

HAZEL OAK SCHOOL



Anti - Bullying Policy

Updated Nov 2017

Hazel Oak Anti-Bullying Policy

This policy should be read in conjunction with the school **Behaviour Policy** and **E-Safety Policy** documents.

Bullying can be defined as:

“The wilful, conscious desire to hurt, threaten, frighten or isolate someone, by any means.”

Such behaviour is unacceptable in any setting and especially so in a school where mutual respect and support are an entitlement of each member of that community.

The aims of this policy are:

- 1.To prevent bullying from happening in the first place.
- 2.Where bullying does take place, to deal effectively and promptly with it.
- 3.To raise awareness and understanding in everyone of the damage caused by bullying and how they may each help to prevent bullying in our school and through social media.

Recognising the Signs

We must all share the responsibility for recognising the early signs of stress and anxiety in our pupils where bullying may be taking place.

Prevention and early positive intervention are essential

Pupils at Hazel Oak come to us with many and varied indications of their special needs. These often include the need to seek out adult support or present difficulties in maintaining positive social interaction with their peers. When this is combined with limited skills in expressing themselves then such young people are especially vulnerable to the social pressures of the bully.

We must consequently look for the early signs of increased anxiety, which may display themselves through noticeable changes in behaviour, attitude, or personality of the individual affected. Loss of interest in their work, increased social isolation, erratic attendance, sullen when usually cheery etc may all be signs of something else but may also be early indicators of bullying.

What can we do?

Pupils: who feel they are being bullied should be encouraged to report the incident as soon as possible to their teacher, the duty teacher or any other member of staff they feel most comfortable with. They should also feel able to tell their parents.

Staff: have a duty to respond to any concern expressed by a pupil. Support and help should be offered to the pupil at risk by responding promptly to their concerns and by putting the following procedures into operation without undue delay.

- 1. Make the unacceptable nature of the behaviour quite clear to the bully and set out the consequences of further such conduct quite clear by reference to the Behaviour policy.**
- 2. Record all incidents by recording incident on Sleuth (Behavior monitoring system) and informing the Class Teacher.**
- 3. Incidents that are identified, as racist must be recorded on My Concern.**
- 4. Report each incident to the Head/Deputy as soon as possible.**
- 5. Ensure all concerned, particularly the "victim" that the matter is being dealt with. Handle all situations calmly and with sensitivity.**
- 6. Incidents, which raised safeguarding concerns, must be recorded on My Concern.**

Lunchtime supervisors must deal with any incident of observed or reported bullying by supporting the "victim" and reporting the matter to the duty teacher as soon as possible.

A member of the Senior Leadership Team will follow up each case to ensure that the victim is given as much support as possible and in order to prevent a recurrence of the offending behaviour.

All parents of pupils who have been involved in bullying either as a victim or bully will be informed by letter, setting out the specific behaviour and the action being taken. This may involve those parents being called into school to discuss the matter in greater detail depending upon the circumstances. In all cases the support of those parents involved will be a significant factor in the resolving of any problems.

Sanctions will be in accordance with those set out in the school Behaviour Policy. These may include a stern verbal warning and loss of privileges, a period of being on Report, detention or ultimately exclusion in the most serious or persistent cases.

Governors are key contributors to the process and are to be kept fully informed through both formal and informal avenues of concerns. Governors will not tolerate bullying in any form and will work closely with the school to reassure parents by demonstrating that the matter is taken very seriously.

Parents are encouraged to report all concerns to their child's teacher in the first instance but are always welcome to come directly to the Head teacher or Deputy if they feel it to be warranted. Support for school's actions are essential if matters are to be speedily resolved as the responsibility for resolving any problem does not lie solely with the school but must be shared by all concerned.

Pupils should always be involved in the resolution of any issues or concerns and will be expected to take responsibility for their actions and to accept the consequences.

How can the Curriculum help

Opportunities for pupils to practice and improve their social skills may be provided by a variety of approaches both discrete and specific within the context of the delivery of the curriculum. Encouraging self-confidence in self-expression and when dealing with difficult situations are important skills for successful adulthood. Working with others and discussing sensitive issues such as bullying enable all pupils to understand the feelings of others especially those of the victim. This will encourage greater understanding of the importance of relationships and good communication between individuals and the need to consider the welfare of others.

Drama encourages the opportunity to explore situations through role-play and to share feelings and emotions in a safe setting where it is legitimate to display anxiety or anger in the context of acting out situations which may then be discussed.

R.E. offers many opportunities to explore social, moral and religious issues through stories, the news and personal experiences. Assembly times provide excellent opportunities for staff and pupils to share experiences and to be addressed by outside speakers or to consider the actions of others and their impact on the wider community.

Physical Education enables pupils to exert themselves physically and competitively whilst also experiencing sophisticated models of teamwork and cooperation. Developing new skills and displaying positive attitudes are all part and parcel of the successful sportsman and this subject area has so much to offer our pupils in terms of coping with themselves and with others.

Citizenship can run through many areas including careers, work experience placements, College, visits etc. as each setting provides pupils with opportunities to experience and understand the consequences of their actions. Recognising that they have something to offer is a very powerful moment for the youngster who has little experience of being good at anything.

Digital Citizenship sessions, including an annual Safer Internet Day, will enable pupils to gain understanding of the issues relating to cyber- bullying, how to demonstrate good 'digital citizenship' and where to seek help if they need it (see E-Safety Policy).

Bullying can affect anyone at any time and the consequences are often long term in their influence on an individual's emotional well being, whether they are the bully or the victim. Bullying cannot be tolerated in whatever form it takes and the needs of the victim must always be paramount in our response but so too must be our understanding of the needs of the bully whose ways we must seek to change.