



Horn Park

Primary School

Anti-Bullying Policy

Reviewed policy reviewed by GB on:	June 2022
Reviewed policy shared with staff on :	Sep 2022
Policy to be reviewed again on:	June 2023
Committee responsible for review:	Learning and Achievement
Key Personnel Gov:	Christine Adams

This policy has been written and developed with our anti-bullying ambassadors and parents and governors from our anti-bullying steering group.

Rationale

Horn Park Primary School is committed to promoting equality, diversity and inclusion for all. It is our aim to provide children with a caring, friendly and positive environment in which to learn, play and communicate. We believe that children should be treated fairly and with respect, regardless of race, sex, religion, ethnicity, sexual orientation, SEN, disability or any other difference that they make a child vulnerable. Bullying of any kind is not acceptable at Horn Park Primary School and it will not be tolerated. As a school community, it is our duty to be proactive in ensuring that bullying is challenged and reported by all. All reported incidents will be recognised and dealt with promptly and effectively. This policy will be circulated to all members of staff.

All members of staff have signed to confirm that they have read and understood the policy. Any queries or requests for training will be acknowledged.

We aim to:

- provide a safe and secure environment where all can learn and work without feelings of anxiety (deep worrying), humiliation (the fear of being laughed at), oppression (cruel behaviour that makes you feel worthless) or abuse (verbal and physical attacks).
- ensure that all children, parents and adults connected to the school are aware that we are against bullying and know that appropriate action will be taken.
- ensure that everyone takes responsibility for preventing and eliminating bullying in our school.

What is Bullying?

There are many definitions of bullying but most definitions have these 3 things in common:

- Bullying is deliberately hurtful and threatening behaviour.
- Bullying is repeated behaviour over a period of time.
- It is difficult for those being bullied to defend themselves.

The Horn Park Anti-Bullying Council defines bullying as 'Intentional acts of cruelty that happen again and again and are meant to hurt somebody. These acts can hurt physically and/or emotionally.

Forms of Bullying

Bullying can take many forms. The main forms of bullying are:

- physical (hitting)
- verbal (name calling)
- social (spreading rumours or stories)

Often, acts of bullying involve a combination of these forms.

Behaviours that constitute bullying (these would be repeated over a period of time)

- Hitting, kicking, pushing and threatening behaviour.
- Nudging, whispering, sniggering, facial expressions, gestures.
- Making someone do something they don't want to do.
- Putting someone down (belittling or embarrassing or humiliating)
- Forcing someone to be your friend – making it uncomfortable or risky for them if they are not.
- Making fun of someone's race, ethnic origin, faith, culture, religion, name, appearance, accent or family.
- Making sexist or sexually abusive comments.
- Online or cyber bullying, for example posting offensive messages on websites or chat rooms, sending offensive text messages or emails or bullying the bullied child via their mobile phone.
- Any unfavourable or negative comments, gestures or actions made to someone relating to their disability or special educational needs.

What kind of behaviour is not bullying

The behaviours listed below are not bullying. Instead, they are examples of rude or mean behaviour. Rude behaviour is one off and often the individual being rude does not realise that they are (the act is unintentional). Mean behaviour is intentional. The individual will be abusive (physically or verbally). However, this act will happen once and will not continue over a period of time.

- Occasional loss of temper
- Hurting by accident
- Teasing or having a joke which is received in good spirit
- Falling in and out with friends
- Minor disagreements
- Not being friends with someone; not inviting someone to a party
- A disagreement between 2 people of equal strength and qualities

Children will disagree with each other. In extreme situations, they may be verbal and/or physical abuse towards each other. If these are isolated incidents, they will be dealt with through the use of the restorative approach, where children are encouraged to settle misunderstandings or disagreements through discussion so leading to a mutual peaceful agreement. Children will reflect on their behaviour and

will be encouraged to unpick where a wrong choice was made in order to prevent the incident from happening again.

Vulnerable Groups

We are aware that in our school community there a number of children who may be vulnerable to bullying because of a perceived difference by other members of the school community. These differences could be for a number of reasons: colour of skin, learning difficulties, disability, EAL or communication difficulties, social circumstances and gender. Our school gives children the opportunities to celebrate diversity, develop acceptance of different cultures and faiths and the different family units that exist in our community, in order to support all children, for example those who have LGBT family members. These children who form this vulnerable group are identified by close communication between all members of staff and SEND coordinator, who will support these children. The names of these children will be kept and updated by SEND. It is the role of all members of staff to monitor the situation with these vulnerable children. Play leaders and play buddies are a valuable way of supporting these children at playtimes and lunch times. Staff are made aware of any vulnerable pupils within their class during a transfer of records meeting, so the well-being of these pupils can be monitored more closely and additional support can be offered if required.

Response to Bullying

It is not a child's fault if they are being bullied. Children should never be told to just ignore it or to change who they are. It is the child/children doing the bullying that need to change their behaviour and their attitude.

Rights and Responsibility

Every member of Horn Park Primary School has the right to:

- feel safe from verbal mental and physical abuse on their way to and from school and whilst in school.
- be addressed by their correct name.
- not have their feelings hurt about the way they look or sound.
- not be subjected to derogatory name-calling, insults, racist jokes, discussions, ridicule and abuse.

Responsibilities:

In order to eradicate bullying, every member of the Horn Park school community must take responsibility. When an act of bullying is identified, the following action will be taken:

- Adults will gather and record as much information as possible.
- Relevant adults will be informed (class teacher, head teacher, phase leader.
- An investigation will take place in order to identify the build up to the incident and all individuals involved.

- Parents of the bully and bullied child will be contacted in order to enlist their support.
- Buddies and Play leaders will be encouraged to support the bullied child on the playground.
- The consequences of the incident(s) will be explained to all involved.

When we know a child has been bullied we will:

- Respond quickly, praise the reporter and record all information accurately.
- Listen to and reassure the bullied child so that they begin to feel safe again.
- Boost or repair the bullied child's self-esteem over a period of time. We will offer 'check ins' and counselling to the bullied child.
- Suggest ways that the bullied child could be more assertive if these situations were to arise again.
- Demonstrate our support by taking the matter seriously.
- Report the incident to the Head Teacher.
- Create a network of support by informing the bullied child's parents and class teacher (and their friends if they wish). Through our work with the wider community, we will ensure that the bullied child feels confident and safe when in school.

When we know a child has been bullying other children we will:

- Try to establish why the child has been harming other children.
- Inform their parents of what they have done.
- Provide education so that the bullied child understands why their actions were wrong and why they need to change their behaviour.
- When appropriate, give a sanction to the child.
- Through our work with the wider community (parents, class teacher, anti – bullying leads, learning mentor), we will ensure that the perpetrator is supported when they are remorseful and ready to repair the damaged relationship.

Strategies to prevent bullying

Everyone is responsible for ensuring that bullying is not tolerated at Horn Park Primary School. Children learn through example, therefore staff need to:

- Provide positive examples of friendship, trust and caring through the relationships that they have with each other and through assemblies and the PSHE curriculum.
- Use strategies to promote positive self-esteem.
- Teach children to be assertive and resolve conflict constructively through the Restorative Approach.
- Make sure the message of bullying being unacceptable behaviour is constantly reinforced.
- Promote co-operation and kind behaviour through praise.
- Encourage children to communicate to staff about any bullying behaviour.

- Ensure that unkind behaviour is monitored and dealt with effectively so that it does not develop into bullying.

Restorative Approach

The Restorative Approach enables the school to resolve conflicts, improve behaviour and develop well-rounded individuals. The basic principles of the restorative approach are based on an understanding and acceptance that conflict is a part of life and that in a conflict there is an underlying damage to the two parties involved that needs to be addressed to resolve the issue and prevent any further incidences of the same nature. In an educational setting this basically means that instead of simply being punished as a result of “bad behaviour” a child is asked to take responsibility for their actions, understanding what they have done wrong and accepting that their actions can be harmful to others.

Restorative approaches are fundamentally grounded in “relationships” and in repairing, restoring and consolidating relationships when they have been harmed. A restorative approach is very different to the traditional way that schools have dealt with wrong doing. First of all students must tell the truth and own up to what they have done. Then the approach differs in the following respects: A restorative meeting following an incident brings together the harmed and the wrong doer. Both sides are able to talk about the incident and together they negotiate what needs to happen to repair the harm and agree how we can ensure that it does not happen again. Solutions may also result in a consequence.

Key things to remember if you think you are being bullied

It is not your fault. You do not deserve to be bullied. Do not keep it to yourself, the sooner you tell an adult, the soon it will stop. You will be protected. You have a right to feel happy and comfortable and nobody has the right to stop you feeling these things. We will listen to you.

If you want to speak to somebody about bullying, you can choose an adult who you are comfortable speaking to (like your parent, class teacher, class TA, Midday meals supervisor) or you can choose another child who you are comfortable speaking to (like your friend or your brother or sister).

Key things to remember if you know that somebody is being bullied

Tell an adult. You will not be ignored. Support the bullied child and let them know that things will be ok and they will get better. Do not confront the bully yourself.

Key things to remember if you are the parent/carer of a child that is being bullied

Listen to what your child is saying and try to remember as much information as you can (they may only ever speak about the incident once). Do not confront the other

child(ren) or their families. Speak to your child's teacher or the head teacher immediately. Praise your child for confiding in you.

Monitoring

This policy will be monitored and the effectiveness will be evaluated in the light of the number of bullying incidents recorded, staff response to bullying behaviour, and any concerns of children, staff and parents regarding bullying.

All members of the staff are responsible for responding to incidents of bullying and the Head Teacher and PSHE leader have specific responsibility for ensuring that the procedures in this policy are followed.

The Governors (with oversight of this policy) are the Teaching and Learning committee to whom the number of incidents will be reported annually, to coincide with the policy review.

Equal Opportunities

Bullying differs from discrimination in that the focus is rarely based on gender, race or disability. However, no child or member of staff at Horn Park School should be bullied or belittled, whatever their special educational or medical needs, ethnic origin, gender or religion.

Horn Park recognises that all children are potentially vulnerable to bullying, for a variety of reasons. However, evidence shows that children with a range of needs are more likely to experience bullying than their peers. Horn Park ensured that learners who may not be able to report incidents themselves are supported through a whole-school 'proactive' approach. Staff are conscious and responsive when identifying incidents of bullying involving children with SEN.

Obtaining a Copy

Copies of this Anti-Bullying policy are available from the website or via the school office.

Related Documentation

Behaviour for Learning Policy

Safeguarding Policy

Equalities Policy

Acceptable Use of Internet and Digital Technology Policy

Review date: June 23

Appendix 1 **Types of Bullying**

Homophobic bullying

Incidents of homophobic name calling/bullying are taken seriously and responded to in a similar way to other incidents and/or cases of bullying.

The Law

- It is illegal to discriminate against those who are lesbian, homosexual, or bisexual (2007 Equality Act)
- Under the Education and Inspections Act 2006, head teachers, with the advice and guidance of governors and the assistance of school staff, must identify and implement measures to promote good behaviour, respect for others, self discipline among pupils and to prevent all forms of bullying. This includes the prevention of homophobic bullying.

Response

If we are made aware of a child using homophobic language, we will address this in line by following the procedures below:

- Establish why homophobic language was used? What was the motivation?
- How did it make the child feel?
- Explain that their chosen word is not the right word to use. What could they have done/said instead? Help child to understand how their behaviour affects others.

- Ask the child to choose other words/actions which would help solve the problem in a positive way.

KS2 and older:

Follow guidance above in addition to the following:

- Ask children to clarify what the language that they used and explain their understanding of the word/words used.
- Support child in understanding how their behaviour affects others.
- Resolve conflict in line with school Behaviour policy.
- If name calling continues sanction child in line with Behaviour Policy

Cyber bullying

Introduction

At Horn Park we recognise that technology plays an important and positive role in everyone's lives, both educationally and socially. It is committed to helping all members of the school community to understand both the benefits and the risks, and to equip children with the knowledge and skills to be able to use technology safely and responsibly. Most cases of cyber bullying will be dealt with through this policy, however, some features of cyber bullying differ from other forms of bullying and may prompt a particular response.

Aims

- To safeguard children within the duty of care.
- To promote safe and responsible behaviours in using technology both in school and in the home and beyond.
- To outline how misuse will be dealt with.

Investigation of cyber bullying

Children will be encouraged to do the following if they receive a hurtful message or image:

- Save it.
- Not to reply.
- Block future messages.
- Show it to their parents or a member of staff.

The parent will be encouraged to report it to a member of staff at school. The member of staff will ensure that the child's class teacher is aware of the investigation. The class teacher will investigate the allegation with the perpetrator and recipient and report to the Head teacher.

Actions

Once the person bullying is identified, steps will be taken to modify their attitude and behaviour as well as ensuring access to any support that is required. Factors which will be considered when determining sanctions include:

- The impact on the victim: was the bully acting anonymously, was the material widely circulated and humiliating?
- The motivation of the bully: was the incident unintentional or retaliation to bullying behaviour from others.

A meeting with the parent/ carer of the perpetrator will be arranged to discuss sanctions.

Mobile Phones

In accordance with the school's Acceptable Use of Internet and Digital Technology Policy (appendix 4), children are not permitted to use their mobile phones during the school day. Any inappropriate use of mobile devices such as cyber bullying, will be reported to the Headteacher. This includes, mean or malicious messages sent to or about an individual or messages sent without the phone owner's permission which have been sent with an intent to cause harm.

Appendix 2 **Staff responsibilities**

Roles and Responsibilities

The Head Teacher is responsible for:

- overall monitoring of bullying and the anti-bullying policy within the school
- dealing with incidents of bullying between adults
- following up any situations not satisfactorily resolved in the view of the SLT member, parent or any concerned member of staff
- ensuring the class teachers keep copies of incident forms recording incidents of bullying

The PSHE coordinator is responsible for:

- overall monitoring of bullying and the anti-bullying policy within the school
- supporting with the planning of behaviour management and coping strategies to bullies, victims and parents

The member of the Phase Leader is responsible for:

- recording, advising on and following up any incidents or bullying or suspected bullying
- liaising with parents regarding concerns over bullying that have not been resolved by the class teacher
- supporting with the planning and implementation of behaviour management and coping strategies to bullies, victims and parents

- agreeing a preventative programme including any sanctions for the bully in consultation with the class teacher

The class teacher is responsible for:

- keeping records of any incidents of bullying observed, disclosed or suspected on an incident form
- informing the member of the SLT responsible for supporting their class of any incidents of bullying observed, disclosed or suspected
- liaising with parents regarding concerns over bullying
- implementing any sanctions or behaviour management programmes agreed with the SLT member to support the victim in strategies for coping or the bully in changing their behaviour

The Inclusion Leader is responsible for:

- raising awareness among learners and school staff in order to help foster positive attitudes towards learners with SEN and disabilities
- creating an accessible and inclusive culture and environment
- gathering accurate information on incidents of bullying involving children with SEN and monitoring these incidents
- ensuring participation of learners with SEN and disabilities, and their parents/carers
- ensuring the communication needs of learners with SEN and disabilities are met

Appendix 3 – staff acknowledgement

I _____ have read the Anti
- Bullying policy.

I am confident that I know what to do if I believe or know that
a child is being bullied.

Yes No

I would like more information about

Signed _____

Date _____

Appendix 4

http://www.hornpark.greenwich.sch.uk/sites/default/files/policies/Acceptable%20Use%20of%20Internet%20and%20Digital%20Technology%20Policy%202016_0.pdf