

# Hanwell Fields Community School

## Anti-bullying Policy

<b>Ratified by Governors Date:</b>	
<b>Signed by Chair of Governors:</b>	
<b>Signed by Head Teacher</b>	
<b>Next Review Date</b>	<b>November 2025</b>

### 1. Position and values

The policy will help staff to achieve the vision of the school, which is that the staff and governors at Hanwell Fields Community school work hard to ensure that the potential of every child is unlocked and we appreciate their uniqueness. The image captures our values, visions and ethos that drives all that we do. We want our pupils to be prepared for an ever-changing world. We believe that in order to become independent, confident learners, children need to exhibit key learning powers and therefore we ensure that there are opportunities to develop these skills in everything that we do – **Enrich, Educate and Equip**. This will ensure that the school provides an environment where every child can feel:

- Safe
- Healthy
- Able to enjoy and achieve
- Able to contribute to future economic well-being
- Able to make a positive contribution

To protect the rights of all children to have a safe and secure learning environment Hanwell Fields Community School will continuously work towards preventing acts of bullying, harassment and other forms of aggression and violence as these behaviours are unacceptable and interfere with both our school's ability to educate children and a child's ability to learn. If such a case arises, the staff at Hanwell Fields Community School will follow the anti-bullying guidelines laid out in this policy. This will enable staff to:

- Identify children displaying unacceptable behaviour and know how to support them in order that they develop the necessary skills to participate in the school community effectively and positively
- Keep all other children safe, happy and confident

### 2. Clarification of Terms

#### Definition of bullying

A bully is defined as someone who deliberately sets out to hurt another person on more than one occasion. All children have 'upsets and squabbles'; these are not classed as bullying and are dealt with through the Behaviour Policy. We class these as incidents of unkindness and support children to understand the difference but still report when they are feeling harmed.

### **Definition of cyber-bullying**

Cyber-bullying is the use of technology such as mobile phones, email, chat rooms or social media sites such as Facebook and Twitter to harass, threaten, embarrass, intimidate or target a child. Unlike physical bullying, cyber-bullying can often be difficult to track as the cyber-bully (the person responsible for the acts of cyber-bullying) can remain anonymous when threatening others online, encouraging them to behave more aggressively than they might face-to-face.

### **Types of bullying**

- **Physical:** Deliberately hurting particular children on a regular basis
- **Verbal:** Deliberately hurting feelings through name-calling etc.
- **Ostracising:** Making someone feel left out and different by deliberately setting out to exclude them

### **Types of cyber-bullying**

- **Flaming:** Online fights usually through emails, instant messaging or chat rooms where angry and rude comments are exchanged.
- **Denigration:** Putting mean online messages through email, instant messaging, chat rooms, or websites set up to make fun of someone.
- **Exclusion:** Intentionally leaving someone out of a group such as instant messaging, friend sites, or other online group activities.
- **Outing:** Sharing secrets about someone online including private information, pictures, and videos.
- **Trickery:** Tricking someone into revealing personal information then sharing it with others.
- **Impersonation:** Pretending to be someone else when sending or posting mean or false messages online.
- **Harassment:** Repeatedly sending malicious messages to someone online.
- **Cyber-stalking:** Continuously harassing and denigration including threats of physical harm.

### **Actions NOT considered to be bullying**

- Not liking someone
- Accidentally bumping into someone
- Making other children play things a certain way
- A single act of telling a joke about someone
- Arguments
- Expression of unpleasant thoughts or feelings regarding others

- Isolated acts of harassment, aggressive behaviour, intimidation, or meanness

### **Reasons for bullying**

Some reasons why children might bully someone include:

- They think it's fun, or that it makes them popular or 'cool'
- They feel more powerful or important, or they want to get their own way all the time
- They feel insecure or lack confidence or are trying to fit in with a group
- They are fearful of other children's differences
- They are jealous of another child
- They are unhappy
- They are copying what they have seen others do before, or what has been done to them.

### **The effects of bullying**

All forms of bullying cause psychological, emotional and physical stress. Each child's response to being bullied is unique, however some signs that may point to a bullying problem are:

- depression and anxiety
- increased feelings of sadness, helplessness, decreased self-esteem and loneliness
- loss of interest in activities they used to enjoy
- unexplainable injuries
- lost or destroyed clothing, books, electronics, or jewellery
- frequent headaches or stomach aches, feeling sick or faking illness
- changes in eating habits, like suddenly skipping meals or binge eating. Children may come home from school hungry because they did not eat lunch
- difficulty sleeping or frequent nightmares
- declining grades, loss of interest in schoolwork, not wanting to go to school, attendance concerns
- sudden loss of friends or avoidance of social situations
- self-destructive behaviors such as running away from home, harming themselves, or talking about suicide.

### **3. Roles and responsibilities**

The Education Act 2002, Education and Inspections Act 2006 and Equalities Act 2006 all make reference to a school's legal responsibility to prevent and tackle bullying. By law, all state schools must have a behaviour policy in place and displayed on their website and must also follow anti-discrimination law. This means staff must act to prevent discrimination, harassment and victimisation within the school.

Hanwell Fields Community School have also developed this anti-bullying policy, a copy of which is available from the school office and on the school website for parents, staff and pupils to access when and as they wish.

Schools have the legal power to make sure pupils behave and do not bully outside of school premises, for example on public transport or in nearby public communal areas. If seen as appropriate the headteacher or staff can choose to report bullying to the police or local council. During school hours, including while pupils are taking part in school visits, after school clubs and cyber bullying the school has direct responsibility to ensure children feel safe and secure.

### **The role of governors**

The governing body supports the headteacher in all attempts to eliminate bullying from the school. The governing body will not condone any bullying at all, and any incidents of bullying that do occur will be taken very seriously and dealt with appropriately.

The governing body monitors incidents of bullying that do occur and reviews the effectiveness of this policy regularly. The governors require the headteacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of the school's anti-bullying strategies.

A parent/carer who is dissatisfied with the way the school has dealt with a bullying incident can make a complaint to the chair of governors. The complaint will be dealt with in accordance with the complaints policy which can be accessed from the school's website.

### **The role of the headteacher**

It is the responsibility of the headteacher to implement the school's anti-bullying strategy, to ensure that all stakeholders are aware of the school policy, and that they know how to identify and deal with incidents of bullying. The headteacher will report to the governing body about the effectiveness of the anti-bullying policy on request.

It is the headteacher who must ensure that all children know that bullying is wrong, and that it is unacceptable behaviour in school. The headteacher will draw the attention of children to this fact at suitable moments. For example, we participate in Anti-Bullying Week and regular reminders of what is respectful as part of our PSHE and values education.

The headteacher will ensure that all members of staff receive sufficient training to be equipped to identify and deal with all incidents of bullying; our staff are trained in restorative principles to support mediation of pupils.

The headteacher will set 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 staff**

Members of staff will do all that they can to eradicate bullying; they will ensure that they follow the school's anti-bullying policy.

All members of staff will routinely attend training that equips them to identify bullying and to follow school policy and procedures with regard to behaviour management.

Staff will use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. We will use role-play, social stories, circle time, PSHE etc. within the curriculum, to help pupils understand the feelings of bullied children and to practise the restraint required to avoid lapsing into bullying behaviour. As a school, we will use celebration assemblies to praise, reward and celebrate the successes of all children, and thus to help create a positive atmosphere.

Members of staff will keep a vigilant watch on suspected 'bullies'; any incidents will be handled carefully. It is important that the child responsible for initiating the bullying is dealt with appropriately. The person dealing

with the incident will need to collect all the relevant information and then provide the Inclusion Team or Senior Team with details via CPOMS reporting system. From here action will be taken. All cases are individual and various strategies will be employed by the senior team to address the issue.

Teachers and support staff will do all they can to support a child who is being bullied.

### **Bullying in the workplace**

Incidents, where it has been deemed that a member of staff has been bullying a child, will be taken very seriously. The headteacher, with the support of the governing body, will deal with this; formal action will be taken where necessary. Such action will also be taken if it is deemed that a member of staff is bullying other members of staff. Please see staff disciplinary policy and other Human Resources policies.

In the event of the headteacher being involved in such incidents, reports will be given immediately to the chair of governors who will also take formal action where necessary. The school's Chair of Governors is Andrew Lister, he can be contacted via the school admin office.

### **The role of parents/carers**

Parents/carers, 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 in a calm manner. If they are not satisfied with the action taken they should contact a Senior Leader or the headteacher. If they remain dissatisfied, they should follow the procedure detailed above. Parents/carers have a responsibility to support the school's anti-bullying policy by actively encouraging their child to be a positive member of the school.

### **The role of pupils**

Pupils are encouraged to tell somebody they trust if they are being bullied, and if the bullying continues they must keep on letting people know; the children are taught several strategies to help them with this. This can be talking to the class teacher, support staff or a member of the Inclusion Team. Pupils can also seek support from the school's Pupil Ambassadors these children are trained in mediation and what to do next to seek support.

Pupils are also encouraged to participate fully in activities that raise their awareness about bullying in order that they clearly understand what to do if they, or another child, are being bullied. These activities can be class activities but also wave 2 interventions from the Inclusion Team or Multi-agencies such as protective behaviours.

## **4. Cyber bullying**

Hanwell Fields Community School has a separate policy related to e-safety addressing the use of mobile technology, social media, appropriate online activity, security, access and monitoring procedures in place. The ICT code of conduct is displayed prominently in all ICT classrooms and is explained and discussed with pupils in assemblies, PSHE classes and IT classes.

## **5. Reporting, sanctions and monitoring**

### **How to report bullying**

1. An incident form can be collected from the Inclusion Team or Head Teacher, these can also be found on the website
2. All the relevant information must be completed on the form, which can then be emailed to the school office ([admin@hanwellfields.org](mailto:admin@hanwellfields.org)) or submitted via the physical box provided outside the reception.
3. The Head Teacher has overall day-to-day responsibility for dealing with reported incidents and will

forward details to the relevant member of staff to investigate.

4. Alternatively, any member of staff can be approached to report incidents of bullying, and they in turn will report to the Head Teacher and record via CPOMS.

## **Procedures**

As a school, we work restoratively and will always try to use restorative approaches to resolve conflict between pupils. This will be through conferencing and meetings with all parties if appropriate. Pupils can request these meetings too. We expect all members of our community to embrace this working that aligns to our school values.

These are the following steps to be taken when dealing with incidents of bullying:

1. If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached, or who suspects/observed the bullying.
2. The Head Teacher must be informed immediately through CPOMS.
3. A clear account of the incident will be recorded in writing either by the victim or the member of staff recording the victim's verbal statement
4. The Head Teacher/Senior staff will interview all concerned and will record the incident on the school's CPOMS
5. Decision over what next will take place after all pupils voices have be heard.
6. Parents will be kept informed by the Head Teacher/Senior Staff
7. Class teachers will be kept informed and asked to monitor the situation
8. A range of sanctions will be used as appropriate and in consultation with all parties concerned. These sanctions could include: verbal or written warnings, restrictions of break and lunchtime activities, fixed term and in the event of persistent bullying, permanent exclusion. Where appropriate the headteacher may inform the police.
9. There will be a biannual audit and analysis of incident logs and interventions to continually improve practice.

This school has set procedures to follow in implementing sanctions where a bullying incident has occurred, as described above sanctions are applied in appropriate proportion to the event. In the event of all other avenues being exhausted, or in particularly serious cases that lead to exclusion, governors will examine the evidence that a wide range of strategies had been tried and failed to affect a positive change in the bullying behaviour.

## **Monitoring, evaluation and review**

1. Governors, the headteacher and relevant staff will review this policy biannually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.
2. The school council will review the effectiveness of the policy biannually and their views given to the headteacher.
3. An approved DFES pupil questionnaire will be given to a representative cross section of students every year. The resulting data will be considered in the annual policy review and reported to governors
4. A record of all such incidents will be kept both centrally and on students' files
5. The numbers of incidents will be reported to governors annually or provided to them at any time on request
6. Bullying data will be analysed to reflect and re-design further strategies to improve procedures

## **6. Strategies to reduce bullying**

Hanwell Fields Community School has adopted a range of strategies to prevent and reduce bullying, to raise awareness of bullying and support victims and those displaying bullying behaviour, including:

- the consistent promotion of the school's code of behaviour which requires all pupils to respect the rights of others
- the reinforcement of the clear message that violence has no place at Hanwell Fields Community School
- consultation with the 'Student Voice' on appropriate action, this takes place through circle time
- take part in initiatives such as Anti-Bullying Week
- training for all members of staff on anti-bullying policy and strategy
- the supervision by school staff of all play areas at lunch times and breaks
- Pupil Ambassadors trained to support pupils in conflict or those who are lonely
- providing information to all parents on the symptoms of bullying and the steps to take if they suspect their child is being bullied (Leaflet)
- a clear policy of mobile phones not permitted to be in use during school hours
- the celebration of all student's backgrounds and cultures through assemblies
- during assemblies and PHSE learning sessions discuss and explore bullying issues with the children
- raising awareness of cyber bullying and teaching children to safely use technology (including mobile phones, email, internet)
- all websites accessed in school are screened and filtered. This software screens the language used in all documents, emails and websites. Rude or offensive emails, websites, documents are sent to the headteacher. Action will be taken and recorded.
- effective recording systems
- work with multi-agency teams including police and children's services as appropriate
- contact the parents of both the child being bullied and the bully
- challenge sexual content within verbal abuse especially challenging the word 'gay' and other homophobic language.

## 5. Useful websites

[www.bullying.co.uk](http://www.bullying.co.uk)  
[www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)  
[www.childline.org.uk](http://www.childline.org.uk)  
[www.kidscape.org.uk](http://www.kidscape.org.uk)  
[www.each.education](http://www.each.education)  
[www.youngminds.org.uk](http://www.youngminds.org.uk)  
[www.youngstonewall.org.uk](http://www.youngstonewall.org.uk)  
[www.nspcc.org.uk](http://www.nspcc.org.uk)  
[www.stoptextbully.com](http://www.stoptextbully.com)  
[www.beyondbullying.com](http://www.beyondbullying.com)  
[www.childnet-int.org](http://www.childnet-int.org)  
[www.cyberbullying.org](http://www.cyberbullying.org)  
[www.chatdanger.com](http://www.chatdanger.com)  
[www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

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