



Hazelwood School

ANTI-BULLYING POLICY

This Policy includes the Early Years Foundation Stage

The aim of the Anti-Bullying Policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. Bullying is not tolerated at Hazelwood and any reported incidences will be dealt with in line with our Anti-Bullying Policy as set out below.

Definition: Bullying is repeated over time and intentionally hurts another pupil or group physically or emotionally and is often motivated by prejudice against particular groups, for example, on grounds of race, religion, culture, sex, gender, homophobia, transphobic, special educational needs and disability, or because a child is adopted or is in care. It may occur directly or through cyber-technology (social websites, mobile phones, text messages, photographs or email, see separate Cyber Bullying Policy).

All members of the community, including governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is and be familiar with the School Policy on bullying: therefore the aim of the Policy is to help members of the school community to deal with bullying when it occurs and, even more importantly, to prevent it. This Policy may be found on the staff shared area, in the School Policies Folder, in the staff handbook and on the School websites.

Bullying is very serious, whether it is physical or emotional, and could cause psychological damage. Pupils who are being bullied may suffer psychological damage which may include changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school. Pupils, parents, staff and governors are encouraged to report any form of bullying.

Schools' teaching and ancillary staff must be aware of the signs of bullying and act promptly and firmly against it in accordance with School Policy. Staff training is included as part of the regular training program and also the induction process to ensure that staff understand the principles of the School Policy, know their legal responsibility, and that staff action is defined to resolve and prevent problems, and sources of support are available. When appropriate the School will invest in specialised skills to understand the needs of our pupils, including those with special educational needs or disabilities, and those who identify themselves within the LGBT community.

Key to pupils feeling that they can share concerns about bullying is the belief that they will be listened to. It is therefore hugely important that the School has a listening culture and that the pupils know who they can talk to. This should be addressed specifically and regularly in form periods.

Statutory duty of schools

Keeping Children Safe in Education (2016) has further enhanced the protection and duty of schools to safeguard and promote the welfare of children. The Education Act 2002 places a duty on schools to provide safety and wellbeing of children in their care and the Equality Act 2010 places a duty on school staff to prevent discrimination, harassment and victimisation within the School. Hazelwood takes these responsibilities seriously. Training, policy reviews and staff professional development seek to provide a safe secure environment in which pupils can thrive.

Although bullying is not a specific criminal offence some types of harassing or threatening behaviour – or communications – could be a criminal offence. If staff feel that an offence may have been committed they should report it to the Designated Safeguarding Lead (DSL) who will report it to the police. Further guidance from the DfE is available on preventing and tackling bullying (Oct 2014) and supporting children who are bullied (March 2014).

Implementation

The following steps may be taken when dealing with incidents:

School

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached.
- Reassurance and support will be offered to the pupils involved.
- A clear account of the incident will be recorded by the member of staff and placed on 3Sys of which the Deputy Head (Pastoral) has full oversight. The Deputy Head (Pastoral) will inform the DSL. A bullying report form should be used to record the allegations or concerns, this will be kept centrally in the School Office.
- The Deputy Head (Pastoral) will investigate and take necessary action recording the incident in a specific folder to allow patterns to be identified.
- Staff will be kept informed of actions taken and will liaise with Deputy Head (Pastoral) if they have any other future concerns or note any changes in behaviour.
- Parents will be kept informed.
- Sanctions will be used as appropriate and in consultation will all parties concerned.
- A bullying incident should be treated as a child protection concern when there is reasonable cause to believe that a child is suffering or likely to suffer significant harm. Where this is the case the DSL should report their concerns to their local authority children's social care.
- In specific cases the School may call upon a range of external services to support a pupil who is experiencing bullying or to tackle any underlying issue which has contributed to a child engaging in bullying.

Pupils

Pupils who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with a Form Tutor or member of staff of their choice.
- Reassuring the pupil.
- Offering continuous support.
- Restoring self-esteem and confidence.
- The School counsellor may be offered as further support.

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.
- The School Counsellor may be offered as a further level of support.

The following sanctions can be taken for misbehaviour. Sanctions should reflect the seriousness of an incident, the age of the pupil and convey a deterrent effect. The following can be used in combination and not necessarily in order:

- Behaviour card.
- Exclusion from certain activities (e.g. outings/ or free play activities).
- Exclusion from certain areas of School premises.
- Lunch time detentions with Head of Year or Deputy Head or time out with Assistant Head (with responsibility for Early Years).
- Saturday detention with Head.
- Minor fixed-term exclusion.
- Major fixed-term exclusion.
- Permanent exclusion.

Within the curriculum, the School will raise the awareness of the nature of bullying with discussion of differences between people and the importance of avoiding prejudice-based language. This could be included in PSHE, circle time, form tutorial time, key worker groups, assemblies, projects, drama, stories and literature, as appropriate, in an attempt to eradicate such behaviour.

INVOLVING PARENTS

- Parents, as well as all staff and pupils, should know that the School will not tolerate bullying, and takes a positive, active approach to educating pupils to combat it. Parents will be informed of the Policy and procedures.
- If parents believe that their child is being bullied or is bullying another child they are encouraged to discuss their concerns with their child's keyworker, class teacher or form tutor in the first instance.
- Parents of pupils who are being bullied and parents of the bullies will be involved in the actions taken as appropriate.

INVOLVING PUPILS

- Pupils will be involved in the positive strategies through both the school council, form groups and key worker groups. Pupils will have an input into the anti-bullying strategy.
- A major part of the strategy will consist of educating pupils in how to cope with bullying.
- Pupils must know to whom they should go if they are being bullied or if they are concerned about another child.

Bullying: Preventative Measures

Every opportunity to reinforce the message that:

- a. any form of bullying is not acceptable at Hazelwood and

b. "Values of respect for staff and other pupils, an understanding of the value of education, and a clear understanding of how our actions affect others permeate the whole school environment" DfE Preventing and tackling bullying Oct 2014.

These are most likely to be in the form of the positive message of looking after each other and being kind rather than the negative approach of 'Don't Bully'.

Preventative measures include:

- The pastoral care framework.
- Staff training (*Part of new staff induction, periodic whole staff INSET*).
- Weekly Upper School, Lower School and Room Leaders meetings which identifies pupils vulnerable to bullying and strategies to intervene when necessary.
- Heads of Year and regularly evaluate the effectiveness of interventions with the Head of Upper and Head of Lower School in the form of Pastoral Tracking to help identify patterns and changes in behaviour and put in appropriate support or actions.
- Staff on duty or supervising groups of children during free play being alert to potential bullying situations and will pass on concerns to the relevant staff.
- Anti-bullying scheme of work in PSHEE.
- Anti-bullying themes in assemblies.
- Anti-bullying themes discussed in form time or key worker groups sessions.
- Reinforcement of the Hazelwood Promise'.
- Display work reinforcing the anti-bullying culture.
- Role-play in drama.
- Other curricular lessons such as Religious Studies, English and Philosophy for Children.
- Use of peer mentor system 'buddies'.
- Cyber Bullying Policy.
- Staff, pupil, parent training on cyber bullying prevention.
- Use of school counsellor.
- Circle time or key worker discussions relating to respect for others.

Form Tutors, Year Heads and the Assistant Head (with responsibility of the Early Years) should regularly reinforce and discuss with pupils' strategies for dealing with bullying behaviour and what they should do and who they should speak to if they feel that they are being bullied.

Bullying outside school premises

Schools have the power to discipline pupils for misbehaving outside the School premises, this can apply to incidences of bullying. Where bullying outside school is reported to staff, it will be investigated and acted upon using the same guidelines outlined previously in this Policy.

The Governors of Hazelwood accept their duties as outlined in the above statement. They will periodically assess the effectiveness of this Policy and ensure any necessary changes are made. This Policy will be reviewed annually and updated if necessary, with regard to the DfE advice *Preventing and Tackling Bullying (2014)* and *Keeping Children Safe in Education (2016)*.

Other Policy Links:

Safeguarding, Cyber Bullying, E Safety, Code of Conduct (Staff), Behaviour, Rewards, Sanctions, Discipline and Exclusions.

Ratified by the Compliance Committee 10th November 2017