



**Anti - Bullying
Policy
2020 - 21**

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Anti-Bullying Policy			
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Equality Impact			
Statement	<p>We welcome feedback on this document and the way it operates. We are interested to know of any possible or actual adverse impact that may affect any groups in respect of any of the equalities act 2010 protected characteristics.</p> <p>The person responsible for equality impact assessment for this document is the Director of Equality and Diversity.</p>		
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Hawthorns School Anti-Bullying Policy

1.Purpose

At our school we actively encourage an atmosphere where people trust, respect and get on with one another and where bullying in any form is totally unacceptable and pupils are supported accordingly.

All members of our school are entitled to be valued and accepted as individuals and feel positive about themselves and others.

2.Definition of Bullying

Bullying can take many forms and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation or because a young person is adopted or has caring responsibilities.

Bullying might be motivated by actual differences between young people or by perceived differences.

Stopping violence and ensuring immediate physical and emotional safety and well-being is our school's first priority.

Bullying is defined as:

'Behaviour by one or more children, usually repeated over time, with the intent to hurt another individual or group either physically or emotionally'.

There are many types of bullying which include:

- Racism - related to race or colour
- Disability - related to special educational needs (SEN) or a disability
- Gender
- Age
- Appearance or health condition i.e. pregnancy and maternity
- Sexual orientation i.e. gay, lesbian etc.
- Religion or culture
- Radicalisation or extremism

Forms of bullying include :

- Emotional - deliberately excluding, being intentionally unfriendly, tormenting, knowing what upsets someone
- Physical – hitting, kicking, pushing, taking or damaging belongings, any type of violence
- Verbal - Name-calling, sarcasm, spreading rumours, teasing. This may relate to gender/age/appearance / health condition/disability

- Cyber-bullying – Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites, threatening by messaging through websites and email, misuse of a camera or video facilities
- Sexual - Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
- Racism – Racial taunts, graffiti, gestures, related to race or colour
- Damaging or taking personal possessions
- Extortion

3. Cyber bullying

The rapid development of, and widespread access to, technology has provided a new medium for virtual bullying, which can occur in or outside our school.

Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience and more accessories as people forward on content with a click.

Definition – “When the Internet, mobile phones or other devices are used to send or post text or images intended to hurt or embarrass another person.”

Cyber bullying can go even further than face to face bullying by invading home and personal space and can target one or more people. It can take place across age groups and target pupils, staff and others. It can include threats and intimidation, harassment, defamation, exclusion or peer rejection, impersonation and unauthorised publication of private information or images. It can include messages intended as jokes, but which have a harmful or upsetting effect. In some cases, this type of bullying can be a criminal offence.

The Education Act 2011 gives teachers stronger powers to tackle cyber- bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones

3.1.Prevention of Cyber Bullying

- The E-Safety coordinator will oversee the practices and procedures of ICT use within school and will ensure that the school maintains details of agencies and resources that may assist in preventing and addressing bullying.
- Staff will be trained to identify signs of cyber bullying and will be helped to keep informed about the technologies that children commonly use.
- Pupils will be informed about cyber bullying through curricular and pastoral activities and given advice on how to protect themselves and how to report any incidents.
- Pupils, staff and other members of the school community are expected to comply with the school E –Safety policy
- Parents will be provided with information and advice on cyber bullying

See School Policy-E Safety for further guidelines.

3.2 Practices and Procedures

- Positive and safe use of ICT will be promoted for all members of the school community
- CPD and INSET may be used to help staff develop their own practices and support pupils in safe and responsible use of ICT.

- The school will promote the message that asking for help is the right thing to do and all members of the school community will be informed how cyber bullying can be reported.
- All cyber bullying incidents will be dealt with in the same way as other reports of bullying. Incidents will be recorded and support given to the victim. Investigations will depend on the circumstances and may require printed evidence.

4.Radicalisation and Extremism

Radicalisation is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions or habits of the mind.

Extremism is defined as the holding of extreme political or religious views.

We will not tolerate extremist activity of any sort, which creates an environment for radicalising individuals and could lead them on a pathway towards terrorism.

Our curriculum promotes respect, tolerance and diversity. Young people are encouraged to share their views and recognise that they are entitled to have their own different beliefs which should not be used to influence others.

We will ensure that our staff are fully informed through staff training days of the threats, risks and vulnerabilities that are linked to radicalisation and that they are aware of the process of radicalisation and how this might be identified early on.

On rare occasions, staff may have cause for concern regarding extremism due to a young person's behaviour, comments or activities. All staff have a duty to ensure that extremism is not tolerated or promoted on our premises. The Designated Safeguarding Lead (DSL) will be notified along with the Head of Site if any such concerns arise. Our organisation will liaise with the appropriate authorities as may be necessary.

There are a number of behaviours which may indicate a young person is at risk of being radicalised or exposed to extreme views. These include:

- spending increasing time in the company of other suspected extremists
- changing their style of dress or personal appearance to accord with the group
- day-to-day behaviour becoming increasingly centred on an extremist ideology, group or cause
- loss of interest in other friends and activities not associated with the extremist cause
- attempts to recruit others to the group/cause

5.The importance of responding to bullying

Bullying hurts and no one deserves to be a victim of bullying. Bullying has the potential to damage the mental and physical health of the victim. Everybody has the right to be treated with respect. Staff should be able to identify children who may be vulnerable and could fall victim to bullying as well as those who may demonstrate bullying behaviour. Pupils who bully need to learn different ways of behaving.

6.Safeguarding our pupils

Under the Children Act 1989 a bullying incident should be addressed as a child protection concern where there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, Hawthorns Safeguarding and Child Protection policy should be followed.

The Governors and Staff at Hawthorns School are committed to providing a safe and secure school environment for all our pupils and staff. We believe that effective teaching and learning occurs when pupils and staff feel safe and happy and free from anxiety and stress that arises from violent, aggressive or bullying behaviour. We believe that everybody has a right to come to school and be safe from unkindness, threats and violence. Bullying will not be tolerated.

7.Recognising Signs and Symptoms of Bullying

A child may indicate by signs or behaviour that he/she is being bullied or feels threatened. Adults must be aware of these signs and should investigate if a child :

- shows changes to normal routines or behaviour,
- appears frightened of others, i.e. defensive behaviour,
- is unwilling to go to school,
- clings to adults,
- becomes withdrawn, anxious, or lacking in confidence,
- starts stammering,
- develops poor sleeping patterns,
- feels ill in the morning,
- deteriorates in school work,
- has unexplained cuts and bruises,
- becomes aggressive, disruptive or unreasonable,
- stops eating,
- makes a disclosure to staff.

These signs and behaviours may indicate other problems, but bullying should be considered a possibility and should be investigated promptly by the DSL and class staff.

8.Supporting pupils who have been bullied and those vulnerable to bullying

As a school we are committed not only to dealing with bullying but to doing all that we can to prevent it happening in the first place. We recognise that children who bully are also children in need of help.

We aim to:

- build self-esteem and confidence
- develop children's caring and nurturing side
- provide good role models and build a caring cooperative ethos throughout school
- develop tolerance of others
- help children communicate about bullying

We use PSHE curriculum lessons and circle time to explore issues around bullying and unkindness and focus on developing positive relationships with others. Children are encouraged to talk to someone they trust if they are worried about being bullied. We participate annually in National Anti-Bullying week and train staff to be vigilant for signs of bullying that may occur in all areas of school life.

All our pupils have special educational needs and may present additional disabilities, e.g. moderate learning difficulties, sensory, physical, medical need, A.S.D, challenging behaviour or any combination of these. Our approach to anti-bullying therefore needs to take into consideration on the one hand, the impact of inappropriate behaviours on our physically and emotionally vulnerable pupils, while on the other, the influence of specific types of special needs on the behaviour of some children. While the school recognises this dilemma, it is also dedicated to combating both the rare cases of 'true bullying' that may occur and the possible, while unintentional, incidents that may make pupils feel threatened, unsafe or afraid.

Not all pupils will recognise bullying if they experience it, equally not all pupils would recognise their own behaviour as bullying towards another individual. Cognitive understanding and communication impairment are strong factors in how/what the children communicate.

9.Procedures for the management of Bullying

- All staff are responsible for implementing this policy and following the procedures
- All staff have a responsibility to report any incidents or complaints of bullying immediately to the DSL to enable an investigation to take place to secure the safety of the victim and to ensure a safe school environment for all.
- We will take any complaint about bullying seriously and resolve the issue in a way that protects the child, and reinforces the value of good behaviour at home.
- We will encourage children to speak to an adult in school if they are being bullied and staff will promise that the disclosure will be taken seriously and acted on.
- We will create an inclusive and safe environment where young people can openly discuss the cause of their bullying, without fear of further bullying or discrimination
- All staff must view bullying from the perception of the victim and not the bystander.
- All staff must observe and explore any changes in pupil behaviour that may result from being bullied.
- All staff must listen sympathetically to verbal pupils – if a pupil thinks it is important, it is important.
- The victim will be reassured that action is being taken and further support is available
- The bully will be spoken to separately and support offered
- Any witnesses will be spoken to and support offered
- If the school concludes that bullying has taken place, then the parents of all children involved will be contacted by the school and a strategy and sanctions will be agreed to ensure that the bullying is stopped

10. Recording incidents

- We will adopt a consistent approach to monitoring bullying incidents and will evaluate whether our approach is effective.
- We will record incidents of bullying so that we can monitor incident numbers and identify if bullying is recurring between the same children.

- A clear, accurate account of the incident and discussions with witnesses will be recorded on CPOMS using the Bullying tag, of all incidents, investigations and discussions relating to the incident. A behaviour plan may be put in place if considered appropriate. Once the investigation has been completed, the action that is required will be determined, communicated to all appropriate people and recorded on CPOMS by the DSL

11.Sanctions procedures

Sanctions will be used where appropriate- these may include

- loss of privileges and responsibilities
- loss of break time / lunch time
- behaviour plans and charts
- ongoing monitoring
- fixed periods of exclusion

12.Whole school strategies to prevent bullying

At all times school staff will promote and model co-operative behaviour and anti-bullying values. We provide a safe, secure and fully supervised environment to prevent incidents of bullying.

There are many occasions during the school day that are used to raise awareness of bullying, its effects and how to handle being bullied. These include playtimes, assemblies, R.E., circle time, drama and our PSHE curriculum. We support our pupils to:

- develop appropriate interactional and social skills
- explore feelings and emotions
- explore the impact of a person's behaviour on others
- explore the hurt bullying behaviour may have on others
- role play to explore such feelings
- be kind to others and to share
- develop group skills
- develop strategies that address challenging bullying behaviour
- not allow someone to be deliberately left out of a group,
- tell a member of staff what is happening
- tell the bullying pupil that they disapprove of his or her actions,
- discuss and agree our school, class and playground rules,
- identify and celebrate individual differences and talents, promoting mutual respect for all
- raise awareness through participation in Anti-bullying week activities.

All staff will be trained to make them aware of their responsibilities for ensuring the safety of more vulnerable pupils who, because of the impact of their special needs or additional language issues, are unable to communicate any issues that arise.

13.The Role of Parents

- We will make parents aware of the school's policy on bullying and assure them that they will be supported when any form of bullying is reported.
- Parents are encouraged to be good role models for their children, to encourage caring cooperative behaviour and to support this Anti-Bullying Policy.
- Parents of bullies and their victims will be informed of the incident and the action that has taken place. They will be asked to support the strategies put in place to tackle the problem.
- If a parent is dissatisfied with the way the school has dealt with a bullying incident, they should follow the school complaints procedure by initially contacting the class teacher. If the concern remains, they should contact the Head of School. If they are still concerned, they should contact the Governing Body in writing.

14.The Role of the Head of School

- To implement the school Anti-Bullying Policy, and to ensure that all staff (both teaching and non-teaching) are aware of this policy
- To know how to identify and deal with incidents of bullying.
- To report to the governing body about the effectiveness of this policy and the number of bullying incidents on request.
- To ensure that all staff receive appropriate training to enable them to identify and deal with incidents of bullying.

15.The Role of Governors

- To support the Head of School in all attempts to eliminate bullying from the school
- To monitor incidents of bullying that do occur by ensuring that accurate records of all incidents of bullying are maintained and reported to them regularly
- To review the effectiveness of this policy regularly.

16. Links to other policies

This policy should be read in conjunction with the following policies:

Behaviour Policy

Physical Intervention policy

Allegations of Abuse Against Staff policy

Safeguarding and Child Protection Policy

Equal Opportunities

E-Safety Policy

Racial Harassment Policy

Whistleblowing Policy

Prevent statement

PSHE policy

SMSC policy

Compliments and Complaints Policy

Whistleblowing policy

First Aid policy

Health and Safety policy

17. Monitoring and Evaluation

The effectiveness of this policy will be assessed by an evaluation of

- The number of reported incidents within a given period
- The reduction in the number of such incidents
- The number of perpetrators who reoffend

The above information will be included in the Head of School's annual report to governors.
This policy will be reviewed annually