



## Anti- Bullying Policy

<b>Agreed by the Governing Body</b>	October 2019
<b>Chair of Governors or Committee Chair</b>	Mr J Stothard
<b>Review Date</b>	October 2021
<b>Review Schedule</b>	Annual/ <b>Biannual</b> / 3 Years

At Hawksworth Wood Primary school we believe that everyone at our school has the right to:

- learn in a safe environment
- feel safe- both physically and emotionally.

At Hawksworth Wood Primary we promote and recognise good behaviour and make it explicit that bullying, of any kind, is a form of anti-social behaviour and will not be tolerated.

At Hawksworth Wood Primary School we take bullying and its impact seriously. Pupils and parents should be assured that known incidents of bullying will be responded to swiftly.

### Policy Aims

- To clarify and define what bullying is
- To set out the school's stance on bullying and our response to any incidents of bullying.

This policy should be read in conjunction with Hawksworth Wood Primary Behaviour & Discipline Policy.

## What is Bullying?

Bullying is any deliberate, persistent behaviour by an individual or a group which knowingly causes emotional or physical hurt towards another. It is repetitive, involves an imbalance of power, happens on purpose, and encompasses all forms of communication.

The above definition agrees with the information set out in Department for Education document 'Preventing and Tackling Bullying, 2014' and definitions provided by the AntiBullying Alliance.

Bullying may be evident in the form of one or more of the following:

- Physical: hitting, kicking, pushing
- Emotional: tormenting, being unfriendly, excluding, threatening gestures
- Verbal: name calling, insulting, insulting remarks
- Cyber or social media bullying

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- Racist: racial taunts, gestures
- Sexual: unwanted physical contact or sexually abusive comments
- Homophobic: because of, or focussing on the issue of sexuality
- Transphobic: displaying negative attitudes, or actions toward transgender or transsexual people.
- Any unfavourable or negative comments, gestures or actions made to someone relating to their disability, gender or special educational need.

Bullying behaviour will not be tolerated within our school. It is defined by its persistence, its destruction of other peoples' confidence and its desire to humiliate or harm its target. All persistent behaviours that victimise others on the grounds of their race, culture, creed, disability, sexuality, gender or age are defined as bullying.

It is important we all understand that bullying is not occasional falling out or conflict, which although can cause hurt and serious distress, it is not bullying.

### Prevention of Bullying

We want all our pupils to understand the nature of bullying and the effects it has. Some of the ways in which we work to prevent bullying taking place are:

- Assemblies by school leaders discuss the topic of anti-bullying and give out key messages and school stance.
- Pastoral team have high profile in school.
- Take part in Anti-Bullying Week.
- Our curriculum, teaching and ethos promote a positive attitude to diversity in school, home and the wider community.
- Consistent approach in the implementation of Behaviour & Discipline Policy.
- Regular review and high status given to our School Code of Conduct.
- Reading stories about bullying in class and/or assembly and resulting discussions.
- School Council Topic and involvement in initiatives.
- Playground 'Buddies' to support positive play and social skills.
- Drop-ins for vulnerable children from the Pastoral Team.
- Mentoring/ restorative practice with members of the Pastoral Team.
- Regular review and evaluation by SLT of our policies and practice relating to Behaviour.

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## Role of Children

All children in our school should:

- Know and follow our school rules
- Have a clear sense of what bullying is.
- Approach any member of staff if they feel that they are witness to or the victim of any inappropriate behaviour or bullying behaviour.
- Use worry boxes to report incidents of inappropriate behaviour or bullying behaviour.
- Accept consequences for their actions.

## Role of Parents

Parents have an important part to play in our anti-bullying policy. We ask parents to:

- Inform school, following the correct channels, if you feel your child may be a victim of bullying behaviour.
- Please do not approach a child or a child's parent on the playground if you suspect they are the perpetrator.
- Reinforce the school's policies on Behaviour & Discipline and Anti-Bullying and make sure your child understands the importance of asking for help.

## Role of all Teaching and Non-teaching Staff

It is the responsibility of all staff at Hawksworth Wood Primary School to ensure that:

- The safety of the children is of utmost importance.
- Policies and procedures are understood and followed.
- Children are taught and understand that bullying is wrong and is not accepted at Hawksworth Wood Primary School.

## Role of Governors

The Governing Body at Hawksworth Wood Primary School supports the Headteacher and other staff members in all attempts to prevent and stop bullying. They ensure that any incidents of bullying are taken seriously and are dealt with appropriately. The Governors

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require the Headteacher and Senior Leadership Team on request to report upon the effectiveness of school anti-bullying strategies.

### Response to Incidents or Allegations of Bullying

If bullying is suspected, and/or reported, A *Bullying Allegation form* (See Appendix 1) will be completed, a member of the senior leadership team and the class teacher will be informed and an initial investigation will take place. When investigating an incident of bullying, discussions with the children should be appropriate to their age and understanding. The adult should remain neutral, use open questioning and avoid language or a manner which may be interpreted as accusatory. A *Voice of the child form* (See Appendix 2) should be completed.

Dealing with incidents of bullying is the responsibility of every member of staff and we all take reports seriously. It is the school's responsibility to assess the incident and to determine the appropriate action that should be taken. Wherever possible a restorative approach should be taken and relevant agreed details for all parties and actions and outcomes should be recorded on A *Restorative Outcomes form* (See Appendix 3).

Where appropriate and possible parents should be informed of allegations and incidents and any investigations which take place. If appropriate a meeting should be held for parents. Where a face to face meeting can't take place a telephone call to inform parents should be made. On occasion this may not be appropriate, however this would be rare. All communications with parents should be recorded on A *Bullying Allegation- Parent Communication form* (See Appendix 4).

Actions taken will be determined by the outcome of the investigation and the nature of the incident. Where appropriate and possible actions should be agreed with both parents and children. These should be recorded on A *Bullying Complaint Outcomes form* See Appendix 5). Actions and outcomes should include a monitoring period. All relevant information should be shared with all staff members involved in the monitoring period.

Sanctions/actions for the perpetrator may include:

- Loss of privileges in school
- Reduced or complete removal from playtimes/lunchtimes
- Excluded from after school clubs
- TIME OUT - Withdrawn from the classroom and peers
- Individual behaviour plan
- Home/school behaviour log

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- Involvement from external agencies
- Formal exclusion from school

Pupils who have suffered distress as result of bullying and/or conflict with another pupil will be supported. This support is likely to include:

- Dedicated opportunities to talk about the incident with a member of staff
- Reassurance and emotional support
- Counselling/mentoring sessions
- Regular individual checks on wellbeing for a time after the incident
- Support in future interactions with the perpetrator, as appropriate and agreed.

See Hawksworth Wood Primary School Behaviour & Discipline Policy for more information on sanctions and consequences.

*The Graduated Response Flow Chart to Bullying Allegations (See Appendix 6)* highlights guidelines to follow when responding to an incident.

### Records of Incidents / Allegations of Bullying

We keep a clear record of all incidents and allegations that relate to bullying. Incidents are recorded on relevant forms (*See Appendices*). Each case will detail the incident, report the child's voice, may include parental correspondence and will highlight the outcomes and actions decided. All completed forms should be kept in the designated bullying folder kept in the Headteachers office. For monitoring purposes Bullying allegations should be recorded on CPOMS under the behaviour tab and sub category bullying allegation. The primary report should be recorded under the victim's record and the perpetrator should be the linked child. A brief description should be made on CPOMS and should state See Bullying file with the date of the incident.

If the reported incident includes racist abuse this should be reported to the Headteacher and recorded on the appropriate forms.

### Monitoring and Reporting

The number of bullying allegations, substantiated and unsubstantiated will be reported to Governors on a termly basis.

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The implementation and effectiveness of this policy will be monitored by the Leadership Team and alongside Hawksworth Wood Primary School Behaviour & Discipline Policy.

### Bullying Allegation Form Appendix 1

<b>Date:</b>		<b>Time:</b>	
<b>Reported by:</b>		<b>Class</b>	
<b>Name of alleged perpetrator:</b>		<b>Class</b>	
<b>Name of alleged victim:</b>		<b>Class</b>	
<b>Reported to:</b>			
<b>Details:</b>			
<b>Action Taken:</b>			

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<b>Signed:</b>	<b>Date:</b>

### Voice of the Child Appendix 2

<b>Date:</b>	<b>Time:</b>	
<b>Name of Investigator:</b>		
<b>Name of child:</b>		<b>Class</b>
<i>Please tick the relevant box below</i>		
<b>Alleged Perpetrator</b>		<b>Victim</b>
		<b>Witness</b>

**Details:**

*Summary of incidents. Provide outline of each incident: what happened? Place, time, date*

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<b>Signed:</b>  <i>(Investigator)</i>	<b>Date:</b>
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## Parent Communications Appendix 3

<b>Date:</b>	<b>Time:</b>		
<b>Name of Investigator:</b>			
<b>Name of child:</b>		<b>Class</b>	
<i>Please tick the relevant box below</i>			
<b>Telephone call</b>		<b>Face to Face</b>	<b>Letter</b>
<b>Details:</b>			



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**Next Steps:**

**Signed:**

*(Investigator)*

**Date:**

## Restorative Outcomes Appendix 4

**Date:**

**Time:**

**Name of Investigator:**

**Names of children:**

**Class**

**Details:**

*Summary of incidents. Provide outline of each incident as agreed by all parties: what happened? Place, time, date.*

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<b>Actions</b>		
<b>Outcomes</b>		
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%; padding: 5px;"><b>Signed:</b>  <i>(Investigator)</i></td> <td style="width: 40%; padding: 5px;"><b>Date:</b></td> </tr> </table>	<b>Signed:</b>  <i>(Investigator)</i>	<b>Date:</b>
<b>Signed:</b>  <i>(Investigator)</i>	<b>Date:</b>	

### Bullying Complaint Outcomes Appendix 5

<b>Date:</b>			<b>Time:</b>					
<b>Name of alleged perpetrator:</b>					<b>Class</b>			
<b>Name of alleged victim:</b>					<b>Class</b>			
<i>Tick all that apply</i>								
<b>Bullying substantiated</b>				<b>Bullying not substantiated</b>				
<b>Type of bullying:</b>	<b>Physical</b>		<b>Verbal</b>		<b>Social</b>		<b>Cyber</b>	
<b>Type of conflict:</b>	<b>Physical</b>		<b>Verbal</b>		<b>Social</b>		<b>Cyber</b>	
<p><i>If bullying is substantiated, please detail below the severity of bullying: analysis of seriousness, impact, frequency, duration, imbalance of power, empathy/remorse</i></p>								

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### Measures put in place:

Date Case Closed	
Signed	
Position	

### Any further action taken:

### Record of reviews and follow up work.

*Date set for review/nature of review/those involved. Outline of actions/discussions. Outcomes and any required further action.*

Appendix 6- Graduated Response Flow Chart for Bullying Allegations

**Bullying Incident reported**  
**Is the report easily determined as bullying or conflict?**  
*(The word Bullying can often be misused)*  
**If Yes follow as below.**  
**If No follow as suspected bullying**



**Conflict**



**Bullying**



Class teacher to speak to the children involved individually first and where appropriate together in a restorative process.

Class teacher may promote positive relationships in class eg turn taking, through PE activities, through PHSE activities etc.

Class teacher to inform parents of the conflict which took place.



**Complete Bullying Allegation Sheet refer to SLT**



Children meet investigator separately- **Voice of Child form completed**

Where appropriate a restorative approach should take place and **Restorative Outcomes form completed**



**Records to be shared on CPOMS.**



Parents to be informed.  
 Where appropriate and possible a meeting should be held for parents to inform them of the allegation and the investigations that have taken place.

**Parent Communications form to be completed**



Actions and Outcomes to be agreed with both parents and children.

**Bullying Complaint Outcomes Form to be completed.**  
**All completed forms to be scanned and uploaded onto CPOMS.**

