illness / non specific pains, headaches, tummy upsets, withdrawn, loss of appetite.
- Nail biting / flinching / jumpiness / forgetfulness / distractibility.
- Impulsive hitting out / out of character temper, flare up or restlessness / sudden aggressiveness.
- Stresses manifested at home – bed wetting / insomnia / nightmares / restlessness and irritability.
- Reluctance to sit beside or near certain pupils / hesitant to walk home.

(N.B. whilst these behaviours may be symptomatic of other problems – bullying may be one reason).

Implementation by all stakeholders:

Headteachers 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 children.

All school staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with this policy.

Hazlewood Community Primary School has established and will maintain the following strategies to prevent and reduce bullying behaviour:

Proactive Strategies to ensure awareness is raised.

- Promote School Ethos at all times.
- Awareness of Rights and Responsibilities.
- Recognise and reward good behaviour.
- Use of creative learning to enhance social and emotional skills.
- Ensure that all staff (teaching and non-teaching), parents and pupils and all members of the school community are aware of the school code of conduct as set out in the Behaviour Policy.
- School assemblies – addressing Bullying and providing Anti-Bullying Strategies.
- Vigilant supervision – playground / general school environment.
- Consultation with School Council.
- Use of Circle time and focussed PSHE Curriculum.
- Questionnaires.
- Good parental communication.
- Awareness raising e.g. parent meetings, class information meetings, School Policies Booklet issued, newsletters, website.
- Awareness of national Anti-Bullying Week.
- Classroom displays raising awareness of anti-bullying
- Use of outside agencies – NSPCC, Childline, PSNI, Behaviour Support Team.
- Staff training / effective communication.

Children:

Children are encouraged to report any incidents of bullying to an adult in school or at home, whether or not they are directly involved. This can be done verbally or by writing down their concerns. In addition, peers within the playground may be approached to support the child to report the incident.

Children 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 child
- offering continuous support
- restoring self-esteem and confidence

Children who have bullied will be helped by:

- discussing honestly what happened and work with the adult to resolve it
- discovering why the child became involved
- establishing the wrong doing and need to change
- show that they understand and display appropriate behaviour at all times
- informing parents or guardians to help change the attitude of the child and offering continuing support

Working in partnership with parents:

- Work in partnership with the school.
- Advise their children to report any concerns to a member of staff.
- Discourage behaviours which might be considered as bullying – including online behaviours at home.
- Stress to their children that retaliation is not helpful.
- Contact the School Secretary to arrange an appointment with the child's class teacher to discuss concerns.
- Co-operating with the school, if their child/children are accused of bullying, try to ascertain the truth and point out the implications of bullying, both for the children who are bullied and for the bullies themselves.
- Accept their role in dealing with bullying behaviours which occur outside the school so that they do not interfere with effective learning and teaching during the school day.

Race equality and equal opportunities

All children have equal access to the curriculum regardless of their race, gender, disability or ability and issues linked to LGBT awareness. Teachers plan work that is differentiated so that all groups and individuals can achieve their potential and are committed to creating a positive climate that will enable everyone to work free from racial intimidation and harassment.

Monitoring & Review:

The Headteacher, supported by the Leadership Team reviews the policy on a regular basis and, if necessary, they make recommendations for further improvements.

The school's Safeguarding Officer and Governor responsible for Safeguarding & Inclusion also meet regularly to monitor and review the policy.

Any incidences of bullying are reported to the governors each term through the Headteacher's Report to Governors.

Every year the policy is reviewed in consultation with parents, staff, governors and children. In addition we use pupil & parent surveys to canvas their views on behaviour, bullying and being safe to inform reviews.



Appendix A

Alleged Bullying Incident Form

(i.e. significant / repeated / or serious one-off incident)

	Name (s)	Gender	Class
Complainant(s)			
Alleged child (children who has been bullied (if different from above))			
Alleged child (children) who has displayed bullying behaviour			

Date of the latest incident:

Location of the latest incident:

Type of incident: Please tick/circle appropriate types

Physical Bullying (includes jostling, physical intimidation, interfering with personal property (stealing, damaging, intruding upon it) punching/kicking, any other physical contact which may include hair pulling, spitting or use of 'weapon', extortion, writing/drawing offensive notes.)

Verbal Bullying (includes name calling, insults, jokes, threats, spreading malicious rumours, ridicule of another's appearance/disability/personal mannerisms/way of speaking, humiliating another publicly, mocking, sarcasm, intimidation)

Emotional Bullying (includes isolation, refusal to work with/talk to/play with/help others, mobbing the individual, belittling another's abilities, or achievements, menacing looks, stares or rude gestures)

Cyber Bullying (please specify)

Details of Incidents (unless a serious incident, bullying is repeated – if it is a one off concern, please contact your child's teacher or Mr Bomme)

FOR STAFF: Action/support for child(ren) who has/have been bullied i.e. on-going support / monitoring from staff (including time frame of follow up action required)

FOR STAFF: Parental involvement (please specify e.g. dates and details of information received)