



Antibullying Policy

2022 – 2023

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Principles and Values

The Hawksmoor Learning Trust (THLT) takes bullying and its impact seriously. Pupils and parents can be assured that incidents of bullying will be responded to appropriately.

Bullying will not be tolerated. All THLT schools will seek ways to counter the effects of bullying that may occur within the school or in the local community. The ethos of our Trust fosters high expectations of outstanding behaviour and our schools will consistently challenge any behaviour that falls below this.

Objectives of this policy

- All governors, teaching and non-teaching staff, pupils and parents should understand 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 school policy is on bullying, and what they should do if bullying arises.

All of us have encountered bullying at some point in our lives, but we all deal with it differently. The aim of this policy is to work together to ensure that our school is a safe place for children and adults to be; whether the school community is directly or indirectly affected by bullying or not.

What is bullying?

The Anti-Bullying Alliance states:

“Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.”

We recognise that bullying can take many forms and can affect any child. It is often motivated by prejudice against particular groups (for example on grounds of race, religion, gender, sexual orientation, special educational needs, or disabilities, or because a child is

adopted, in care or has caring responsibilities). Bullying can be motivated by actual differences between children, or perceived differences.

However, we also recognise that incidents may occur between pupils, which may not be deemed as 'bullying' but still require support or intervention from trusted adults. These incidents may be referred to as 'relational conflicts' or falling out. Relational conflict differs to bullying in the fact that it is usually between individuals or groups who are relatively similar in power and status (a power balance), and the behaviours or incidents occur occasionally (not repetitive) or occur by accident (not intentional). Usually, following a relational conflict incident, pupils show remorse and there is a general willingness to make things right or to resolve the conflict.

Not all relational conflict or falling out leads to bullying, but our school is aware occasionally some can, and we are mindful that unresolved bad feelings or relationship problems left unaddressed can be the start of a pattern of behaviour in which the intention becomes to cause harm or distress.

Although bullying and relational conflicts can take place between individuals, we recognise that it often takes place in front of others (either physically or virtually), pupils who witness these incidents/behaviours are often referred to as 'bystanders'.

Regardless of whether an incident or situation is deemed as 'relational conflict' or 'bullying', the school will address the situation and support the pupils to resolve any negative feelings. The school will monitor children following a relational conflict to ensure that the situation has been resolved and does not escalate to bullying. The school will challenge, address, and monitor any incidents of bullying, to ensure that it does not continue and that all pupils feel supported (this will include the target, the alleged perpetrator, any bystanders, and the wider school community).

What does bullying behaviour look like?

Bullying can be short term or continuous over long periods of time. Bullying behaviour may include, but is not limited to:

- **Physical** – pushing, poking, kicking, hitting, biting, pinching etc.
- **Verbal** – name calling, sarcasm, spreading rumours, threats, teasing, belittling
- **Emotional** – isolating others, tormenting, hiding books/belongings, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation, and coercion
- **Sexual** – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
- **Online / Cyber** – posting on social media, sharing photos, sending nasty text messages, social exclusion etc.
- **Indirect** – can include the exploitation of individuals such as 'false friendships', criminal exploitation, sexual exploitation, and radicalisation
- **Prejudice-related** – derogatory and discriminatory language and behaviour including that which is racist, homophobic, biphobic, transphobic and disablist in nature. This language and behaviour may be directed towards people because of their race/ethnicity/nationality; because they are lesbian, gay, bisexual, or trans, or are perceived to be, or have a parent/carer, sibling, or friend who is, because they have a learning or physical disability. Such language and behaviour are generally used to refer to something or someone as inferior.

There is no hierarchy of bullying, all forms of bullying are taken equally seriously and will

be dealt with appropriately. Bullying can take place in the classroom, playground, toilets, on the journey to and from school, on residential trips and online. It can take place in group activities and between families in the local community.

Reporting bullying concerns

In all THLT schools, we want pupils, parents, staff, and visitors to confidently report bullying and know that their concerns will be taken seriously. We remain committed to supporting and safeguarding all children involved, including the target, the alleged perpetrator, any bystanders/witnesses to the bullying behaviour and the wider school community.

Reporting by pupils, including bystanders/witnesses

We ask that all pupils report concerns of bullying or bullying behaviour to a member of school staff – this can be any member of teaching or non-teaching staff. We talk about trusted adults regularly in class and in assemblies to remind our pupils of who they can report concerns to.

Staff will listen to the pupil and make an initial note of their concerns, they will then discuss next steps with them and reassure them that they will be supported. The member of staff will ensure other relevant members of staff are notified and that the incident is recorded on the school's behaviour system. Staff will also directly alert the school's Designated Safeguarding Lead if the report is deemed urgent or if a pupil is considered at risk.

We understand that some pupils may find it difficult to tell a member of staff about their concerns verbally, we therefore have additional reporting mechanisms in place. Our school has a worry box in each classroom where the pupil can put their name/a brief note about their concerns/draw a picture of their concern – these worry boxes are introduced to the pupils at the start of the year and pupils are reminded of them regularly.

Even if the behaviour/incident which has been reported is deemed 'not bullying' and is thought to be 'relational conflict', school staff will still support the pupils involved and help them to resolve any concerns.

Staff must remain vigilant about bullying behaviours and approach this in the same way as any other category of child abuse; that is, do not wait to be told before you raise concerns or deal directly with the matter. Children may not be aware that they are being bullied; because they may be too young or have a level of Special Educational Needs which means that they may be unable to realise what others may be doing to them.

Staff must also be aware of those children who may be vulnerable pupils; those coming from troubled families, or those responding to emotional problems or mental health issues which may bring about a propensity to be unkind to others or may make them more likely to fall victim to the behaviour of others.

Reporting by parents

We understand that it can be very difficult for a parent to hear that their child has been the target of bullying, has experienced bullying behaviour, or is an alleged perpetrator of bullying.

We ask that if parents have concerns about their child experiencing or perpetrating bullying, that they contact a member of school staff. Initially we ask parents to contact their child's class teacher (in person/via telephone call/via email in to the school office) to explain their concerns. The class teacher will take an initial note of the concerns but may

ask to schedule a meeting to allow for more time to discuss the concerns in detail. Following the report and/or the meeting, the teacher will make a formal record of the bullying report on the school's behaviour monitoring system and other relevant members of staff will be alerted. The member of staff will directly alert the school's Designated Safeguarding Lead if the report is deemed urgent or if a pupil is considered at risk.

We ask that parents come directly to the school with their concerns rather than discussing them with other members of the school community in person or online.

All our school remains committed to supporting pupils and their families in all instances of bullying and relational conflict and will respond to reports promptly. Even if the behaviour/incident which has been reported is deemed 'not bullying' and is thought to be 'relational conflict', school staff will still support the pupils involved and help them to resolve any concerns.

The school will endeavour to ensure that all parties are kept informed of progress and any developments wherever possible.

Reporting by staff

Staff work closely with our pupils and therefore may notice a change in a pupil's behaviour or attitude that might indicate that something is wrong before receiving a report from a pupil or a member of the school community. If staff have any concerns about a pupil's welfare or are concerned that a pupil is displaying behaviours that may show they are the target of bullying or perhaps perpetrating bullying, they should act on them immediately rather than wait to be told.

We ask that staff report their concerns to a Designated Safeguarding Lead or directly to the Head of school/ Headteacher. The member of staff receiving the report will take an initial note of the concerns and will then make a formal record of the bullying report on the school's behaviour monitoring system and other relevant staff members will be alerted. The member of staff must directly alert the school's Designated Safeguarding Lead if the report is deemed urgent or if a pupil is considered at risk.

Reporting by visitors

We ensure that all visitors to our schools are aware of our Child Protection and Safeguarding procedures and which staff member they should report any concerns to (the member of staff may differ depending on the purpose of the visit e.g., supply teacher, governor, external agency etc.).

We ask that if a visitor to any of our school has any concerns about bullying behaviour that they have witnessed, or been told about, that they report their concerns at the earliest opportunity in person to the school's Designated Safeguarding Lead, Head, or a member of the Senior Leadership Team. We ask that visitors report their concerns in person by the end of the school day. For example, it would not be appropriate to wait until the following day or leave a written note with concerns. The member of staff receiving the report will take an initial note of the concerns and will then make a formal record of the bullying report on the school's behaviour monitoring system and other relevant staff members will be alerted. The member of staff will directly alert the school's Designated Safeguarding Lead if the report is deemed urgent or if a pupil is considered at risk.

Responding to bullying

At all THLT schools all reports of bullying or reported concerns of bullying behaviours will be taken seriously and investigated. Even if an incident is deemed 'not bullying' or a 'relational conflict', our school remains committed to supporting all pupils who have been

involved and affected, with all records stored and reviewed on the school's behaviour monitoring system. These can be used to identify trends and inform our school's preventative work. Information from these records is discussed regularly at staff meetings and briefings to ensure that all staff are kept up-to-date and are alert to any ongoing concerns. Incidents of bullying which raise specific safeguarding concerns will also be recorded on the school's safeguarding system.

Staff use a contextual approach to safeguarding and each incident will be dealt with on a case-by-case basis. Some of our schools' responses may include, but may not be limited to:

- Talk to all pupils involved in the reported incident – this may include the target, the alleged perpetrator, and any bystanders/witnesses.
- Talk to the parents (of the target and/or the alleged perpetrator) and a request that the parents support the school with any sanctions that it takes.
- Implement appropriate sanctions in accordance with our school's behaviour policy. These sanctions will be proportionate according to the seriousness of the incident, but will send out a message that bullying is unacceptable.
- Discuss the report/incident/case with other agencies and organisations when appropriate and make referrals to those organisations when appropriate.
- Liaise with the wider community if the bullying is taking place off the school premises (e.g., the Police, Local Council etc.).
- Keep in touch with the person who reported the incident/behaviour to inform them that action has been taken – this may include a pupil, a parent, a member of staff or visitor, or another member of the school community. We will endeavour to ensure that all parties are kept informed of progress and any developments where appropriate.
- Implement a range of follow-up support/interventions appropriate to the situation (this may include informal or formal restorative work with the target and alleged perpetrator, solution-focused meetings, individual or group work with the target, individual or group work with the alleged perpetrator, individual or group work with any witnesses/bystanders, group work with the wider-school community etc.).
- Monitor the effectiveness of actions taken and reassess/take more actions if appropriate.
- Liaise with the Designated Safeguarding Lead if there are safeguarding issues or concerns – a DSL may refer to MASH if necessary.

If a parent is not satisfied with the school's actions, we ask that they follow the THLT Complaints Policy. This is available online from our school website and on request from the school office.

Strategies for preventing bullying

Our schools are committed to the safety and welfare of their pupils, and therefore we use the following strategies to promote friendly and positive behaviours and discourage bullying behaviours. Throughout the academic year, the effectiveness of these strategies is reviewed, and the variety of strategies may be expanded to address specific concerns or meet the needs of all members of our community.

The strategies we use include, but are not limited to:

- Active school council with representatives from Key Stage Two
- Taking part in Anti-Bullying week annually
- Taking part in Safer Internet Day annually
- A positive Health and Wellbeing curriculum for all year groups that promotes SMSC

- Specific curriculum inputs for online safety and cyberbullying
- Themed days to promote equality and tackle prejudice
- End of term / end of academic year celebration events
- Opportunities for pupils to share their voice and opinions – through surveys etc.
- Promotion of diversity through inclusive displays throughout the school with a wide range of work from different cultures
- Books and resources throughout the school raising awareness of and celebrating differences
- Promotion of worry boxes and friendship benches
- Positive Play / SEN support / counselling and coaching for identified student
- Specific interventions for identified individuals or groups
- Parental support and advice
- Regular staff training and development for all staff
- All staff model expected behaviours

The ethos and working philosophy of The Hawksmoor Learning Trust means that all staff actively encourage children to have respect for each other and for other people's property. Kind and polite behaviour is regularly acknowledged and rewarded.

Staff will regularly discuss bullying; this will inform children that we are serious about dealing with bullying and leads to open conversations and increased confidence in children to want to discuss bullying and report any incidents and concerns about other children's behaviour. Staff will reinforce expectations of behaviour as a regular theme in line with our **Behaviour Policy**.

Staff will follow the **Equality Policy**; supporting every child in our school. Staff must be careful not to highlight differences of children or an individual child, even if this is done in jest. This gives other children advocacy to use this difference to begin calling names or teasing. **Staff should be role models and set good examples of behaviour.**

Staff must be vigilant regarding groups of friends together. Friendship groups may bring about the imbalance of power and must be led towards welcoming others to join them and not excluding others from their group.

Staff must reinforce a general message that children do not have to be friends with everyone else, but they must be respectful of everyone else's feelings and be kind to each other.

Parental advice

We understand that it can be very difficult for a parent to be concerned or hear that their child has been the target of bullying. We ask parents to:

- Report bullying incidents to the class teacher.
- Understand that these incidents will be taken seriously and are recorded by staff on our behaviour monitoring system.
- Be prepared to be asked to meet to discuss the problem.
- If necessary and appropriate, understand that police may be consulted.
- Expect that bullying behaviour or threats of bullying will be investigated, and every effort will be made to stop the bullying quickly.
- Recognise that attempts will be made to help the child using unacceptable behaviour towards others, to change their behaviour.

We ask that parents do not:

- Attempt to sort the problem out yourself by speaking to the child whom you think may be behaving inappropriately towards your child or by speaking to their parents.
- Encourage your child to retaliate or be ‘a bully’ back.

Both will only make the problem much harder to solve.

Supporting children, staff and families

The following links may provide additional support to individuals and families:

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net

Cyberbullying

- Childnet: www.childnet.com
- Internet Watch Foundation: www.iwf.org.uk
- Report Harmful Content: <https://reporthermfulcontent.com/>
- UK Safer Internet Centre: www.saferinternet.org.uk
- The UK Council for Internet Safety (UKCIS):
www.gov.uk/government/organisations/ukcouncil-for-internet-safety
- DfE ‘Cyberbullying: advice for headteachers and school staff’: www.gov.uk/government/publications/preventing-and-tackling-bullying
- DfE ‘Advice for parents and carers on cyberbullying’ www.gov.uk/government/publications/preventing-and-tackling-bullying

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/at-risk-groups/sen-disability-risk-groups/sen-disability

- DfE: SEND code of practice: [www.gov.uk/government/publications/send-code-of-practice-0to25](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25)

Race, Religion and Nationality

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Tell Mama: www.tellmama.org
- Educate against Hate: www.educateagainsthate.com
- Show Racism the Red Card: www.srtrc.org/educational

LGBTQ+

- Barnardo's LGBTQ Hub: [www.barnardos.org.uk/what we do/our work/lgbtq.htm](http://www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm)
- Metro Charity: www.metrocentreonline.org
- EACH: www.eachaction.org.uk
- Proud Trust: www.theproudtrust.org
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

Sexual harassment and sexual bullying

- NSPCC 'Report Abuse in Education' Helpline: [0800 136 663](tel:0800136663) or help@nspcc.org.uk
- Ending Violence Against Women and Girls (EVAW):
www.endviolenceagainstwomen.org.uk
- Disrespect No Body: www.gov.uk/government/publications/disrespect-nobody-campaign
www.gov.uk/government/publications/disrespect-nobody-campaign-posters
- Anti-bullying Alliance: Preventing and responding to Sexual Bullying:
[www.antihttp://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-sexist-bullyingbullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-sexist-bullying](http://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-sexist-bullying)
- Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: <https://anti-bullyingalliance.org.uk/tools>
[https://anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-sexist-bullying/investigating-and-respondingsexualinformation](https://anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-sexist-bullying/investigating-and-responding-sexualinformation)
[https://anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-sexist-bullying/investigating-and-respondingsexual](https://anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-sexist-bullying/investigating-and-respondinghttps://anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-sexist-bullying/investigating-and-respondingsexual)
- Childnet Project DeShame (Online Sexual Harassment and Bullying):
www.childnet.com/our-projects/project-deshame