

All Hampstead Hill School Policies are always to be read and considered in conjunction with Equal Opportunities, Race Equality and Inclusion Policies. This Policy of Hampstead Hill School applies to all sections of the school including the Early Years Foundation Stage.

Hampstead Hill School

Anti-Bullying Policy



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1. Introduction

School ethos

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. This means that *anyone* who knows that bullying is happening is expected to tell the staff. Any racist incidents must also be reported. We follow the Local Authority Policy on reporting these incidents.

2. School responsibilities

We are aware of our statutory responsibilities in regards to preventing and tackling bullying as set out in

(i) *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;
- Principals discipline pupils for poor behaviour that occurs even when the pupil is not on school premises or under the lawful control of school staff.

(ii) *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 and covers these protected characteristics; 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.

(iii) 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.

(iv) 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.

(v) 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 Principal 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 Principal 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. 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 Principal, SMT, teaching and non-teaching staff, pupils and parents and carers have a clear understanding of what bullying is.
- The Principal, 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.

4. 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 Principal 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 2010

The Independent School Standards Regulations 2010 provide that the proprietor of an Academy or other independent school is required to ensure that an effective anti-bullying strategy is drawn up and implemented.

Links to other policies

This policy links to our positive behaviour, equalities, safeguarding and PCSHE policies and is part of our approach and commitment to promoting positive behaviour, dealing with inappropriate behaviour and improving the health and wellbeing of children.

5. What is bullying? Definitions

We have used the Department for Education's definition in their guidance; Preventing and Tackling Bullying" October 2014.

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

This means that to be described as bullying, behaviour has to be

- Deliberately hurtful
- Is repeated often over a period of time
- It 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)

The difference between bullying and other hurtful behaviour

Our definition of bullying does not include conflict and/or friendship problems between children and young people or one off incidents. These problems will still be taken seriously and dealt with immediately to prevent them developing 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.

Please refer to the **Positive Behaviour and Discipline Policy**

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 school work
- 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.

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 Principal 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 Principals and school staff’ – see further sources of information below.

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.

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. Separate advice on teachers’ powers to search (including statutory guidance on dealing with electronic devices) is available – see **Positive Behaviour and Discipline Policy and the** Childnet link in Appendix One.

No pupil mobile phones are allowed in school. No pupil has unsupervised access to the internet.

Teachers must teach safe internet use and strictly apply all school policies.

The school is planning an E-Safety Pack for parents to ensure that pupils’ E-safety is reinforced at home.

6. Preventing bullying

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

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*

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 e-safety policy for schools

2. Whole school activities

- We organise specific assemblies on bullying and its consequences and what to do if they see or experience it
- We provide indoor lunchtime club for vulnerable children
- 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 including NSPCC and Kidscape.
- We have playground friends that ensure the playground is a safe and fun place to be; organising playground games and checking that children are happy and feel included.

- We are a UNICEF Rights Respecting School that upholds the rights of the child including the right to feel safe and bullying is seen as an infringement of this right.
- We have “worry boxes” around the school for children to tell us about any worries they might have
- We have a peer mentoring scheme where Year 10 students are trained to support Year 7 students and assist in sorting out friendship issues, and bullying incidents can be reported to them. They also lead workshops on anti-bullying and friendship during PSHE lessons.
- We have introduced restorative approaches for dealing with conflict and trained pupils to be peer mediators.
- Pupils have produced an anti-bullying charter

3. Curriculum

Teaching about bullying and its consequences is taught through PCSHE and is covered through RE and 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.

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 E-Safety Policy**

7. 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.

8. 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 school and whether they have experienced or seen bullying and whether they feel the school takes bullying seriously.

9. 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.

10. Dealing with bullying

HHS 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 Principal, including cyber-bullying outside school. Staff must record the incident in the Bullying Log book using the HHS Bullying Form. The Principal 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
- PSED 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 bullying are logged in a Bullying Log which is kept in the School Office
- Throughout the curriculum and in particular in PCHSE 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.

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 Principal 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 Principal)
- 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 Principal
- 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 Principal. Strong sanctions such as exclusion may be necessary in cases of severe and persistent bullying

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**.

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.

Recording and Reporting

Staff who identify or who are told about bullying or prejudice-based language make a written record of this using the HHS Bullying Report and Monitoring 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 the 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

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

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

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.

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 an 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

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 be 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 Principal 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.

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 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.

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 Principal 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 Principal)
- 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 Principal
- 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 Principal. Strong sanctions such as exclusion may be necessary in cases of severe and persistent bullying

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**.

11.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.

12.Support for pupils and parents

We have an Anti-Bullying Charter around the school with advice for children, bystanders and those that bully

Advice to children

Hampstead Hill Golden rules

- *Treat people as you want to be treated*
 - *Be a good friend*
 - *Include people*
 - *Share with others*
 - *Make people feel welcome*
 - *Support each other*
 - *Tell someone you trust and speak out*
 - *Support each other and listen to each other*
 - *Speak out if you are feeling sad or you see something you don't like*
 - *Think before you speak because words can be hurtful*
-
- If you are a victim of bullying (whether in or outside of school), it is very important to tell somebody you trust. You can tell a member of staff or anyone you want to talk to.
 - The school will always take you seriously and take action to stop the bullying and support you to feel safe again
 - If you cannot tell anyone at school, you can tell your parents who will tell us.
 - You can also email, text and have an online chat with a counsellor at Childline. Their website is: <http://www.childline.org.uk>
 - Friends of victims should tell staff or a parent
 - Nobody deserves to be bullied– remember, you have a right for this not to happen to you and it is not weak to tell someone

Advice to bystanders

Do not ignore or support bullying behaviour if you see it happening to someone else. If you do see someone being bullied please:

- Do not join in even if you feel pressured to do so
- Tell a member of staff what you have seen
- Tell your parents or carers or someone else you trust
- If you feel safe to do so, tell the bully/bullies they should stop
- You could tell the person who has been bullied that you don't agree with what's happened. When people are bullied they can feel very alone and can blame themselves, so it's good to have support
- If you are not sure what you should do, you could call Childline which is a confidential advice service for children. The number is: 0800 1111
- You can also email, text and have an online chat with a counsellor at Childline. Their website is: <http://www.childline.org.uk>

If you are bullying someone

- Stop!
- Talk to someone about what you're doing and ask for help to understand and change your behaviour – and to find out how you can apologise and make amends to the person you've been bullying.
- If you are not sure what to do, you could call Childline which is a confidential advice service for children. The number is: 0800 1111. You can also email, text and have an online chat with a counsellor at Childline. Their website is: <http://www.childline.org.uk>
They won't judge you and they understand that there are often many reasons why children and young people bully others, sometimes because they themselves have been bullied.

13. Guidance for parents and carers

We have a booklet for parents and carers with guidance on what to do if their child is being bullied or is bullying others

What to do if your child is being bullied

Your child may not tell you that he or she is being bullied. However, you may notice some changes in his or her behaviour, including:

- Be unwilling to talk about their day
- Look less happy
- Come home with cuts and bruises
- Come home with toys and things you have not bought for them
- Take things from home without you knowing
- Avoid certain children or activities
- Be reluctant to go to school
- feeling unwell, often with a headache
- anxiety
- aggression towards you or others in your family
- bedwetting
- waking in the night

These things can happen for other reasons but they can be a sign of bullying so it's important to find a quiet time to talk to your child about your concerns. It might also help to talk to others who know and care for your child including their teachers.

If your child is being bullied,

- Take time to listen to your child and stay calm
- Calmly talk with your child
- Explain to them that bullying is unacceptable and that no one should have to put up with it. Promise to do all you can to stop it.
- Write down what your child has said. If it involves cyberbullying, keep any evidence of emails and texts
- Encourage your child to talk to their teacher or someone at the school
- Never intervene with other children or children's parents, but let the school know.
- Contact your child's class or form teacher as soon as possible to let them know your concerns. The school will take any incident of bullying extremely seriously and will deal with it quickly to find out why it has happened and to prevent it happening again
- Staff may not know about the bullying and will need to know what has happened and will discuss with parents and carers action to be taken
- Staff will update parents and carers about what they are doing to resolve the issue and when it has been resolved
- If you are not satisfied with the response you get and any action taken, you should contact the Head of Year or The Principal with your concerns.
- If you remain dissatisfied, you should follow the school's complaints procedure, as detailed in the school prospectus.
There is a leaflet on Camden Council's website giving advice about how to complain about a school service: <http://www.camden.gov.uk/schoolcomplaintsleaflet>
- Call or go on the website of one of the organisations dedicated to supporting parents and carers. They will give you independent advice and support. For example, Parentline Plus on 0800 800 2222 or the Parents Anti-Bullying Helpline on 08451 205 204.

What to do if your child is bullying someone else

It can be a shock to parents and carers that their child could be bullying another child in the school. There are many reasons why some children and young people bully others. Sometimes it's because they are copying someone at school or elsewhere, or being encouraged to bully or that they have been a victim of bullying themselves. It may be hard to spot although one sign could be that they come home with toys, food and other things that you have not bought for them.

Children who bully others may also suffer from long lasting consequences and may continue with bullying behaviour into their adult lives. It is important that children receive help and the issues are dealt with straight away. You should:

- Talk with your child and explain why bullying is wrong
- Make an appointment to speak to their class teacher or form tutor to talk about how the bullying can be dealt with
- Call or go on the website of one of the organisations dedicated to supporting parents and carers. They will give you independent advice and support. For example, Parentline Plus on 0800 800 2222 or the Parents Anti-Bullying Helpline on 08451 205 2

14. Roles and responsibilities

The Principal 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

The Principal will support the staff in all attempts to eliminate bullying from our school. The Principal will:

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

Key contacts

- Staff responsible for bullying prevention are the SMT
- All staff are responsible for monitoring bullying incidents
- Principal
- E-safety contact officer: Consuela or Lora

15. Sharing the policy

Key information from this policy will be incorporated into the following documents

- School Handbook / Prospectus
- Staff Handbook
- Home-school contract/agreement
- Student diary/journal

A full copy of this policy is freely available to parents and carers on request and a copy is on the Parent's and carer's notice board and on the school website. All new parents and carers and pupils receive a copy and the anti-bullying charter is explained and discussed at the start of each year. Copies are supplied to other professionals whose work relates to bullying prevention or who may be involved in its delivery.

Date adopted: September 2014

Updated January 2017

Revised (using Camden Guidance) December 2016

Name: Andrea Taylor

Signed:

Appendix 1: HHS Bullying Report and Monitoring Form

For each incident please complete one form and return to the designated teacher
for collation and monitoring.

1. Focus of Bullying
Please tick all elements which apply in your understanding of the incident(s):

	Definitely applies	Possibly applies
Age/ Maturity		
Appearance		
Size/weight		
Class/Socio-economic		
Family circumstance (e.g. caring role)		
Ethnicity/Race		
Religion/Belief		
Gender		
Transphobia/Gender identity		
Homophobia/sexuality		
Sexualised		
SEN and Disability		
Ability/application		

2. Manifestations of Bullying (indicate those that apply)

Perception of individual: feelings of being bullied/harassed	
Isolation/ignoring	
Teasing	
General expressions of prejudice/stereotype	

Racist literature, graffiti or insignia	
Verbal abuse or name calling (specify below)	
Targeted graffiti or hurtful note writing	
Threats including threatened physical assault	
Mobile phone/text message bullying/harassment	
Internet related bullying/harassment	
Camera phone bullying/harassment	
Actual physical assault	
Is this a one= off incident or bullying?	
Other:	

3. Those involved – please also record where appropriate:
- adults as targets or perpetrators (A)
 - perpetrators from outside the school community (O)
 - children/young people who are Children Looked After (CLA) or who have Learning Difficulties or Disabilities (LDD)

Targeted/wronged/distressed person/s (including ethnicity and other relevant diversity issues)	Person/s giving offence (including ethnicity and other relevant diversity issues)
---	--

4. Description of incident(s)
Please give a precise account including places, date, times and any witnesses.

Attach any further information (e.g. pupils' accounts, witness accounts, notes of meetings)

N.B. Indicate if it is a repeat incident.

N.B. indicate if a serious incident referral should be made to the LA.

5. Action taken:
Please record all steps (including meetings, letters, investigations, sanctions)

6. Summary of those notified and/or involved

(Delete italic options where applicable)	✓	Any details (e.g. dates)
Principal		
SMT		
<i>Form tutor/class teacher</i>		
'Target' parents/carers notified by <i>letter/telephone/in person</i>		
'Target' parents/carers invited to the school		
'Offending person/s' parents/carers notified by <i>letter/telephone/in person</i>		
'Offending person/s' parents/carers invited to the school		
CAF initiated for <i>target/offending person</i>		
Local Authority: SEA/SIP, Anti-Bullying adviser or MECS		
Police		
Others (specify):		

7. Date for monitoring progress of those involved. Follow up on the incident and check that all parties

are progressing well academically and socially

Date.....

8. Member of staff:

Name Date

9. Outcomes/actions from follow up.

Appendix Two: Anti-Bullying Charter

Advice to children

- If you are a victim of bullying (whether in or outside of school), it is very important to tell somebody you trust. You can tell a member of staff or anyone you want to talk to.
- The school will always take you seriously and act to stop the bullying and support you to feel safe again
- If you cannot tell anyone at school, you can tell your parents who will tell us.
- You can also email, text and have an online chat with a counsellor at Childline. Their website is: <http://www.childline.org.uk>
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Appendix Three: Booklet for parents and carers

Guidance on what to do if their child is being bullied or is bullying others

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Appendix Four: Further sources of information.

Other departmental advice and guidance you may be interested in.

DfE Behaviour and Discipline in Schools Guidance.

Supporting children and young people who are bullied: advice for schools.

Legislative links.

Schools' duty to promote good behaviour: Section 89 Education and Inspections Act 2006 and Education (Independent School Standards) (England) Regulations 2010
Power to tackle poor behaviour outside school.

The Equality Act 2010

Specialist organisations

The Anti-Bullying Alliance (ABA): Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance (ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues.

Kidscape: Charity established to prevent bullying and promote child protection providing advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.

The Diana Award: Anti-Bullying Ambassadors programme to empower young people to take responsibility for changing the attitudes and behaviour of their peers towards bullying. It will achieve this by identifying, training and supporting school anti-bullying ambassadors.

The BIG Award: The Bullying Intervention Group (BIG) offer a national scheme and award for schools to tackle bullying effectively.

Restorative Justice Council: Includes best practice guidance for practitioners 2011.

Cyber-bullying

ChildNet International: Specialist resources for young people to raise awareness of online safety and how to protect themselves.

Think U Know: resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers.

Digizen: provides online safety information for educators, parents, carers and young people.

Advice on Child Internet Safety 1.0: The UK Council for Child Internet Safety (UKCCIS) has produced universal guidelines for providers on keeping children safe online.

LGBT

EACH: (Educational Action Challenging Homophobia): provides a national Freephone Actionline for targets of homophobic or transphobic bullying and training to schools on sexual orientation, gender identity matters and cyberhomophobia. Schools Out: Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education.

Stonewall: An LGB equality organisation with considerable expertise in LGB bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers.

SEND

Mencap: Represents people with learning disabilities, with specific advice and information for people who work with children and young people.

Changing Faces: Provide online resources and training to schools on bullying because of physical difference.

Cyberbullying and children and young people with SEN and disabilities: Advice provided by the Anti-Bullying Alliance on developing effective anti-bullying practice.

Racism

Show Racism the Red Card: Provide resources and workshops for schools to educate young people, often using the high profile of football, about racism.

Kick it Out: Uses the appeal of football to educate young people about racism and provide education packs for schools.¹³

Anne Frank Trust: Runs a schools' project to teach young people about Anne Frank and the Holocaust, the consequences of unchecked prejudice and discrimination, and cultural diversity.

In light of the difficulties being faced by BeatBullying whose service is currently not operating, the Anti-Bullying Alliance has helpfully put together a fact sheet outlining the range of support that is available to schools and young people from the anti-bullying sector.

Frequently Asked Questions

Q: Should we prioritise tackling some types of bullying over others?

A: Immediate physical safety obviously comes first. All bullying, whatever the motivation or method, is unacceptable and should not be tolerated. Some issues will be more familiar to schools than others and this guidance points to other specialist organisations for further information about how to tackle specific types of bullying. Please see 'Further Sources of Information' at the end of this document.

Q: Should I discipline pupils for bullying outside the school?

A: Yes. If an incident of bullying outside the school premises is reported to the school, it is important that it is investigated and appropriate action is taken. This will send a strong signal to pupils that bullying will not be tolerated and perpetrators will be held to account.

Q: How can we involve parents more in our anti-bullying work?

A: Schools should talk to parents about their anti-bullying policy and make it available to them and prospective parents as part of their behaviour policy. Schools should ensure that parents know what measures are being taken to prevent bullying, as well as how incidents are responded to, and may also encourage positive messages about good behaviour and respect for others at home.

Q: Should I record incidents of bullying?

A: Staff should develop a consistent approach to monitoring bullying incidents in their school and evaluating whether their approach is effective. For some schools, that will mean recording incidents so that they can monitor incident numbers and identify where bullying is recurring between the same pupils. Others do not want to keep written records. We want schools to exercise their own judgment as to what will work best for their pupils.