



## **Hawthorn Tree School Anti-bullying Policy**

### **Introduction**

Bullying is action taken by one or more children with the deliberate intention of hurting another child, either physically or emotionally.

### **Aims and objectives**

Bullying is wrong and damages individual children. 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.

### **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 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 the incidents of bullying that 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 deal with all incidents of bullying. The headteacher sets the school climate of mutual support and praise for success, so 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 teacher**

Teachers in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place. They keep their own records of all incidents that happen in their class (through behaviour records) and that they are aware of in the school.

If teachers witness an act of bullying, they do all they can to support the child who is being bullied. If a child is being bullied over a period of time, then, after consultation with the headteacher, the teacher informs the child's parents.

We keep an anti-bullying records through our Learning Mentors behaviour records on our 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, as teachers, we become aware of any bullying taking place between members of a class, we 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, we inform the headteacher and the special needs co-ordinator. 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.

Teachers attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

### **The role of parents**

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 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.**

### **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.

## Appendix

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’

This means precisely as it says, that our school adults & children are all actively working together with the aim of making our school a bully free zone. Our anti-bullying week activities each year focus on what bullying is and what it is not. Our Collective Worship and Social and Emotional programmes include ongoing education to reduce bullying. This work focuses (as newsletters have summarised) on;

- Making sure that all children and adults mean the same thing when they talk about bullying.
- Helping children to understand how bullying feels for the person being bullied.
- Making sure that all children feel ok about telling an adult when they know bullying is going on.
- Making sure that all children know exactly what to do if they are being bullied and feel confident that something will be done to stop it.
- Helping children enjoy, celebrate and respect the ways we are all different, as well as the ways in which we are similar, and to feel good about themselves.

Our children learn that three things have to happen together for something to be called ‘bullying’;

1. It goes on for a while, or happens regularly.
2. It is deliberate. The other person wants to hurt, humiliate or harm the target.
3. It involves someone (or several people) who are stronger in some way than the person being bullied. The person doing the bullying has more power; they are older; stronger; there are more of them or they have some ‘hold’ over the target.

Our children learn that for something to be called ‘bullying’ it is not;

1. A one off fight or argument.
2. A friend sometimes being nasty.
3. An argument with a friend, classmate or peer.

Our school joins implements;

- National Anti-bullying week in November annually
- Our Schools Council and Junior PCSOs are vigilant and assist with our PSHE provision.
- Our PSHE scheme of work includes a regular focus on bullying
- We record all instances of bullying including racial and homophobic instances and reports these to Governors.
- Outside agencies are formally invited into school annually to assist with our anti bullying provision.
- Our Behaviour Policy supports our anti-bullying policy.

**Date – Sept 2014**

Approved by the Governing Body

**To be reviewed:** Sept 2017