

Anti- Bullying policy

Hawthorn Primary School



INDIVIDUALLY WE MATTER, TOGETHER WE SHINE

Approved by: Governing Board	Pupil progress and welfare	Date: 21/09/2023
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What is Bullying?

“...Bullying is any behaviour which is deliberately intended to hurt, threaten or frighten another person or group of people.

It is usually unprovoked and is often repeated and continued for a long period of time.

It always reflects an imbalance and an abuse of power.

Bullying behaviours are aggressive although they may not seem so...”

Birmingham’s Anti-Bullying Statement

One of our principal aims at Hawthorn School, in reflecting the definition above is to maintain and support an environment where bullying is *inappropriate and discouraged*. We are committed to providing a caring, friendly and safe environment for all our pupils so they can learn in a relaxed and secure atmosphere.

Our school’s Code Of Conduct begins with

“Everybody has the right to BE and FEEL Safe...”

Bullying of any kind is unacceptable at Hawthorn School. If bullying does occur, all pupils should be able to tell and know incidents will be dealt with promptly and effectively.

ARTICLE 3 (best interests of the child)

The best interests of the child must be a top priority in all decisions and actions that affect children

Article 12 Every child has the right to have a say in all matters affecting them, and to have their views taken seriously.

Article 29 Education must develop every child’s personality, talents and abilities to the full. It must encourage the child’s respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Article 36 Children should be protected from all forms of bad treatment

UNCRC (UNICEF Rights of The Child)

All children, young people and adults have the right to learn and work in an environment where they feel safe and that is free from harassment and bullying.

Birmingham Education Authority’s Anti-Bullying Statement

Where bullying is suspected and ultimately proven to have taken place, we undertake as a school that *suitable action will be taken*.

We realise the need for ALL the members of Hawthorn School's community to stay safe and be able to make a positive contribution...

Bullying can mean different things...

- ❖ Bullying may be **physical, verbal, emotional**, given by a group or a single person that is deliberately intended to hurt another. It may take the form of a *racial, sexual or homophobic* nature or in reference to a person's disability.
- ❖ It **adversely affects** children's performance in school.
- ❖ It is usually **unprovoked, persistent** and often **continuous**, sometimes carried out over a long period of time.
- ❖ Bullying is **humiliating** and **undermining**.

Bullying behaviour often includes some or all of the following....

Physical aggression such as... kicking, pushing, hitting, taking or damaging of people's possessions.

Verbal persecution such as...name calling, rude reference to another's gender/ sexuality or disability e.g. deafness, remarks about a child's parent/s, threats or insults, racist comments, teasing, telling tales, comments about a person's religion, sexting, making threatening phone calls or text messages, the abuse of internet chat-rooms and social networking sites e.g. MSN/ facebook/Instagram/Whatsapp, the spreading of malicious gossip and rumour.

Direct or indirect social exclusion e.g. leaving someone out of a game or ignoring somebody.

What does bullying feel like?

"Bullying hurts. It makes you feel scared and upset. It can make you feel so worried that you can't work well in school. ...It can make you feel that you are no good, that there is something wrong with you. Bullies can make you feel that it's your fault."

Childline

Why is it important to respond to Bullying?

"Bullying hurts. No one deserves to be a victim of bullying. Everybody has a right to be treated with respect. Pupils who are bullying need to learn different ways of behaving"

Kidscape

Bullying Amongst Adults

"Workplace bullying in any form is bad... It destroys teamwork, commitment and morale"

Tony Morgan, Chief Executive, The Industrial Society

At Hawthorn School, our aim is to develop a code of conduct for good relations between Staff as well as those between Staff and Pupils and Pupils/Pupils.

We will establish procedures where and when necessary, with the help of professional associations and unions when addressing any bullying that occurs in school.

- All Governors, teaching and non teaching staff, pupils and parents should have an understanding of what bullying is.
- All Governors, teaching and non teaching staff should know what the school policy is on bullying and follow it when bullying is reported.
- All pupils and parents should know what the policy is on bullying and what they should do if bullying arises. Pupils should have a voice in developing awareness of Bullying and how children can be supported and challenged when incidents occur.

At Hawthorn School we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.

Bullying will not be tolerated.

We will Investigate all concerns of bullying raised and work with all pupils involved, using a range of strategies.

We set out to build an anti-bullying ethos within Hawthorn School.

- [Rights Respecting](#) Our pupils are coming to understand many aspects of personal, social and emotional situations through our Learning and Teaching about Rights Respecting. Focus is provided particularly at different times in the year e.g. where one half term's Rights Respecting theme relates to Protection, looking at ways and means that children can deal with any bullying situation.
- Self-Awareness: Children will monitor and recognise their own feelings, building a vocabulary of feelings, making links between thoughts, feelings and behaviour.
- Personal Decision-Making: Children should monitor their own actions and recognise the consequences.
- Managing Feelings: Recognising triggers for strong feelings, finding ways of handling worry, sadness and anger. As a school we incorporate a "Protective Behaviours" approach to situations which aids children in dealing with situations that arise.
- Empathy: Children develop ideas about others concerns and how they feel. They are taught about having recognition of other's perspective on a matter. As an Inclusive school, children AND staff learn about the need to empathise with those who are different in any way to themselves, respecting of those for example who have a disability such as Deafness or hold a different belief to themselves.
- Personal Responsibility: Children taking responsibility for actions and decisions; accepting feelings and moods.
- Communication: Talking about their own feelings with others, developing questioning and listening skills, differentiating between what someone says and actually does.
- Self-Disclosure: Children building trust into a relationship, judging when it is appropriate to talk about personal feelings.
- Self-Acceptance and positive attribution: Acknowledging success, having a positive view of oneself and recognition of one's own strengths and weaknesses.

These measures will be incorporated through our **Rights Respecting** ethos as well as through our PSHE curriculum.

Assembly themes as well as space and time set aside in classroom sessions will provide useful opportunities in their delivery.

Prevention of Bullying

Through our Learning and Teaching about Rights Respecting, all children should be encouraged to explore the following issues:

What is bullying?
What causes people to bully others?
How does it feel to be bullied?
How does it feel *to* bully?
What affect does bullying have on bullied pupils/the bullies themselves/the bystander?
Why would our school be a better place if there were no bullying?
What can we do to stop bullying?
What moral dilemmas might we face when we encounter bullying behaviour?

Measures to be incorporated

Regular training for ALL Staff in school as part of our Safeguarding Agenda.
Efficient monitoring and support of pupils in and outside of school by Staff at dinnertimes, play times and at start and end of the school day
VIP to be operated by Pastoral staff to provide a safe and secure place for children to access.
Other involvement of pupils e.g. Circle of Friends, Peer Mediation, Protective Behaviours etc.
Prompt and thorough investigation including parental contact as well as relevant ***FOLLOW UP.***
Involving other agencies where appropriate

Responding to Bullying Situations in School

When responding to a bullying situation there are five key points that should be remembered:

- ✓ *Never ignore suspected bullying*
- ✓ *Avoid making assumptions*
- ✓ *Ensure that all accounts are listened to carefully (Signing support may need to be ensured)*
- ✓ *Adopt a problem solving approach*
- ✓ *Make follow up enquiries shortly after intervention and again some time later to check that bullying has not returned*

Recording of Bullying Incidents in school

When a bullying incident is identified, it is very important that it is recorded. This record should include the following:

***Who is involved?
What happened?
How will the incident be followed up?***

- ❖ The Bullying Incident including online should be recorded on MyConcern as soon as possible.
- ❖ Incidents should be recorded as and when they happen. Parents/Carers should be involved as soon as possible (as appropriate). If necessary, full interpretation will be needed e.g. BSL, EAL pupils/parents and carers.
- ❖ The Head Teacher and Pastoral Staff will monitor any Bullying Incident recorded on MyConcern in order to check any emerging patterns or children with causes for concern.
- ❖ All incidents and actions to be recorded on MyConcern of all children involved and the Class Team made aware of incidents.
- ❖ Analysis of any reports should be made and any necessary action taken.
- ❖ It is vital that the school records and monitors incidents of racist bullying or harassment as well as any matters of a homophobic nature.
- ❖ Governors receive termly updates through the Headteacher.
- ❖ Bullying and Racist bullying incidents are reported to the LEA on a termly basis.
- ❖ Appropriate action is taken in a structured manner.

In the case of persistent bullying, where appropriate actions including support for the bully and the victim has taken place, temporary or permanent exclusion may be the ultimate sanction.

Bullying Incidents Outside The School Grounds

While we understand that Hawthorn School is not directly responsible for bullying off the premises, or incidents that are of an online nature.

We will, wherever possible, assist parents/carers to investigate and help to resolve the situation. This is particularly the case where the bully and the victim/s are members of Hawthorn School Community.

Liaison with the police may be necessary in certain incidents.

Links to other policies

Online safety policy

ITC and Acceptable Use policy

Safeguarding and Child Protection Policy