



# Hadley Wood Primary School Anti-Bullying Policy

<b>Date the policy came into effect</b>	<b>July 2024</b>
<b>Date of the next policy review</b>	<b>July 2026</b>
<b>Name of the person responsible for this policy</b>	<b>Fran Worby</b>
<b>Issued to</b>	<b>Staff, governors and parents</b>
<b>Date of issue</b>	<b>July 2020</b>

## Anti- Bullying Policy

### Rationale

As a 'Values' school we are committed to a policy of inclusion, equality and justice. Everyone at Hadley Wood Primary School has the right to feel welcome, secure and happy. Only if this is the case will all members of the school community be able to achieve to their maximum potential. Bullying is an anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively.

At Hadley Wood Primary School, we acknowledge that bullying can and does happen from time to time and that bullying can happen to adults in the workplace. When bullying does occur, everyone should feel able to tell and know that incidents will be dealt with promptly and effectively in accordance with our school anti-bullying policy.

Wellbeing and the promotion of good mental health practices are embedded in our school culture and all pupils understand how to protect their own wellbeing and the wellbeing of others.

Our school offers support to parents on how to help their children engage safely and responsibly with social media through emails to parents; sharing of online safety links and information on our website; advice in the school newsletter and signposting to other sources of support and advice.

All children and young people have the right to be protected from physical, emotional and mental violence; a right enshrined in the United Nations Convention on the Rights of the Child. Children also have the right to learn, live, travel and play in a safe environment where they can thrive and achieve their full potential.

Our bullying policy should be read in conjunction with our school's behaviour policy.

### What is Bullying?

The Department for Education defines bullying as:

Behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, for example because of race, religion, gender or sexual orientation

As a school, we recognise that bullying is the deliberate/premeditated targeting of an individual using physical or mental abuse to cause harm and/or intimidation and distress **over a period of time**. Bullying may be racist, sexist, or homophobic. People can be bullied for any reason; because of the way they look, because of their religion, their age, because of a learning or physical disability for example.

Type of Bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings use of violence

Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Online bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Bullying can take many forms including; name-calling, threats, humiliation, playing tricks and pranks, spitting, hitting, pushing and jostling, 'accidentally' bumping into someone, damaging or taking belongings, malicious text messages, online communications and photographs, leaving people out of groups or games or social occasions, and spreading hurtful and untrue rumours. Several of these behaviours plainly involve the use of words. Several, however, may be non-verbal, involving body language, gesture and facial expression. Non-verbal behaviours can be just as hurtful and intimidating as those which involve abusive language.

### **Bullying is not:**

It is important to understand that bullying is not the odd occasion of falling out with friends, name calling, arguments or when the occasional trick or joke is played on someone. It is bullying if it is done several times on purpose.

Children sometimes fall out and say things because they are upset. When occasional problems of this kind arise, although unkind, it is not classed as bullying. It is an important part of children's development to learn how to deal with friendship breakdowns or a childish prank. We all have to learn how to deal with these situations and develop skills to repair relationships.

### **Important Contacts**

Headteacher/Deputy DSL	Mrs Fran Worby
Designated Safeguarding Lead (DSL)	Mrs Lynsey Jennings
Deputy DSL	Ms Tina Stanley
Chair of Governors	Mr Richard Walker
Local authority designated officer (LADO)	Andreas Kyriacou <a href="mailto:safeguardingservice@enfield.gov.uk">safeguardingservice@enfield.gov.uk</a>

### **Safeguarding**

Hadley Wood fully recognises the contribution it can make to protect children and support pupils in school and beyond. We are fully committed to safeguarding our pupils through prevention, protection and support. We are also committed to actively promoting the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils are encouraged to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain. It is our duty to

protect children and young people against the messages of all violent extremism and to prevent terrorism. Any concerns should be referred to the Designated Safeguarding Lead or one of the named Designated Safeguarding Team who have local contact details for PREVENT and Channel referral

### **Aims and objectives**

At Hadley Wood bullying is unacceptable and can damage children's individual and educational needs. We therefore do all we can to prevent it, by developing a school ethos in which bullying is not tolerated under any circumstances. This policy aims to produce a consistent school response to any bullying incidents that may occur. All members of the school community have the responsibility to recognise bullying when it occurs and take appropriate action in accordance with the school policy.

Within Hadley Wood Primary School we want:

- All children to feel safe to learn, play and enjoy the company of others.
- All children and adults to be treated fairly, with respect and dignity.
- All adults to feel happy and safe in the workplace.
- Everyone to listen carefully to what children and adults have to say and treat all accounts with due seriousness.

The school will set about doing this the following ways:

- The school will meet the legal requirements for all schools to have an anti-bullying policy in place
- The school will work closely with other professional agencies to ensure that children stay safe as stated in the Children's Act 1989, the SEN and Disability Act 2001, the Government Green Paper 'Every Child Matters' 2003 (outcome 2) and The Children Act 2004. (See appendix 1 for more detailed legal framework).
- All governors, teaching and non-teaching staff, pupils and parents/guardians will have an understanding of what bullying is.
- All governors, teaching and non-teaching staff, pupils and parents/guardians will know what the school policy is on bullying.
- Identify strategies for students, parents and staff to help them deal with bullying incidents
- Pupils and parents/guardians will be assured that they will be supported when bullying is reported.
- Use the curriculum, assemblies, school council, personal development and other pastoral opportunities to reinforce the ethos of the school
- Encourage students to report any incidents of bullying to an adult within school
- Investigate and record all reported incidents of bullying, including racist and homophobic abuse
- Discuss bullying issues appropriate to the incident and to the student's age and level of understanding - using the most appropriate strategy. Problem solving or 'No Blame' approach may be adopted
- Offer help, support and advice to victims
- Deal with the situation using appropriate behaviour modification measures including sanctions
- Seek to ensure that all students know the difference between bullying and simply 'falling out'
- Monitor incidents of bullying and take appropriate actions when patterns emerge
- Ensure a positive, caring ethos will be created within the school environment where everyone can work and express themselves free from fear of being bullied.

### **Signs and Symptoms**

A child may not want to tell anyone if they are being bullied, but their behaviour might well show that something is not right. Adults should be aware of these signs and investigate further if a child:

- is unwilling to go to school (school phobic)
- becomes withdrawn anxious, or lacking in confidence

- feels ill in the morning
- is frightened of walking to or from school
- starts stammering
- cries themselves to sleep at night or has nightmares
- changes their usual routine
- begins to underperform in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or 'go missing'
- has unexplained cuts or bruises
- asks for money or starts stealing money
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- becomes secretive, especially around internet links
- stops eating
- is frightened to say what is wrong
- is afraid to use the internet or mobile phone
- is nervous or jumpy when an online message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

### **Bullying off the School Premises**

While the school will make every effort to deal with bullying on the school premises and to prevent bullying outside the school gates, we recognise that we cannot be held directly responsible for bullying that takes place off site, by pupils in this school, or by pupils of other schools or on pupils' journey to school. At Hadley wood we encourage pupils to tell us about incidents that happen inside and outside school so that we can:

- raise concerns and take steps as appropriate e.g. contact police to alert them to trouble spots, gangs etc.
- alert colleagues in another school whose pupils are bullying off premises
- map safe routes to school in the event of a pupil being bullied on their journey to school
- offer pupils strategies to handle bullying off the school premises

### **Online bullying**

Mobile, internet and wireless technologies have increased the pace of communication and brought benefits to users worldwide. But their popularity provides increasing opportunities for misuse through online bullying. It is crucial that children and young people, who are particularly skillful at adapting to new technology, use their mobiles and the internet safely and positively, and that they are aware of the consequences of misuse.

School staff, parents and pupils of Hadley Wood Primary School must be constantly vigilant and work together to prevent this form of bullying and tackle it wherever it appears. Unlike other forms of bullying, online bullying can follow children and young people into their private spaces and outside school hours; there is no safe haven for the person being bullied. Online bullies can communicate their messages to a wide audience with remarkable speed and can often remain unseen and unidentifiable.

### **What is Online bullying?**

- Text message bullying involves sending unwelcome texts that are threatening or cause discomfort.

- Picture/video-clip bullying via mobile phone cameras is used to make the person being bullied feel threatened or embarrassed, with images usually sent to other people. 'Happy slapping' involves filming and sharing physical attacks.
- Phone call bullying via mobile phone uses silent calls or abusive messages. Sometimes the bullied person's phone is stolen and used to harass others, who then think the phone owner is responsible.
- Email bullying uses email to send bullying or threatening messages, often using a pseudonym for anonymity or using someone else's name to pin the blame on them.
- Chat room bullying involves sending menacing or upsetting responses to children or young people when they are in a virtual chat room or app.
- Bullying through instant messaging apps is an online form of bullying where children and young people are sent unpleasant messages as they conduct real-time conversations online.
- Bullying via websites includes the use of defamatory blogs, personal websites and online personal polling sites. There has also been a significant increase in social networking sites/apps for young people, which can provide new opportunities for cyberbullying.

The school has a duty to ensure that:

- Teachers have sufficient knowledge to deal with online bullying in school
- The curriculum teaches pupils about the risks of new communications technologies, the consequences of their misuse, and how to use them safely
- All online communications used on the school site or as part of school activities off-site are monitored
- Internet blocking technologies are continually updated and harmful sites blocked
- They work with pupils and parents to make sure new communications technologies are used safely, taking account of local and national guidance and good practice
- Security systems are in place to prevent images and information about pupils and staff being accessed improperly from outside school
- They work with police and other partners on managing online safety and a zero tolerance approach is taken to any form of online bullying.

Staff have a responsibility to:

- Teach children safe internet etiquette
- Apply school policy in monitoring electronic messages and images
- Teach pupils the value of online communications and the risks and consequences of improper use, including the legal implications
- How to cope with online harassment and where to seek help if they feel they are being bullied.

Hadley Wood Primary School can help parents by:

- Providing information via website and newsletters
- Emailing parents when incidents are reported to remind them online safety rules and protocols
- Providing support when cyberbullying incidents are reported

## **Prejudice Related Incidents**

*A prejudiced-related incident is any incident which is perceived by the victim, or any other person, to be prejudiced towards an individual, due to one or more of the protected characteristics of age, disability, faith, gender identity/reassignment, marriage and civil partnership status, pregnancy and maternity status, race, sex or sexual orientation.*

- All pupils are entitled to an education, which respects and values their identity, individuality and background and is free from prejudice, harassment and adverse discrimination

- Prejudice-related bullying prevents children from learning and could be a significant barrier to their achievement
- Prejudice-related bullying impacts on social and emotional well-being
- Strategies for dealing with discrimination are linked to the school's behaviour and antibullying policy
- All staff, pupils, parents and carers should be aware of the school's policy and procedures for dealing with prejudice-related incidents
- All allegations of prejudice-related incidents should be taken seriously and investigated thoroughly
- Schools should keep parents, carers and victims informed during an investigation and advise them of any action that is taken. This should be discussed sensitively with the child or young person beforehand
- All prejudice-related incidents are recorded and held on file in the school. Incidents are monitored by the Head teacher and Safeguarding Lead.

### Responding to Prejudice Incidents

At Hadley Wood we consider four issues when responding to prejudice related incidents:

- Challenging those responsible
- Supporting the victim and perpetrator
- Reporting what has happened to the right people
- Monitor to avoid repetition

The aim is not only to respond appropriately to incidents as they happen, but to try to make sure further incidents do not occur.



Report, support, monitor and challenge is the cyclical process that is regularly discussed so that all staff and pupils are aware that:

- prejudice of any sort will be challenged
- support is available for all involved – victims, perpetrators, families, Headteacher, teachers and Governors
- any incident will be reported, recorded, responded to and monitored.

### What can you do if you are being bullied?

We want everybody to feel confident to report bullying whenever and wherever it happens, and get the help they need to feel safe again. If someone is bullying you, it is important to remember that it is not your fault and there are people that can help you. Tell someone you trust, giving them as many facts as you can (Who? Where? What? Why? When? How?). All pupils know that if they are experiencing bullying they should tell their teacher in the first instance or use the class Trust Box, which is monitored regularly, to voice their concerns.

### What can you do if you see someone else being bullied? (The role the bystander)

Ignoring bullying is cowardly and unfair to the victim. Staying silent means that the bully has won and gives them more power. There are ways you can help without putting yourself in danger, for example tell a member of staff as soon as possible or ask someone you trust about what to do.

### Strategies in school for the prevention and reduction of bullying

Whole school initiatives and proactive teaching strategies will be used throughout the school to develop a positive learning environment with the aim of reducing opportunities for bullying to occur. These include:

- each class agreeing on their own set of class rules
- making national anti-bullying week a high profile event each year
- raising awareness through assemblies, work in PSHE/P4C lessons and circle time discussions
- setting up circle of friends support network to support individuals experiencing difficulties
- using drama and role-play activities to help children be more assertive and teach them strategies to help them deal with bullying situations
- introducing playground improvements and initiatives, e.g. school sports leaders
- training year 4 & 5 pupils to be Peer Mediators
- using praise and 'Good to be Green' rewards to reinforce good behavior
- involving parents and the wider community
- multi-agency work – working with social services, police etc.
- pupils speaking directly to the Learning Mentor about any worries or concerns they may have throughout the course of the day

In addition, staff need to feel safe in order to help make the children feel safe. Staff are aware of procedures to follow in such an instance or they can contact their union for advice and support. All employees come under the Enfield - Equal Opportunity for All Policy. Equal opportunity for all should be the experience of Enfield staff, residents and service users, regardless of age, gender, disability, faith, race, sexuality, nationality, and income or health status.

### **Procedures for reporting and dealing with bullying incidents**

At Hadley Wood Primary School all staff will respond calmly and consistently to all allegations and incidents of bullying. They will be taken seriously and dealt with impartially and promptly. **All those involved will have the opportunity to be heard.** Staff will protect and support all those involved whilst allegations and incidents are investigated and resolved.

#### Procedure

1. In the first instance, both the bully and the victim should be counselled by the Learning Mentor/Phase Lead or Pastoral Lead. It may be necessary to contact the parents/carers of the victim and the bully;
2. If the incidents continue, the parents/carers should be invited into school to meet with the team lead; A strategy should be developed with the consent of both sets of parents/carers concerned to deal with the problem;
3. If the incidents continue, the parents/carers are brought in to see a member of the Senior Leadership Team. Further counselling takes place of both bully and victim. Additional external help may be sought for the bully and victim, through other outside agencies;
4. Fixed-term procedures may be used if appropriate;

#### Recording

1. Any incident should be logged on Safeguard by the person dealing with the incident. The bully and/or victim may also record the events in writing;
2. All reported incidents will be fully investigated by the class teacher to ascertain whether they are a case of bullying or other behaviour issues which can be dealt with through the school's behaviour policy;
3. Discussions with both parties should be documented by the person dealing with the incident, as soon as possible after the events;
4. The parents/carers should be contacted by the person dealing with the incident and given an explanation of the incident;
5. All the above must be recorded on Safeguard;

## **Guidelines for Teachers and Other Staff**

- Watch for early signs of distress in students – deterioration of work, spurious illness, isolation, the desire to remain with adults, often being late for lessons and late for school, low self-esteem, bruises and cuts, avoidance of school. All of the above may be symptomatic of other problems but may be early signs of bullying;
- Be available and willing to listen. Treat the information seriously;
- Record each incident precisely and be seen to do this;
- Offer the victim immediate support and help by putting the school's procedures into operation;
- Avoid the "bullying" model when applying sanctions. Do not bully the student who is bullying. Try to negotiate an agreed form of atonement which is acceptable to both the victim and the bully;
- All observed incidents of bullying must be stopped immediately. They must then be dealt with either immediately or at a later more appropriate time;
- Use other students as a positive resource for combating bullying;
- Help the student who is bullying to become aware that his/her actions are considered to be bullying and that these are hurtful to the victim;
- Break up groups of students who bully by not allowing them to play, sit, eat etc., together;
- Bullying is always wrong – a victim of bullying must not be made to feel guilty because he/she is bullied. The victim, must, however, be made aware that some behaviour can easily be used as an excuse for bullying;
- If bullying is happening to students on the way home, inform the parents of this, keep the student who is bullying at school until everyone has left. Do not allow the students who are bullying to leave together;
- Help students think about strategies to use;
- Sexual and racial harassment must be discussed and dealt with immediately
- Ensure that students know what to do when they are bullied;
- Tell the students from day one that bullying of any kind is not tolerated in the school. Everyone is expected to ensure that it does not happen and has the responsibility to tell – this is not telling tales;
- Have clearly stated in-class procedures for allowing children to report bullying

## **Peer on Peer Abuse**

It is essential that all our staff understand the importance of challenging inappropriate behaviours between peers, many of which are listed below, that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it. (KCSIE, 2021)

Hadley Wood Primary School staff are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff should always act in the best interests of the child.

**Peer abuse is behaviour by an individual or group, intending to physically, sexually or emotionally hurt others. All staff should recognise that children are capable of abusing their peers.**

All staff should be aware of safeguarding issues from peer abuse including:

- bullying (including online bullying)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm

- sexual violence and sexual harassment
- sexting (also known as youth produced sexual imagery);
- initiation/hazing type violence and rituals.

Peer on Peer abuse is referenced in the Safeguarding and Child Protection Policy and Procedures. The sensitive nature and specific issues involved with peer on peer necessitate separate policy guidance. At Hadley Wood Primary School we continue to ensure that any form of abuse or harmful behaviour is dealt with immediately and consistently to reduce the extent of harm to the young person, with full consideration to the impact on that individual child's emotional and mental health and well-being. All staff ensure a zero tolerance approach is taken to any form of peer on peer abuse.

All procedures regarding behaviour and bullying will be in accordance with the Equality Act 2010:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/315587/Equality\\_Act\\_Advice\\_Final.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf)

### **Monitoring**

As part of our monitoring strategy we will:

- Meet with pupils and give them regular opportunities to tell us if the policy is working from their point of view and if the school is responding to incidents effectively
- Review the effectiveness of the policy with governors at the Curriculum and Achievement Committee, staff at Enhancing Outcomes meetings and parents through the use Parent Forums and the Parent Survey

This policy should be read in conjunction with the following school documents:

Equal Opportunities

Learning and Teaching Policy

RE Policy

Collective Act of Worship Policy

SMSC Policy

Behaviour Policy

Inclusion Policies (SEND, MA G & T, EAL)

National Curriculum

## Appendix 1 - Legal Framework

- Since September 1999 all **schools** have been required to have an anti-bullying policy in place.
- **All agencies working with children and young people (including schools and colleges)** must have regard to the need to safeguard and promote the welfare of children, helping them to 'stay safe' from bullying and discrimination (Children Act 2004)
- **Human Rights Act 1998**  
Amongst other articles, this act prohibits torture, inhuman and degrading treatment and states that all citizens must have access to their rights without discrimination.
- **Race Relations Act 2000**  
Brought in a positive duty on all public bodies to eliminate racial discrimination and to promote equality of opportunity and good relations between persons of different racial groups.
- **Employment equality (Religion or Belief) Regulations 2003**  
Outlaws discrimination in employment and vocational training on the grounds of religion or belief.
- **Employment equality (Sexual Orientation) Regulations 2003**  
Outlaws discrimination in employment and vocational training on the grounds of sexual orientation.
- **Disability Equality Duty 2006**  
Brought in a positive duty on all public bodies to eliminate discrimination and promote equality of opportunity for disabled people.
- **Gender Equality Duty 2007**  
Brought in a positive duty on all public bodies to eliminate sexual discrimination and promote equality of opportunity and good relations between men and women.
- **Equality Act (Sexual Orientation) Regulations 2007**  
Outlawed discrimination on the grounds of sexual orientation in the provision of goods and services.
- There are some cases when bullying stops being bullying and becomes a crime. Serious physical assaults, sexual assault, racist or homophobic abuse for example can all be criminal activity, under the Harassment Act 1997 or of the Offences Against the Person Act 1861 for example.



