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At Hawthorn Tree School we recognise the very serious nature of bullying and the negative impact that it can have on the lives of individuals. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable. We aim, as a school, to produce a safe and secure environment where all can learn without anxiety. This policy aims to produce a consistent school response to any bullying incidents that may occur. We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

Definition of Bullying:
Bullying is unwanted negative behaviour, verbal, psychological or physical conducted, by an individual or group against another person (or persons) and which is repeated over time.
The following types of bullying behaviour are included in the definition of bullying:
- deliberate exclusion, malicious gossip and other forms of relational bullying,
- cyberbullying
- identity based bullying such as homophobic bullying, racist bullying, bullying based on a person's membership of the Traveller community and bullying of those with disabilities or special educational needs.

Isolated or one-off incidents of intentional negative behaviour, including a one-off offensive or hurtful text message or other private message, do not fall within the definition of bullying and will be dealt with, as appropriate, in accordance with the school's code of behaviour. However, in the context of this policy, placing a one-off offensive or hurtful public message, image or statement on a social network site or other public forum where that message, image or statement can be viewed and/or repeated by other people will be regarded as bullying behaviour.

Roles and Responsibilities
In the daily life and routines of the school, the ways in which people interact with each other significantly affect each person's sense of self-worth, belonging and well-being. The fostering of good quality interpersonal relationships among teachers, ancillary staff, pupils, parents and governors is a responsibility shared by everyone. All members of the school community have a role to play in the prevention of bullying.

The role of governors
The governing body supports the headteacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body does not allow bullying of any kind to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

The governing body monitors any incidents of bullying that do occur, and reviews the effectiveness of the school policy regularly. The governors require the headteacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.

The role of the headteacher
It is the responsibility of the headteacher to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. The headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.

The headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the headteacher may decide to use assembly as a forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being sanctioned.

The headteacher ensures that all staff receive sufficient training to be equipped to recognise and deal with all incidents of bullying. The headteacher sets the school climate of mutual support and praise for success making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

The role of the school staff
All members of the school staff (teaching and non-teaching) are required to act in a professional manner and provide positive role models for children by showing respect and care for others. They implement prevention and intervention strategies which build and maintain a safe learning environment for the whole school community. The whole school workforce take all forms of bullying seriously.

Teachers keep their own records of all incidents that happen in their class (through behaviour records) and record other incidents that they become aware of elsewhere in the school. Records are kept through our Children's Learning Mentors behaviour records on the school computer system, where we record all incidents of bullying (including racist, homophobic or discriminatory) that occur in school, outside lesson time, either near the school or on the children's way home or to school. These records are linked to our Behaviour Policy, the annex of which contains proforma forms to record incidents. If any adult witnesses an act of bullying, they should inform the Senior Leadership Team of the school.

If teachers become aware of any bullying taking place between members of a class, they deal with the issue immediately. A fact finding system is put into place where children are intensely monitored. This may involve counselling and support for the victim of the bullying, and punishment for the child who has carried out the bullying. We spend time talking to the child who has bullied: we explain why the action of the child was wrong, and we endeavour to help the child change their behaviour in future. If a child is repeatedly involved in bullying other children, the headteacher and the special needs co-ordinator are informed. We then invite the child's parents into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the headteacher may contact external support agencies such as the social services.

The role of pupils
Pupils are expected to show consideration, respect and support towards others. Through various strategies, pupils develop an understanding of what bullying is and learn that it is unacceptable. Pupils have a voice through our School Council and they and our Junior PCSOs are vigilant and assist with our PSHE provision. An ethos is created in which pupils can feel confident to engage in responsible reporting when witnessing or experiencing bullying behaviour.

The role of parents
Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.
Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. Parents should never directly approach a student, or the parent of a student, at the school to intervene in behavioural issues.

Parents should ensure that if their children are online that they are using social media in a safe and responsible manner; parental supervision is very important in this area as there are risks associated with internet/website access. Cyberbullying can also involve adults; even though technology has provided wonderful opportunities for both teaching and learning, it has led to some teachers becoming the victims of internet messaging that undermines or ridicules them. It is important that parents make clear that this is not acceptable behaviour and lead by example. What was once a conversation at the school gate between small groups of parents and carers

can now become a conversation with perhaps hundreds of "friends" on social networking sites, permanent, with a large audience, and easily shared. Whilst parents and carers have the right to be critical of decisions made by schools, or even individual staff members, they should raise concerns in an appropriate way and not become abusive, or libellous. Open conversations on social networking sites are not private and can easily be reported to school staff, even if it was not the intention to share their views directly.

Whole school approach and curriculum links:
Around the school we have signs displayed prominently for everyone to see;
'We are all working together,
to make our school a bully free zone'

We create an ethos of good behaviour where pupils treat one another and the school staff with respect because they know that this is the right way to behave. Staff act as positive role models for pupils and older children are encouraged to set good examples of behaviour for younger children to follow. 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 are strongly promoted. The children are taught about the United Nations Convention on the Rights of the Child and learn about rights and responsibilities within this.

Our syllabus for Religious Education enables the children to develop their understanding and tolerance of different religious beliefs. We cover personal, social and emotional aspects of learning (SEAL) which encourages the children to explore ways to manage their feelings, to empathise more with others and to learn how to manage conflict appropriately. Personal, Social and Health Education (PSHE) lessons include circle time opportunities to address these issues further. In computing lessons children are taught about appropriate use of the internet and how to keep themselves safe online.

We are committed as a school to promoting the British Values of democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs. Further details on this are available on the school website.

Collective acts of worship are used to reinforce the messages of working together, learning about other cultures and beliefs and showing care and respect for others.

Outside agencies are formally invited into school annually to assist with our anti bullying provision. We participate in activities for 'National Anti- bullying Week' which is held annually in November.

Monitoring and review
This policy is monitored on a day-to-day basis by the headteacher, who reports to governors about the effectiveness of the policy on request.
This anti-bullying policy is the governors' responsibility and they review its effectiveness annually. They do this by examining the school's anti-bullying records, and by discussion with the headteacher.

Key Guidance Documents informing our Policy

DfE 'Preventing and Tackling Bullying Oct 2014'

DfE 'School Support for Children and Young People who are Bullied' 2014

DfE 'Cyberbullying Advice for Headteachers and School Staff' 2014

Anti-Bullying Alliance SEN and Disability 'Bullying and the Law' May 2014

DfE 'Advice for Parents and Carers on Cyberbullying' 2014.