Hampstead Hill School

Respect. Kindness. Community. Curiosity. Conservation.

Anti-Bullying Policy

Table of Contents

Hampstead Hill School

Respect. Kindness. Community. Curiosity. Conservation.

Hampstead Hill School

Respect. Kindness. Community. Curiosity. Conservation.

Hampstead Hill School

Respect. Kindness. Community. Curiosity. Conservation.

1. Introduction

We are committed to providing a caring, friendly, and safe environment for all our pupils so they can learn in a relaxed and secure atmosphere. We promote an inclusive ethos that focuses on respecting one another and celebrating difference and diversity.

Bullying and prejudice-based language of any kind, involving pupils, adults towards pupils, Staff or parents are unacceptable and will not be tolerated at our school.

We understand the devastating and lasting effect being bullied can have on some children and we will deal with all incidents equally seriously, quickly and effectively, whether it has taken place in or outside of school.

Preventing and tackling bullying is part of our work to support pupils' social and emotional development and to be recognised as a healthy school.

We are a telling school and encourage children to 'Speak out'. This means that *anyone* who knows that bullying is happening is expected to tell the Staff. Any racist incidents must also be reported.

2. Legislation and School Responsibilities

We are aware of our statutory responsibilities regarding preventing and tackling bullying as set out in:

Keeping Children Safe in Education

The Independent Schools Standards Regulations, 2014

Advice for Parents and Carers on Cyberbullying, 2014

Section 89 of the Education and Inspections Act 2006:

- Every school must have measures to encourage good behaviour and **prevent all forms of bullying** amongst pupils. These measures should be part of the school's behaviour policy which must be communicated to all pupils, school Staff and parents.

- Headteachers discipline pupils for poor behaviour that occurs even when the pupil is not on school premises or under the lawful control of school Staff.

Equality act 2010

- We are committed to eliminating discrimination, harassment and victimisation through addressing prejudice and prejudice-based bullying. This is part of the Public Sector Equality Duty which is required.

- Under the Equality Act 2010 the following protected characteristics are covered: disability, gender, race, religion or belief, sexual orientation, gender reassignment, pregnancy and maternity.

We take our responsibility for meeting the Public Sector Equality Duty (Equality Act 2010) seriously and take active steps to:

- Eliminate unlawful discrimination, harassment, victimisation.

- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.

- Foster good relations between people who share a protected characteristic and people who do not share it.

Safeguarding children and young people-Children Act 1989

- A bullying incident will be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, the school Staff will report their concerns to Camden Local Authority.

- Even where safeguarding is not considered to be an issue, we will draw on a range of external services to support the pupil who is experiencing bullying, and to tackle any underlying issue which has contributed to a child engaging in bullying.

Criminal Law

- Bullying in itself is not a specific criminal offence. However, some types of harassing, threatening behaviour or communications, could be a criminal offence, for example under the Malicious Communications Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat or information which is false and known or believed to be false by the sender.

- If Staff feel that an offence may have been committed, they will seek assistance from the police.

2.1 Bullying outside school premises

Since pupils are less than eight years old, they all travel to and from school with an adult who is responsible for their behaviour. None the less pupils' behaviour outside school can reflect on the school and so it is noted that:

- The Headteacher has a specific statutory power to discipline pupils for poor behaviour when they are outside of the school premises and not under the lawful control or charge of a member of school Staff.

- This could relate to bullying incidents occurring anywhere off the school premises, such as on school or public transport or outside local shops.

- Where bullying outside school is reported to school Staff, it should be investigated and acted on.

- The Headteacher should also consider whether it is appropriate to notify the police or local authority.

- If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

3. Roles and Responsibilities

The Headteacher will:

- Ensure that the policy is implemented and reviewed regularly.

- Provide a termly report of incidents of bullying to the SMT.

- Monitor bullying and harassment of pupils in terms of difference and diversity (i.e. different groups) and take action if there is a cause for concern.

- Provide a report on the effectiveness of the anti-bullying policy.

- Ensure the policy is regularly publicised to the whole school community and the message that bullying is not accepted is reinforced through whole school activities and information.

- Ensure that all Staff receive sufficient training to be equipped to identify and deal with bullying.

- Regularly review the policy in the light of any incident.

- Include regular updates to Staff through the annual safeguarding training.

- Include information in the newsletter/on the website about what the school is doing to prevent and tackle bullying.

- Communicate bullying incidents to our Directors.

The Headteacher will support the Staff in all attempts to eliminate bullying from our school. The Headteacher will:

- Require the SMT to keep accurate records of all incidents of bullying and report on them to the Headteacher on a termly basis.

- Require the SMT to report annually to the Headteacher about the effectiveness of school anti-bullying strategies.

- Notify the SMT of any request from a parent or carer to investigate incidents of bullying and ask the SMT to conduct an investigation and report back. The SMT will respond within ten days to the parent or carer and keep them regularly updated with regards to the investigation and, where possible, meet with the parent or carer to ensure they are satisfied with the outcome.

4. Purpose of the Policy

This policy sets out the school's approach to preventing and dealing with bullying that occurs between pupils of this school which takes place:

- On the school premises

- Outside the school

- On the journey between school and home

- Online or by text at school or outside of school hours

The policy aims to ensure that

- The Headteacher, SMT, teaching and non-teaching Staff, pupils and parents and carers have a clear understanding of what bullying is.

- The Headteacher, teaching and non-teaching Staff know what the school policy is on bullying and follow it when bullying occurs.

- Pupils and parents and carers know what the school policy is on bullying, and what they should do if bullying occurs.

- Pupils and parents and carers are assured that they will be supported when bullying is reported.

- Effective, consistent action is taken both to prevent and address bullying behaviour.

5. Developing the Policy

This policy was produced by the whole school community and involved a series of meetings with the SMT, teaching and support Staff, parents and carers and the Headteacher about bullying and what can be done to prevent it. Through those discussions, we agreed a definition of bullying and the approach the school should take to prevent and tackle it. Our annual anti-bullying week is also an opportunity to discuss aspects of the policy.

When developing this policy, we took account

- DfE guidance "Preventing and Tackling Bullying" October 2014

- Camden's example policy 2016

- Ofsted inspection framework 2014

- Ofsted's briefings on inspections in relation to preventing homophobic bullying and equalities

- No Place for Bullying: Ofsted Guidance

- Preventing and Tackling Bullying: D of E. Oct. 2014

- The Equality Act 2010

- Safe to Learn (DfES 2007)

- Children's Act 1989

Independent School Standard Regulations 2019

The Independent School Standards Regulations 2019 provide that "the proprietor ensures that bullying at the school is prevented in so far as reasonably practicable, by the drawing up and implementation of an effective anti-bullying strategy" (pg. 31).

6. What is Bullying?

The Department for Education's definition in their guidance, Preventing and Tackling Bullying (July 2017) is as follows:

Bullying is "Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally."

Our definition of bullying does not include conflict and/or friendship problems between children and young people. However, we do acknowledge that a single incident may be considered bullying if it intentionally hurts a pupil or group physically or emotionally and/or is motivated by prejudice against pupils or groups. Bullying may be repeated over time, therefore these single incidents will be taken seriously and dealt with immediately to prevent them turning into bullying behaviour.

Bullying can also happen between adults and children and between adults.

We believe that all forms of prejudice and prejudice-based behaviour and bullying are unacceptable and should be dealt with seriously.

This means that to be described as bullying, it

- Is deliberately hurtful

- May be repeated over a period of time

- Is difficult for those being bullied to defend themselves

Bullying can be:

- Direct physical bullying (pushing, hitting, punching, kicking).

- Direct verbal bullying (yelling abuse at another, name-calling, insulting someone, using verbal threats, offensive mimicry of accent and/or pretending not to understand what is said, using discriminatory language).

- Indirect bullying, also known as social bullying or relational bullying (spreading rumours, social exclusion, disclosing another's secrets to a third party, graffiti).

- Cyberbullying (bullying using electronic media, such as email and texts, chat rooms, blogs and social networking sites, sharing derogatory videos and photos via mobile phones).

People can be bullied because they are different or are perceived to be different and it is often motivated by prejudice against particular groups or because of characteristics or features about which the person under attack can do nothing.

Bullying can relate to:

- Race, religion, culture or belief (or no belief)

- Special educational needs and disabilities

- Young carers

- Looked after children

- Background

- Gender

- Appearance and size

- Ability and attainment

- Sexist or sexual bullying (bullying based on a person's sexuality)

- Homophobic bullying (a dislike or fear of someone who is or is perceived to be lesbian, gay or bisexual)

- Transphobic bullying (a dislike or fear of someone who is or is perceived to have changed their gender from male to female or female to male or someone who is difficult to categorise as female or male)

7. Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- Is frightened of walking to or from school

- Doesn't want to go on the school/public bus

- Begs to be driven to school

- Changes their usual routine

- Is unwilling to go to school (school phobic)

- Begins to truant

- Becomes withdrawn, anxious or lacking in confidence

- Starts stammering

- Attempts or threatens suicide or runs away

- Cries themselves to sleep at night or has nightmares

- Feels ill in the morning

- Begins to do poorly in schoolwork

- Comes home with clothes torn or books damaged

- Has possessions which are damaged or "go missing"

- Asks for money and starts stealing money (to pay bully)

- Has dinner or other monies continually "lost"

- Has unexplained cuts or bruises

- Comes home starving (money/lunch has been stolen)

- Becomes aggressive, disruptive or unreasonable

- Is bullying other children or siblings

- Stops eating

- Is frightened to say what is wrong

- Gives improbable excuses if any of the above

- Is afraid to use the internet or mobile phone

- Is nervous and jumpy when a cyber message is received

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

7.1 Bullying outside school premises

Teachers have the power to discipline pupils for misbehaving outside the school premises to such an extent as is reasonable. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.

Where bullying outside school is reported to school Staff, it should be investigated and acted on. The Headteacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

In all cases of misbehaviour or bullying the Teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the Staff member.

More detailed advice on Teachers' powers to discipline, including their power to punish pupils for misbehaviour that occurs outside school, is included in 'Behaviour and discipline in schools – advice for Headteachers and school Staff' – see further sources of information below.

8. Cyber-Bullying

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click. No pupil has unsupervised access to the internet. Teachers must teach safe internet use and strictly apply all school policies.

Hampstead Hill School

The wider search powers included in the Education Act 2011 give Teachers stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones.

The school will adopt a zero-tolerance approach to any cyber bullying issues. All staff will challenge any abusive behaviour between peers that comes to their notice and will report on to the DSL immediately any issues of this nature. See the Safeguarding Policy for further details about dealing with child-on-child abuse.

8.1 Mobile phone use

No pupil mobile phones are allowed in school. Staff will not use personal mobile phones in front of pupils. They will also not use personal mobile phones or cameras to take pictures of pupils. Prior to a school production or event, the organiser of the event will notify parents that mobile phones and cameras may not be used on School premises.

9. Preventing Bullying

Our approach to preventing bullying involves direct teaching about bullying and its consequences, celebrating difference and diversity and promoting positive behaviour. This includes online bullying.

We do this through:

1. Whole school ethos and environment
2. Whole school activities
3. Curriculum
4. Training and support for Staff
5. Involving pupils
6. Involving parents and carers

9.1 Whole school ethos and environment

We aim to create a positive, safe and inclusive environment that reduces the opportunities for bullying to take place, promotes positive relationships and where pupils can discuss bullying openly.

- We expect children to have respect for each other and accept responsibility for their behaviour.
- Staff model good behaviour and communication skills both with pupils and other adults in the school.
- We teach children the kind of behaviour we expect and reward good behaviour.
- Staff challenge children when they use prejudice-based language; explaining why it is wrong and how hurtful it can be.
- We encourage children to tell an adult if they are worried or upset about anything.
- We recognise and celebrate difference and diversity.
- We have a range of activities during break and lunchtimes that promote cooperative activities and reduce domination of the playground by rough games and football.
- Our break and lunchtimes are well supervised and support Staff are trained in organising structured activities and encouraging all children to participate.

- We talk to children about how safe they feel in the playground.

- We take care of children with special educational needs and disabilities, who may be more likely to be victims of bullying and make sure that they feel safe and included in school and help them to develop skills to manage emotions and relationships and handle friendship situations.

- We have an "acceptable use of computers and technology" policy and posters displayed around the school that includes information about cyberbullying and follow the guidance set out in Camden's model online safety policy for schools.

9.2 Whole school activities

- We organise specific assemblies on bullying and its consequences and what to do if they see or experience it.

- We carry out annual surveys how safe children feel in school, whether they have experienced or seen bullying and how well they feel the school deals with bullying.

- We hold a week of activities focused on friendship and anti-bullying to recognise national anti-bullying week.

- We involve visitors from organisations that specialise in anti-bullying activities such as the Anti Bullying Alliance and Odd Sock Day

- Playtime supervisors ensure the playground is a safe and fun place to be; organising playground games and checking that children are happy and feel included.

- We have "worry boxes" around the school for children to tell us about any worries they might have.

- We have introduced restorative approaches for dealing with conflict

- Pupils produce an anti-bullying charter.

9.3 Curriculum

Teaching about bullying and its consequences is taught through PSHE and is covered through literacy as well.

Pupils learn:

- What bullying is, how it feels, why people bully, what to do about it and how to prevent it.

- About the differences between people and about the importance of being inclusive and celebrating difference and diversity.

- About the impact of prejudice and discrimination.

- Skills to manage feelings, develop empathy, resolve conflict fairly, to cope with friendship problems and make and maintain positive relationships.

- How to keep safe and behave responsibly when using the internet and mobile phones.

We use stories that enable a greater understanding of difference and diversity through their use of language, cultural attitudes and images, avoiding stereotypes, racism and sexism and celebrate difference such as including children with disabilities and those with same sex parents when teaching about families.

Hampstead Hill School

Every class has a weekly circle time, which is an opportunity for the class to regularly talk and listen to one another about social and emotional issues. It helps to promote positive relationships and positive behaviour and helps children share responsibility for creating a better learning and caring environment.

Please also refer to the HHS Online Safety Policy.

9.4 Anti-Bullying Strategy

Strategy, Education, and Culture (SEC)

At HHS we have a zero-tolerance approach to bullying. To minimize instances of bullying, we have introduced and implemented an anti-bullying strategy. This strategy consists of three main categories which highlight the practices we engage in to ensure bullying is decreased or, as far as reasonably practical, prevented.

The acronym 'SEC' encompasses the components we utilize to decrease or prevent instances of bullying.

Strategy

We incorporate numerous strategies to promote pupil, parent, and staff involvement in the understanding and prevention of bullying. Our proactive measures are designed to prevent bullying from happening in the first place.

Weekly, whole-school assemblies will be used as a way to promote anti-bullying, communicate constructive practices, and discuss overall wellbeing. Each class has the opportunity to perform an assembly which has a positive moral message.

In the first assembly, the Headteacher explains the "Speak Out" practice. This encourages pupils to speak out to an adult if they experience or witness instances of bullying or unkind language/behaviours.

Pupils are involved in setting behavioural expectations, establishing classroom rules, and upholding the school values of respect, kindness, community, curiosity, and conservation. At Hampstead Hill School we appreciate the importance of the links between home and school. We believe in the need for parents/carers and teachers to work together to ensure safety and a good education for all children. Parents' support and involvement in promoting anti-bullying is crucial for the wellbeing of the students, Staff, and school.

We understand that the first step to modelling good behaviour is to lead by example, which means we expect all Staff, volunteers (and anyone else who comes to the school) to act responsibly and professionally. We work hard to ensure there is consistency across the school. The Senior Leadership Team (SLT) is present and routinely engages with pupils, parents, and staff to maintain the behaviour culture, encourage positive practices, and to ensure an environment where everyone feels safe and supported.

Hampstead Hill School

Education

Education encompasses the trainings, information, and curriculum provided for staff and pupils to spread awareness about what constitutes bullying, how to reduce occurrences of bullying, and how to handle allegations of bullying.

The school participates in Anti-Bullying Week to send a clear and positive message that bullying is unacceptable, though inevitable, in our school and community. This is designed to empower pupils and staff to counter the harm of bullying and hurt that bullying causes.

Staff complete online training in child mental health and wellbeing. Further, staff complete a training in diversity and inclusion. These trainings allow staff to better recognise, understand, prevent, and resolve bullying.

Happiness surveys are conducted to give pupils a voice and assess their feelings and comfort with school, their teacher, and their peers.

Our PSHE curriculum focuses on themes of health and wellbeing, relationships, and living in the wider world. This gives pupils the opportunity to discuss, in detail, elements that promote anti-bullying such as how to develop and maintain healthy relationships, how to respect equality and diversity in relationships, and how to recognise negative relationships (including bullying and abuse). Further, it allows pupils to discuss trusted adults and how to speak out about concerning emotions, behaviours, or situations.

In P4C pupils are given the opportunity to work in small groups and as a whole class to question a stimulus in relation to the wider world. This allows them to practice collaboration, mutual respect, and positive conflict resolution while allowing them to understand the differing beliefs and opinions of others.

We acknowledge that bullying can also be present online or indirectly. Staff complete an E-safety training and pupils learn about online safety in their computing class. Parents also receive information and resources on online safety for their children.

Culture

In terms of our anti-bullying, our school culture refers to the environment, attitudes, and beliefs of pupils, staff, and parents that promote anti-bullying.

Alongside a broad and challenging curriculum, we offer a nurturing and happy environment that gives children a stimulating and exciting introduction to early education, and encourages them to reflect, learn and grow. We strive to ensure the classroom environment and school culture is inclusive, supportive, safe, and positive.

In the playground, children can initiate their own play, collaborate with others, engage in conflict resolution, and form positive relationships. Staff members always supervise pupils in the playground and are prepared to mediate negative situations if needed.

Hampstead Hill School

We host an annual mental health week with activities and resources for staff and children. Further, our mental health policy describes, in detail, our commitment to pupil and staff wellbeing.

Staff and pupil behaviours are driven by our school values and staff are expected to portray and model positive behaviours.

10. Training and Support for Staff

We have annual safeguarding training which includes an update of this policy and to ensure that Staff know how to identify bullying and what to do if it occurs. We attend Camden's annual anti-bullying seminar to gather ideas and approaches from other schools. This year we had a Staff INSET on tackling cyberbullying and on preventing and dealing with homophobic/transphobic bullying and language and have had training on bullying and children with SEND.

11. Involving Pupils

The school council has an important role to play in reviewing the anti-bullying policy and producing and reviewing the school's anti-bullying charter, which is displayed all around the school:

- We treat each other fairly
- We respect each other and celebrate our differences
- We sort out friendship problems as soon as they happen
- We take care of one another
- We are kind to one another
- We tell an adult if we see or hear someone being hurtful
- We listen to each other's opinions

We conduct an annual survey of primary pupils to find out how safe they feel in.

12. Involving Parents and Carers

We believe that parents and carers have a very important role in supporting the school's anti-bullying policy and in actively encouraging their child to be a positive member of the school. We ask all parents and carers to sign the Home-School agreement when their child starts school. This agreement sets out what parents and carers can expect from our school and what is, in turn expected from parents and carers. This includes our approach to preventing and dealing with bullying and is clear that bullying is unacceptable.

We run provide and regularly update information for parents and carers about what bullying is, what to do if their child is bullied and how the school will deal with it as well as workshops on e-safety and what to do if their child experiences cyberbullying.

13. Dealing with Bullying

Hampstead Hill School aims to have policies in place to deal with bullying and poor behaviour which are clear to parents, pupils and Staff so that, when incidents do occur, they are dealt with quickly. Hampstead Hill School ensures that policies are available to all Staff and parents on the school's web site and that all those involved are asked for their input to shape and revise the policy.

All Staff must report incidences of bullying to the Headteacher, including cyber-bullying outside school. Staff must record the incident on CPOMS. The Headteacher will then decide on a course of action to take which may include a meeting with parents and behavioural monitoring by Staff to identify patterns of bullying. In extreme cases bullying will result in exclusion. We will investigate and act upon any bullying incident that is reported to school Staff, including taking place outside of school e.g. on school or public transport, outside local shops or online. We will also consider whether it is appropriate to notify the police of the incident.

Throughout the school our anti-bullying policy is promoted by:

- Encouraging positive behaviour.

- Discussions during circle time or class time.

- P4C and PSHE Lessons.

- Annual anti-bullying month.

- Promoting 'friend stop' and encouraging pupils to look out for one another in the playground.

- Involving parents to ensure that they are clear that the school does not tolerate bullying and are aware of the procedures to follow if they believe that their child is being bullied. Our aim is that parents should feel confident that the school will take any complaint about bullying seriously and resolve the issue in a way that protects the child, and they reinforce the value of good behaviour at home.

- Involving pupils. The school seeks to ensure that all pupils understand the school's approach and are clear about the part they can play to prevent bullying, including when they find themselves as bystanders. Pupils should also understand that the consequences of bullying reflect the seriousness of the incident so that others see that bullying is unacceptable. Pupils will be told to report incidents of bullying.

- Pupils will be involved in developing positive strategies in class work and through the School Council. Pupils will have an input in the anti-bullying strategy and policy.

- Pupils must be told to whom they should go if they are being bullied or if they are concerned about another child.

- Regularly evaluating and updating our approach to take account of developments in technology, for instance updating 'acceptable use' policies for computers.

- Implementing disciplinary sanctions. The consequences of bullying reflect the seriousness of the incident so that others see that bullying is unacceptable. All incidences of bulling are logged in a Bullying Log which is kept in the School Office.

- Throughout the curriculum and in particular in PHSE and Assemblies Staff will openly discuss differences between people that could motivate bullying, such as religion, ethnicity, disability, gender or sexuality. Staff should also ensure that they discuss children with different family situations, such as looked after children or those with caring responsibilities. The school also teaches children that using any prejudice-based language is unacceptable.

The school is happy to work with specific organisations or resources for help with any particular problems. The school will draw on the experience and expertise of anti-bullying organisations with a proven track record and/or specialised expertise in dealing with certain forms of bullying.

Hampstead Hill School seeks to provide effective Staff training. The school believes that anti-bullying policies are most effective when all school Staff understand the principles and purpose of the school's

policy, its legal responsibilities regarding bullying, how to resolve problems, and where to seek support. Schools can invest in specialised skills to help their Staff understand the needs of their pupils, including those with special educational needs and/or disability (SEND) and lesbian, gay, bisexual and transgender (LGB&T) pupils.

The school also seeks to work with the wider community such as the police and children's services when bullying is particularly serious or persistent and where a criminal offence may have been committed.

The school is working to find age-appropriate ways to make it easy for pupils to report bullying so that they are assured that they will be listened to and incidents acted on. The school wants pupils should feel that they can report bullying which may have occurred outside school including cyber-bullying.

Hampstead Hill School aims to create an inclusive and safe environment where pupils can openly discuss the cause of their bullying, without fear of further bullying or discrimination.

The school will celebrate success in promoting positive behaviours and ensuring that pupils feel able to talk openly about being different and if they feel bullied. Celebrating success is an important way of creating a positive school ethos around the issue.

All the Staff in our school take all forms of bullying and prejudice-based language seriously and will deal with it promptly and seek to prevent it from taking place. There is guidance in the Staff handbook on how bullying and prejudice-related incidents should be identified, assessed, recorded and dealt with. We treat all bullying incidents equally seriously, no matter what type of bullying it is.

We will investigate and act upon any bullying incident that is reported to school Staff, including taking place outside of school e.g. on school or public transport, outside local shops or online. We will also consider whether it is appropriate to notify the police of the incident.

If bullying occurs, we will:

- Talk to the children involved separately to find out what has been happening and why and to any witnesses.

- Explain to the child who is bullying why their behaviour is wrong and try to help them to see this for themselves. Be clear that bullying is not tolerated at school.

- Expect the child who is bullying to apologise for their actions and to agree to stop their behaviour.

- Tell the parents/carers involved and keep them informed of how the incident is being dealt with and whether the bullying has stopped.

- Use restorative approaches which hold the child who is bullying accountable for their actions.

- Use formal sanctions, such as keeping them in at lunchtimes, missing a special event or having a detention. The sanction used will depend on the severity and persistence of the bullying behaviour and is explained in our Positive Behaviour Policy under persistent inappropriate behaviour. Where appropriate we will also impose further sanctions, such as exclusion.

- Continue to monitor the situation and intervene if the bullying appears to be carrying on or to have started again.

14. Procedures and Sanctions

- If Bullying is suspected or reported, the incident will be investigated and dealt with immediately by the Teacher approached.

- If there is a racial element to the bullying the Headteacher must be informed immediately.

- The Teacher will record the detail of the incident on the Bullying Report Form (see Appendix One) and inform the relevant Senior Staff (Head of Year, School Administrator and Headteacher).

- The Bullying Report Form will be kept in the School Office.

- All parties will be interviewed, and a record made.

- Staff teaching the bullied pupil and the form Teacher will be informed.

- Staff teaching the child perpetrating the act of bullying and the form Teacher will be informed.

- The appropriate strategy and plan of action to combat the bullying will be decided upon.

- The implementation of the strategy will be overseen by the Head of Year or the Headteacher.

- Parents will be informed where it is appropriate.

- The school will work in partnership with parents to prevent problems and resolve any that arise.

- If necessary and appropriate, police will be consulted.

- Any sanctions will be determined by the Headteacher. Strong sanctions such as exclusion may be necessary in cases of severe and persistent bullying.

15. Intervention

Hampstead Hill School does apply disciplinary measures to pupils who bully in order to show clearly that their behaviour is wrong. Disciplinary measures must be applied fairly, consistently, and reasonably taking account of any special educational needs or disabilities that the pupils may have and taking into account the needs of vulnerable pupils. It is also important to consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. Where this is the case the child engaging in bullying may need support themselves.

We will also:

- Record all incidents of bullying and prejudice-based language, including race, disability, religion, ethnicity, gender, SEN, homophobic/transphobic, and appearance and describe how they have been dealt with.

- Spend time talking to the child who has been or is being bullied to see if they could benefit from further support such as counselling or from any interventions to help them develop their personal and social skills.

- Spend time talking to the child who has done or is doing the bullying and try to find out if there are underlying reasons for their behaviour and if they could benefit from support or interventions to help them manage their behaviour and/or develop their personal and social skills.

- Address with other children and young people who may have been bystanders, observing or supporting the bullying behaviour, how they could intervene to stop bullying behaviour in future.

- Provide regular training for Staff to help identify bullying and work to prevent it happening and to intervene effectively to stop it.

16. Recording and Reporting

Staff who identify or who are told about bullying or prejudice-based language make a written record of this using the school's bullying form. All incidents whether one off or defined as bullying are logged in the school's electronic reporting system.

Information is recorded about:

- Whether it is defined as a one-off incident or bullying.

- The type of incident or bullying e.g. racist, sexist.

- The kind of behaviour e.g. verbal, physical, cyber.

- A description of what happened and who was involved.

- How the incident or bullying was dealt with and resolved.

- How parents were involved.

- Whether as a result of the response the incident or bullying has stopped.

- Pupils involved in the incident or who have been bullied and their parents will be asked for feedback on how well they felt the school dealt with it.

Records of one-off incidents and bullying are reviewed to ensure they have been resolved effectively and the data is reported to the SMT each term.

We encourage Staff, pupils, parents and the SMT to report bullying or prejudice-based language and we have a range of ways this can be done including:

- Talking to any member of Staff

- Talking to the lead Teacher responsible for behaviour

- Writing a note in one of the "worry boxes" across the school

17. Good Practice

Through curriculum work on bullying, we can achieve some very important objectives:

- We can raise awareness amongst pupils about bullying behaviour.

- We can challenge attitudes about bullying behaviour, increase understanding for bullied pupils, and help build an anti-bullying ethos in the school.

- We can emphasise the importance of responsible behaviour – sharing, turn taking etc.

- We should use teaching methods which actively promote co-operative behaviour.

With very young children such as those at Hampstead Hill School an effective way of discussing the issues of conflict and bullying is through such curricular areas as drama, role play and literature.

At Hampstead Hill School we recognise good practice as:

- Keeping an open mind- bullying can be difficult to detect, so lack of Staff awareness does not mean that bullying does not occur.

- Remaining calm and understanding.

- Making clear that the school does care and that something will be done.

- Explaining the school policy, making sure procedures are followed.

Hampstead Hill School

Empowering Children

- Children will be encouraged to say 'no' and walk away from conflict situations.

- Children should feel confident that when they inform Staff of any trouble they are having with another child/children that the situation will be dealt with immediately and thoroughly.

- We openly discuss differences between people that could motivate bullying, such as religion, ethnicity, disability, gender or sexuality. Also, children with different family situations, such as looked after children or those with caring responsibilities. We also teach children that using any prejudice-based language is unacceptable.

What can we do to stop bullying?

- Never ignore suspected bullying.

- Don't make premature assumptions.

- Listen carefully to all accounts-several pupils saying the same thing does not necessarily mean they are telling the truth.

- Adopt a problem-solving approach which moves pupils on from justifying themselves.

- Follow-up repeatedly checking that bullying has not resumed.

- Create an inclusive environment. We create a safe environment where pupils can openly discuss the cause of their bullying, without fear of further bullying or discrimination.

The role of Staff

- Follow the School's positive behaviour and discipline policy.

- In any case of bullying ask child for details and record the information.

- Monitor the situation and find out if bullying is still happening.

- Make an appointment to involve parents.

- Celebrate success. Celebrating success is an important way of creating a positive School ethos around the issue.

- Staff are aware of the feelings of parents who report bullying or those whose child may be the victim and realise parents are more likely to accept a calm approach, following the agreed guidelines of an anti-bullying policy they are familiar with.

- Offer support for both the victim and the bully.

- Follow up with any other Staff involved to ensure consistency.

18. Supervision During Free Activities

Staff should remember that bullying is hidden in the social sub-curriculum organised by the pupils themselves. Staff should be extremely vigilant during playtimes and during free play.   Staff should be alert to children who continually play on their own (not by choice) as well as obvious problems such as name calling and fighting. Staff should be moving around the playground, engaging with children, encouraging fair play and hopefully preventing situations that could lead to aggressive behaviour.

19. Outcomes

1. It is important that children who experience bullying can be heard and that they are listened to carefully.

2. It is important to note that people react differently to bullying and it can be difficult to tell if someone is hurt or upset.

3. If children feel upset, they should be encouraged to talk to their Teacher or a responsible adult at an appropriate time.

4. It must be emphasised to the children that they should NEVER take the law into their own hands and should remember that physical aggression is not acceptable.

5. They should be reassured that and adult will try to sort the problem out as calmly as possible.

6. The bully (bullies) may be asked to genuinely apologise. Other consequences may take place depending on the seriousness of the incident.

7. In serious cases, suspension or even exclusion will be considered.

8. If possible, the pupils will be reconciled.

9. After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

20. Prevention

- Writing a set of class rules
- Signing a behaviour contract
- Writing stories or poems or drawing pictures about bullying
- Reading stories about bullying or having them read to a class or assembly
- Making up role-plays (or using KIDSCAPE role-plays)
- Having discussions about bullying and why it matters

The school believes that a response to bullying needs to be more than just starting at the point at which a child is bullied. At HHS Staff are encouraged to proactively gather intelligence about issues between pupils which might provoke conflict and to develop strategies to prevent bullying occurring in the first place. This involves talking to pupils about issues of difference, both in lessons, through dedicated events or projects, and or through assemblies. The school uses PSED and PHSE lessons and circle time as well as "Show and Tell" to explore issues around difference and bullying. The teaching of this is both formal and informal and is tailored to by age appropriate and also responsive to what is going on in the school and in pupils' lives. Staff are able to determine what works best for their pupils, depending on the particular issues they need to address.

Hampstead Hill School works to create an ethos of good behaviour where pupils treat one another and the school Staff with respect because they know that this is the right way to behave. 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 and are reinforced by Staff and older pupils who set a good example to the rest. These standards are also reinforced by the policies such as **Positive Behaviour and Discipline Policy** and the **Staff Anti Bullying and Harassment Policy** as the Headteacher and SMT believe that the Staff need to lead by example.

This policy is part of an evolutionary process which will need to be regularly reviewed and updated.

21. School's Accountability

Pupils will learn best in a safe and calm environment that is free from disruption and in which education is the primary focus. The revised Ofsted framework which came into force in January 2012

Respect. Kindness. Community. Curiosity. Conservation.

includes 'behaviour and safety' as one of its key criteria for inspections. This is why the school has revised its curriculum and provided an additional focus for this work by taking part in Anti-Bullying month to ensure that the pupils understand the importance of this issue and are better prepared if they should encounter bullying.

The school has a **Positive Behaviour and Discipline Policy.** This is further reinforced by age-appropriate teaching and guidance to pupils to promote positive behaviour. This revised policy will be sent to all parents to ensure that they are kept up to date with the revised policy and to give them the opportunity to comment on it and to be involved in the process.

23. Intervention

Hampstead Hill School does apply disciplinary measures to pupils who bully in order to show clearly that their behaviour is wrong. Disciplinary measures must be applied fairly, consistently, and reasonably taking account of any special educational needs or disabilities that the pupils may have and taking into account the needs of vulnerable pupils. It is also important to consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. Where this is the case, the child engaging in bullying may need support themselves. The school has laid out its approach to discipline in the **Positive Behaviour and Discipline Policy.**

24. Evaluation

Following any bullying we use the feedback from parents and pupils to evaluate our approach and make changes as needed. We analyse data on bullying and prejudice-based language to help plan future actions to reduce bullying and eliminate discrimination.

25. Links with Other Policies and Documents

This policy links to our policies on:

- Safeguarding Policy
- Behaviour Policy
- Online Safety Policy
- PSHE Policy
- Staff Grievance Procedure

Last Review	November 2022
Next Review	November 2023
Name	Ross Montague Headteacher