

Statement of Principle

We acknowledge the right of children to be treated with respect and understanding, free from intimidation and bullying.

At Hollickwood any form of bullying is unacceptable and will not be tolerated. If bullying does occur staff will deal with any incidents promptly and effectively, to ensure a supportive, caring and safe environment for all.

What is bullying?

Bullying is wrong and damages individual children and their capacity for learning and enjoying school. It is deliberate hurtful behaviour, repeated over a period of time. Children who are being bullied find it difficult to defend themselves and as a result are more likely to be unhappy and underachieve-socially and academically. Children may be involved directly or indirectly, where 'not telling' is effectively giving silent consent.

Bullying can be:

- physical (hitting, pushing, kicking, punching, theft, unwanted physical contact)
- verbal (name calling, teasing, racist/homophobic remarks, sexually abusive comments)
- indirect (spreading rumours, graffiti, excluding someone from social groups)
- cyber (sending nasty emails, texts, making nasty phone calls)

Aims and Objectives

Bullying hurts and is a major cause of stress. Therefore, we do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable and by modeling appropriate behaviours.

We accept the bullying charter devised by the Anti-Bullying alliance¹ in conjunction with the Department for Education and Skills. Our specific aims are to:

- Ensure all people are welcome, treated with respect and feel safe in all parts of the building
- Ensure equal opportunity for all pupils to experience success
- Ensure all children, staff and parents are aware of what bullying is
- Ensure that all teaching and non-teaching staff know what the school policy is on bullying, and follow it when bullying is reported
- Establish partnerships with community groups, parents, staff and pupils, to raise awareness of bullying
- Work towards a 'telling school' where any child subjected to bullying has opportunities to tell. Also, that if a victim is too afraid to tell, then bystanders know it is their duty to do so.
- Establish a playground policy where opportunities for bullying are reduced and positive use of the environment, staff and children are encouraged and developed
- Deal with all incidents of bullying consistently and effectively

Prevention

In order to meet our aims the following strategies are used;

- Constant evaluation of the school buildings and grounds to ensure a welcoming, safe and secure environment is maintained
- Opportunities for children to discuss bullying and its effects are included throughout our curriculum. Specifically it is covered in PSHCE, RS and assemblies
- Incidents of bullying are dealt with sensitively, promptly and followed up accordingly
- Regular visits by the Police school community officers and use of theatre, dance and storytelling groups, which tackle the issue of bullying and create community cohesion
- Modeling ,encouraging and promoting positive behaviours
- Positive relationships with staff , pupils and parents
- Signposting/promoting of agencies such as ChidLine, CEOP

Responsibilities of Staff.

It is the responsibility of all adults to ensure the safety of pupils. This will be achieved by:

- All suspected cases of bullying to be promptly reported to the Head and recorded
- Supporting the victim in whatever way is deemed appropriate. e.g. circle time, bubble time
- The school behaviour system to be used where appropriate. Further sanctions will be used if necessary
- The Anti-Bullying policy to be reviewed with pupils, parents and staff
- Modeling positive behaviours at all times and teaching moral values
- Positive behaviour being encouraged and rewarded
- Encouragement of bullies to change their behaviour positively

Procedures

If a child feels that they are being bullied they need to feel secure in telling someone about it. Children are encouraged to tell anyone that they feel confident enough to talk to. To ensure a consistent approach to any incidents, the responsibility for this lies jointly with the Behaviour Lead, Skeve Constantinou and the Head Teacher, Mr Vivian. For 'one off' incidents a record of it is logged in a book, which is kept securely in the school's office. The process for these types of incidents will begin with point 4 of the bullying procedure. The procedures for dealing with bullying at Hollickwood are as follows;

1. Child confides to someone or via indirect means i.e. bubble time, another child
2. Incident investigated by staff member/class teacher
3. If it is felt that an incident of bullying has taken place then the ABC section of ABC/Action form will then be completed for each child (Appendix A) A copy then needs to be given to the key person and Head Teacher
4. The key person and Head Teacher should reach an agreement as to whether this incident constitutes bullying or should be addressed as an incident of indiscipline
5. If it is considered as an incident of indiscipline, then sanctions outlined in the behaviour policy will be applied.
6. If considered bullying, Parents of both parties will be contacted to arrange a meeting and discuss incident(s). This may be carried out by use of a telephone call and/or a letter (Appendix B). The action section on the ABC/Action form (Appendix A) will be completed during the meeting. A follow up time and date is noted to review action points
7. The monitoring form is completed by the key person
8. If behaviours are repeatedly considerably , then external agencies will be contacted for further support and advice to determine the cause of behaviour

When dealing with any incidents, the feelings of the victim will be taken into account and supported. The perpetrator will be dealt with using the school behaviour policy. In serious cases, exclusion will be considered.

Parents who have concerns about their children can discuss their worries with their child's class teacher and the incident will be investigated using the procedure set out above.

Monitoring, evaluating and review

This policy will be shared with all members of the school community and evaluated annually to assess its implementation and effectiveness.

Date: November 2016

Review: November 2017

Appendix A-ABC/Action form

(To be completed by member of staff reporting incident)

Name of Pupil		Class	
Observer		Date	
Place of incident		Time	

Antecedent	Behaviour	Consequence

(To be completed if incident constitutes bullying, by Head Teacher/Key Person)

Action Taken	Date	Review Date
Time spent investigating and dealing with incident		

Signature of member of staff reporting incident: _____

Signature of Head Teacher/Key Person _____

ABC of behaviour-a working aid

The following chart can be used as an aid to complete the ABC/Action form. You may think of other inputs to add. The antecedents have been divided into two groups; **General** and **Specific**. This is useful when planning interventions, if the specific needs have not been addressed successfully.

Antecedent		Behaviour	Consequences
General	Specific	<ul style="list-style-type: none"> • What did you actually see happen? • Observable and objective description of behaviour • Consider frequency severity and appropriateness 	<ul style="list-style-type: none"> • What happens afterwards? • What does the pupil achieve from the behaviour? Positive/Negative • How do staff react? • How do pupils react? What do they say or do?
<ul style="list-style-type: none"> • Home • General ability in school • General standard of work • Learning difficulties • Pupil's strengths/weaknesses? 	<ul style="list-style-type: none"> • Where does it occur? • Time of day? • What was expected of the pupil? • Kind of activity/task? • Structure of work setting? 		
<ul style="list-style-type: none"> • Curriculum differentiated? • Status in class • Peer relationships • Staff relationships/behaviour- how is this presented and expressed? • Teacher and adult behaviour • Style of communication, body language and the language are positive • Level of self-confidence/self-esteem • Emotional state • Medical/Physical/psychological or neurological difficulties 	<ul style="list-style-type: none"> • How do you think the pupil was feeling? • How do you think pupil perceived situation? • What is the goal of behaviour: attention seeking, demonstrating power, seeking power, or is it escape by withdrawal? • How much positive/negative contact with teacher? 		

Appendix B-Letter to Parents



Sydney Road
London N10 2NL
Tel: 0208 883 6880

Date

Dear (Parent/Carer Name)

Re: Allegation of Bullying

I must inform you that (Name) has reported (he/she) has been subjected to a bullying incident. You can be assured that the school does not tolerate any form of bullying and this allegation is being investigated thoroughly.

If at a later date you become aware of any incidents of this nature, we ask you to alert the school in order that further action may be taken.

Please confirm you have received this letter by returning the attached tear off slip.

Thank you.

Yours sincerely

Miss Constantinou
Assistant Headteacher: Behaviour Lead

Re: Allegation of Bullying

I acknowledge receipt of this letter.

Name.....Signature

Child Class

Headteacher: Hugh Vivian Assistant Head: Paraskeve Constantinou
Email: office@hollickwood.barnet.sch.uk

Monitoring form: Anti-Bullying Incidents

Date/Time	Time Spent	Investigation completed in 3 days?	Notes. Incl: children involved (Ethnicity, EAL, SEN etc)

Total numbers of incidents _____

Signed (Head Teacher) _____

Date _____