



## Hazelwood School

### **ANTI-BULLYING POLICY**

#### ***This Policy includes the Early Years Foundation Stage***

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The aim of the Anti-Bullying Policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. Bullying is not tolerated at Hazelwood School and any reported incidents will be dealt with in line with our Anti-Bullying Policy as set out below.

Definition: Bullying is either a one-off action or series of actions repeated over time which intentionally hurts another pupil or group physically or emotionally. It is often motivated by prejudice against particular groups, for example, on grounds of race, religion, culture, sex, gender, homophobia, transphobic, special educational needs and disability, or because a child is adopted or is in care. It may occur directly or through cyber-technology (social websites, mobile phones, text messages, photographs or email, see separate Cyberbullying Policy).

All members of the community, including governors, teaching and non-teaching staff, pupils and parents should understand what bullying is, and be familiar with the School Policy on bullying: therefore the aim of the Policy is to help members of the school community to deal with bullying when it occurs and, even more importantly, to prevent it. This Policy may be found on the staff shared area, in the School Policies Folder, in the staff handbook and on the School websites.

All members of the community should understand that bullying (including cyberbullying, prejudice-based and discriminatory bullying is a form of peer-on-peer abuse. It is important that all staff recognise the indicators and signs of peer-on-peer abuse and know how to identify it and respond to reports, as outlined in the Safeguarding Policy.

Bullying is very serious, whether it is physical or emotional, and could cause psychological damage. Pupils who are being bullied may suffer psychological damage which may include changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences, or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school. Pupils, parents, staff, and Governors are encouraged to report any form of bullying.

Schools' teaching and ancillary staff must be aware of the signs of bullying and act promptly and firmly against it in accordance with School Policy. Staff training is included as part of the regular training program and the induction process to ensure that staff understand the principles of the School Policy, know their legal responsibility, and that staff action is defined to resolve and prevent problems, and sources of support are available. When appropriate the School will invest in specialised skills to understand the needs of pupils, including those with special educational needs or disabilities, and those who identify themselves within the LGBTQ+ community. LGBTQ+ inclusion is part of the Relationships Education, Relationship and Sex Education and Health Education curriculum and there is a range of support available to help counter homophobic, biphobic and transphobic bullying and abuse.

Key to pupils feeling that they can share concerns about bullying is the belief that they will be

listened to. It is therefore hugely important that the School has a listening culture and that the pupils know who they can talk to. This should be addressed specifically and regularly in form periods.

Children with special educational needs or disabilities (SEND) or certain health conditions can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration;
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;
- the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in managing or reporting these challenges.

### **Statutory duty of schools**

Keeping Children Safe in Education (KCSiE) has further enhanced the protection and duty of schools to safeguard and promote the welfare of children. The Education Act 2002 places a duty on schools to provide safety and wellbeing of children in their care and the Equality Act 2010 places a duty on school staff to prevent discrimination, harassment, and victimisation within the School. Hazelwood takes these responsibilities seriously. We recognise that pupils may be more at risk of harm from specific issues such as sexual violence, homophobic, biphobic or transphobic bullying or racial discrimination. Training, policy reviews and staff professional development seek to provide a safe and secure environment in which all pupils can thrive.

Although bullying is not a specific criminal offence, some types of harassing or threatening behaviour – or communications – could be a criminal offence. If staff feel that an offence may have been committed, they should report it to the Designated Safeguarding Lead (DSL or Deputy DSL) who will report it to the police. Further guidance from the DfE is available on Preventing and Tackling Bullying (July 2017) and supporting children who are bullied (March 2014).

It is important that the school is aware of sexual violence and the fact children can, and sometimes do, abuse other children in this way and that it can happen both inside and outside of school. When referring to sexual violence we do so in the context of child-on-child sexual violence (KCSiE 2023). Full details can be found in the Schools' Safeguarding Policy.

### **Implementation**

The following steps may be taken when dealing with incidents:

#### **School**

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached.
- Reassurance and support will be offered to the pupils involved.
- A clear account of the incident will be recorded by the members of staff and placed on 3Sys (the School Management System) of which the Deputy Heads and DSLs have full oversight. A bullying report form should be used to record allegations or concerns. Forms are available from the front office and completed forms are filed in the School

Office as well as on 3Sys.

- The Deputy Heads will investigate and take necessary action recording the incident in a specific folder to allow patterns to be identified.
- Staff will be kept informed of actions taken and will liaise with the Deputy Heads if they have any other future concerns or note any changes in behaviour.
- Parents will be kept informed.
- Sanctions will be used as appropriate and in consultation with all parties concerned.
- A bullying incident should be treated as a child protection concern when there is reasonable cause to believe that a child is suffering or likely to suffer significant harm. Where this is the case the DSL should report their concerns to their Local Authority Children's Social Care.
- In specific cases the School may call upon a range of external services to support a pupil who is experiencing bullying or to tackle any underlying issue which has contributed to a child engaging in bullying.

## **Pupils**

Pupils who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with a Form Tutor or member of staff of their choice.
- Reassuring the pupil.
- Offering continuous support.
- Restoring self-esteem and confidence.
- The School counsellor may be offered as further support.

Pupils who have bullied will be helped by:

- Discussing what happened.
- Discovering why the pupil became involved.
- Establishing the wrongdoing and need to change.
- Informing parents or guardians to help change the attitude of the pupil.
- The School Counsellor may be offered as a further level of support.

The following sanctions can be taken for misbehaviour. Sanctions should reflect the seriousness of an incident, the age of the pupil and convey a deterrent effect. The following can be used in combination and not necessarily in order:

- Behaviour card.
- Exclusion from certain activities (e.g. outings/or free play activities).
- Exclusion from certain areas of School premises.
- Lunchtime detentions with Head of Year or Deputy Heads or an age-appropriate conversation with the Nursery Manager
- After School detention with the Deputy Head
- Saturday detention with Head.
- Minor fixed-term exclusion.
- Major fixed-term exclusion.
- Permanent exclusion.

Within the curriculum, the School will raise the awareness of the nature of bullying with discussion of differences between people and the importance of avoiding prejudice-based language. This could be included in Personal, Social, Health and Economic Education (PSHE), circle time, form tutorial time, key worker groups, assemblies, projects, drama, stories, and literature, as appropriate, in an attempt to eradicate such behaviour.

## **INVOLVING PARENTS**

- Parents, as well as all staff and pupils, should know that the School will not tolerate bullying, and take a positive, active approach to educating pupils to combat it. Parents will be informed of the Policy and procedures.
- If parents believe that their child is being bullied or is bullying another child, they are encouraged to discuss their concerns with their child's keyworker, class teacher or form tutor in the first instance.
- Parents of pupils who are being bullied and parents of the bullies will be involved in the actions taken as appropriate.

## **INVOLVING PUPILS**

- Pupils will be involved in the positive strategies through both the school council, form groups and key worker groups. Pupils will have an input into the anti-bullying strategy.
- A major part of the strategy will consist of educating pupils in how to cope with bullying.
- Pupils must know to whom they should go if they are being bullied or if they are concerned about another child.

### **Bullying: Preventative Measures**

Every opportunity to reinforce the message that:

- a. any form of bullying is not acceptable at Hazelwood School and
- b. "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 permeate the whole school environment" DfE Preventing and Tackling Bullying (July 2017).

We look to prevent mental health problems by promoting resilience as part of an integrated, whole school approach to social and emotional wellbeing, which is tailored to the needs of our pupils.

These are most likely to be in the form of the positive message of looking after each other and being kind rather than the negative approach of 'Don't Bully'.

As part of a pupil, parent, school positive relationship approach, parents are actively involved in any concerns relating to the early possibility of bullying. Through form time, assemblies and the PSHE programme pupils know how to deal with bullying if it occurs and are clear about the part, they can play to prevent bullying, including when they find themselves as bystanders

Preventative measures include:

- The pastoral care framework.
- Staff training (Part of new staff induction, periodic whole staff INSET).
- Regular Upper School, Lower School and Room Leaders meetings which identify pupils vulnerable to bullying and strategies to intervene when necessary.
- Heads of Year regularly evaluate the effectiveness of interventions with the Deputy Head (Prep) in the form of Pastoral Tracking to help identify patterns and changes in behaviour and put in appropriate support or actions.
- Staff on duty or supervising groups of children during free play being alert to potential bullying situations and will pass on concerns to the relevant staff.
- Anti-bullying scheme of work in PSHE.

- Anti-bullying themes in assemblies.
- Anti-bullying themes discussed in form time or key worker groups sessions.
- Display work reinforcing the anti-bullying culture.
- Role-play in drama.
- Other curricular lessons such as Religious Studies and English.
- Use of peer mentor system 'buddies'.
- Staff mentoring
- Cyberbullying Policy.
- Staff, pupil, parent training on cyber bullying prevention.
- Use of the School Counsellor.
- Circle time or key worker discussions relating to respect for others.

Form Tutors, Year Heads and the Deputy Head should regularly reinforce and discuss with pupils' strategies for dealing with bullying behaviour and what they should do and who they should speak to if they feel that they are being bullied.

### **Bullying outside school premises**

Schools have the power to discipline pupils for misbehaving outside the School premises, this can apply to incidences of bullying. Where bullying outside school is reported to staff, it will be investigated and acted upon using the same guidelines outlined previously in this Policy.

The Governors of Hazelwood accept their duties as outlined in the above statement. They will periodically assess the effectiveness of this Policy and ensure any necessary changes are made. This Policy will be reviewed annually and updated, if necessary, with regard to the DfE advice *Preventing and Tackling Bullying (July 2017)* and *KCSiE (2024)*.

Other Policy Links:

- Behaviour, Rewards, Sanctions, Discipline and Exclusions
- Cyberbullying Policy
- E-Safety Policy
- ICT Acceptable Use Policy for Pupils
- Safeguarding and Child Protection Policy
- School Promise
- The Anti-Bullying Alliance

**Ratified by Education Committee on 13 November 2024**