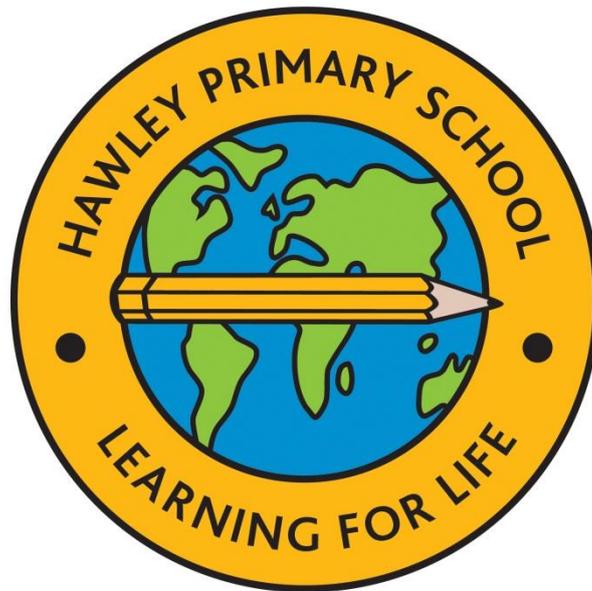


HAWLEY PRIMARY SCHOOL



ANTI-BULLYING POLICY

AGREED BY GOVERNORS: Summer 2025

LATEST REVIEW: Summer 2025

NEXT REVIEW: Summer 2028

RATIONALE

At Hawley Primary School we believe that bullying is anti-social behaviour and affects everyone. It is unacceptable and will not be tolerated. Only when all issues of bullying are addressed will pupils be able to fully benefit from the opportunities available at school.

STATUTORY DUTY OF SCHOOLS

Headteachers have a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying among pupils and to bring these procedures to the attention of Staff, Parents, and pupils.

AIMS

The aim of Hawley Primary School's Anti-Bullying Policy is to ensure that pupils learn in a supportive, caring, and safe environment without fear of being bullied.

In conjunction with our policies on Equalities and Teaching and Learning and PSHE, we believe that as teachers at Hawley Primary School it is our task to promote and support the children's learning and enable them to achieve their full potential. We endeavour to provide an exciting, challenging, and motivating day which allows children to develop as independent learners. The code of behaviour within our school allows the children to flourish in an environment which does not tolerate any form of bullying or harassment.

A DEFINITION OF BULLYING

Bullying is defined as the repetitive, intentional harming of a person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none">• Racial• Faith-based• Gendered (sexist)• Homophobic/biphobic• Transphobic• Disability-based	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, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing

Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)
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SIGNS OF BULLYING

- Bullying may be pushing, underhand behaviour, threats, teasing, swearing, isolating, annoying, and humiliation. Bullying may be aggressive, but aggression is not necessarily bullying.

Pupils who are being bullied may show 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. At Hawley Primary School pupils are encouraged by teachers, adults, and their peers to 'tell' i.e. to report bullying to their teacher or an adult with whom they feel confident.

These signs can often be difficult to detect as the victim may not wish to report incidents to an adult. However, we encourage children to feel comfortable to tell an adult should any incidents arise. If you are at all worried that a child may be a victim of bullying in terms of the above definition it is important to discuss with colleagues and parents. All incidents of this nature are reported to the Headteacher.

- A Bully can be a high achiever, a low achiever, someone who may feel the need to be powerful, an adult, a victim.

The schools' teaching and support staff are encouraged to be alert to the signs of bullying and act promptly and firmly against it in accordance with school policy.

Prejudice-based abuse or hate crime is any criminal offence which is perceived by the victim or any other person to be motivated by a hostility or prejudice-based on a person's real or perceived:

- Disability
- Race
- Religion
- Gender identity
- Sexual orientation

Although this sort of crime is collectively known as 'Hate Crime' the offender does not have to go as far as being motivated by 'hate', they only have to exhibit 'hostility'.

This can be evidenced by:

- threatened or actual physical assault
- derogatory name calling, insults, for example racist jokes or homophobic language
- hate graffiti (e.g. on school furniture, walls, or books)
- provocative behaviour e.g. wearing of badges or symbols belonging to known right wing, or extremist organisations
- distributing literature that may be offensive in relation to a protected characteristic
- verbal abuse
- inciting hatred or bullying against pupils who share a protected characteristic
- prejudiced or hostile comments during discussions within lessons
- teasing in relation to any protected characteristic e.g. sexuality, language, religion, or cultural background
- refusal to co-operate with others because of their protected characteristic, whether real or perceived
- expressions of prejudice calculated to offend or influence the behaviour of others

- attempts to recruit other pupils to organisations and groups that sanction violence, terrorism, or hatred.

IMPLEMENTATION OF THE POLICY

Our guiding principles in managing bullying are:

- Bullying is totally **unacceptable**;
- If you are being bullied, **tell someone**;
- If you see someone being bullied, **tell someone**;
- **Every** reported incident will be investigated;
- **Everyone** involved will be helped.

We will respond by:

- clearly identifying prejudice-based incidents and hate crimes and monitor the frequency and nature of them within the school
- taking preventative action to reduce the likelihood of such incidents occurring
- recognising the wider implications of such incidents for the school and local community
- providing regular reports of these incidents to the Governing Body
- ensuring that staff are familiar with formal procedures for recording and dealing with prejudice-based incidents and hate crimes using CPOMS and HCC reporting form
- dealing with perpetrators of prejudice-based abuse effectively
- supporting victims of prejudice-based incidents and hate crimes
- ensuring that staff are familiar with a range of restorative practices to address bullying and prevent it happening again

THE ROLE OF THE HEADTEACHER

The Headteacher in our school:

- Implements the school's Anti-Bullying strategy and ensures that all staff, both teaching and non-teaching are aware of the school policy and know how to deal with incidents of bullying.
- Reports to the Governing Body about the effectiveness of the Anti-Bullying Policy each year.
- 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 the Anti-Bullying Policy with other children - why this behaviour was wrong and what happens because of such behaviour.
- Ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying.
- 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 CLASS TEACHER

Teachers in our school:

- Take all forms of bullying seriously and intervene to prevent incidents from taking place.
- Keep their own records of all incidents that happen in their class and that they are aware of in the school.
- Do all they can to support the child who is being bullied. If a child is being bullied over a period, then, after consultation with the Headteacher, the teacher informs the child's parents.
- Deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and sanctions for the child who has carried out the bullying. Spend time talking to the child

who has bullied explaining why the action of the child was wrong and endeavouring to help the child change their behaviour in future.

- Inform the Headteacher immediately.
- 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 Special Needs support, Educational Psychologist, and social services.
- Routinely attend training, which enables them to become equipped to deal with incidents of bullying and behaviour management.
- Support all children in their class and 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 following steps will be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached.
- A clear account of the incident will be recorded on CPOMSs and given to the Class Teacher, Phase Leader, Assistant Headteacher and Headteacher.
- The Assistant Headteacher will interview all concerned and will record the incident.
- All members of Staff will be kept informed and if bullying persists action will be taken as appropriate and in consultation will all parties concerned.
- The Parents of all parties concerned will be informed at the outset of any incident.
- An appropriate pupil support plan will be established should this be deemed. Sanctions will take into account any special educational needs (SEN) that the pupils involved may have.

The following steps can be taken:

- Warnings
- Monitoring
- Internal exclusion
- Fixed-term exclusion
- In extreme cases permanent exclusion

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.

THE ROLE OF GOVERNORS

The Governing Body:

- Supports the Headteacher in all attempts to eliminate bullying from our school.
- As far as possible 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.
- Monitors the incidents of bullying that occur and reviews the effectiveness of the school policy annually.
- Requires 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.
- Responds within ten days to any request from a Parent to investigate incidents of bullying.
- Notifies the Headteacher in all cases and asks them to conduct an investigation into the case and to report back to a representative of the Governing Body.

SUPPORTING PUPILS

Pupils who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with their Class Teacher or member of staff of their choice.
- Reassuring the pupil.
- Offering continuous and ongoing support as appropriate.
- Restoring self-esteem and confidence through the PSHE curriculum.

Pupils who have bullied will be helped by:

- Discussing what happened and reasons why.
- Ascertaining why the pupil became involved.
- Establishing acceptance of the wrong doing and the need to change.
- Informing Parents or Carers to help change the attitude and behaviours of the pupil using communication methods including meetings, phone calls, Seesaw messages, and Home-School communication books.

Within the curriculum the school will raise the awareness of the nature of bullying through inclusion in PSHE, circle time, assemblies, and other appropriate subject areas, to eradicate such behaviour.

GENERATIVE ARTIFICIAL INTELLIGENCE (AI)

Artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils, and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Bard.

Hawley Primary School recognises that AI has many uses to help pupils learn but may also have the potential to be used to bully others. For example, in the form of 'deepfakes', where AI is used to create images, audio or video hoaxes that look real.

Hawley Primary School will treat any use of AI to bully pupils in line with our anti-bullying policy.

MONITORING EVALUATION AND REVIEW

The school will review this policy annually and assess its implementation and effectiveness in conjunction with the school's policy for Behaviour Management. The policy will be promoted and implemented throughout the school from Year R to Year 6 and in all aspects of school life.

Links with Other Policies

This policy links to the following policies and procedures:

- Positive Relationships and Behaviour Management Policy
- E-Safety Policy
- Online Safety Policy
- Safeguarding Policy
- SEND Policy
- Complaints Policy & Procedures