



Horn Park Primary School Anti-Bullying Policy

Reviewed policy reviewed by GB on:	Jan 2026
Reviewed policy shared with staff on :	Jan 2026
Policy to be reviewed again on:	Jan 2028
Key Personnel Gov:	Christine Adams

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. Bullying of any kind will not be tolerated at Horn Park Primary School. 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 acknowledged and dealt with promptly. This policy will be circulated to all members of staff.

We aim to:

- provide a safe 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 in the event of a reported incident.
- 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 3 factors in common:

- Bullying is deliberately harmful and threatening behaviour.
- Bullying is repeated behaviour over a period of time.
- It is difficult for those being bullied to defend themselves as there is an imbalance of power. This imbalance of power may arise due to a difference in age, physical strength, popularity, or any other imbalance that gives the child demonstrating bullying behaviours more power.

At Horn Park, we define bullying as the “Intentional acts of cruelty that happen more than once with the intention of harming or humiliating somebody. These acts can hurt physically and/or emotionally and there is always an imbalance of power present”.

Forms of Bullying

- Bullying can take many forms. The main forms of bullying are:
- Physical (hitting)
- Verbal (name calling)
- Emotional (spreading rumours or stories)
- Cyber (using digital technology to be harmful)

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

Behaviours that could constitute bullying

- Hitting, kicking, pushing, and threatening behaviour.
- Nudging, whispering, sniggering, facial expressions, gestures.
- Making someone do something that they do not want to do.

- Putting someone down (belittling, 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.
- Making gender-related derogatory or abusive comments.
- Imposing extremist views on others.
- Using derogatory language or terms based on a child's learning, physical or social needs.
- Using derogatory or abusive language focused on an individual's social or financial status.
- Online or cyber bullying, for example posting offensive messages on websites or chat groups, sending offensive text messages or emails or bullying using other forms of digital technology.

Behaviour that does not constitute bullying

The behaviours listed below are not bullying. Instead, they are examples of rude, mean or accidental behaviour. Often the individual being rude does not realise that they are doing so, therefore the act is unintentional. Mean behaviour is intentional. The individual displaying mean behaviours will be abusive (physically or verbally, however, these behaviours will not reoccur over a period of time.

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

Children will disagree with each other, and conflict is to be expected in life. In extreme situations, they may verbally or physically abuse each other. If these are isolated incidents, they will be resolved using the restorative approach.

Signs of bullying

Whilst a child may not tell an adult that they are being bullied, their changes in behaviour may indicate that this is taking place. Adults should be aware of the signs below and should investigate if a child:

- is unwilling to go to school
- becomes withdrawn, anxious or lacking in confidence
- starts stammering
- attempts or threatens self-harm
- cries themselves to sleep at night or has nightmares/ bedwetting
- regularly feels ill in the morning
- comes home with clothes torn or property damaged
- has possessions go missing
- has unexplained cuts and bruises

- stops eating or changes their usual routine
- is frightened to say what is wrong
- is frightened of walking to or from school

Cyber bullying

At Horn Park we recognise that digital technology plays an important and positive role in everyone's lives, both educationally and socially. We are committed to helping all members of the school community understand both the benefits and the risks of digital technology, and we equip children with the knowledge and skills to be able to use technology safely and responsibly through our curriculum and through assemblies and conversations led by members of staff, and outside agencies.

Cyber bullying (often referred to as 'online bullying') is any form or act of bullying mentioned above, which is carried out using digital technology (mobile phones, laptops, games consoles, personal computers, tablets). As with the other forms of bullying, cyber bullying is intentional, repeated over a period of time, and there is an imbalance of power whereby the child experiencing these behaviours is unable to defend themselves.

If children believe that they have experienced cyber bullying, they will be encouraged to save the message, not reply to it, block the contact from sending further messages and inform their parents or a member of staff if they receive a hurtful message or image.

Once reported to a member of staff, an investigation into the bullying allegation will take place and steps will be followed as listed in this policy under the 'response to bullying' section. The child who has experienced this behaviour will be listened to, supported, and reassured – they will be supported in line with this policy. Once the child who has been demonstrating bullying behaviours is identified, steps will be taken to modify their attitude and behaviour as well as ensuring access to any support that is required. A meeting with their parent/carer will be arranged to discuss the support that will be offered and any sanctions that will be issued.

Cyber bullying often takes place outside of school. We will support parents and offer advice on how they can monitor their child's use of digital technology when they are outside of school, and how they can put restrictions on their child's digital technology to ensure that they are safe when online.

In accordance with the school's Acceptable Use of Internet and Digital Technology Policy, children are not permitted to use their mobile phones during the school day. Children are permitted to bring their phones to school, and these must be handed to the class teacher at the start of the day, where they will be secured until the end of the day.

Vulnerable Groups

We are aware that in our school community there are some children who may be vulnerable to bullying due to a perceived difference by other members of the school community. These differences could be for different reasons: race, learning difficulties, disability, having English as an additional language or communication difficulties, social circumstances, gender, etc. Our school gives children opportunities to celebrate diversity, develop acceptance of

different cultures and faiths, and the different family units that exist in our community. The children who form this vulnerable group are identified by close communication between all members of staff, who will offer support where necessary. 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 play times and lunch times. Staff are made aware of any vulnerable pupils within their class during a transfer of records meeting, to ensure that the well-being of these children can be monitored 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 ignore bullying behaviours or to change who they are. Instead, it is the child/children demonstrating bullying behaviours that need to change.

When we know a child has experienced bullying behaviour, we will:

- Demonstrate our support by responding quickly and taking the matter seriously.
- Listen to and reassure the child who has experienced bullying behaviour so that they begin to feel safe again.
- Ensure that the head teacher and senior leadership team (SLT) are informed.
- Provide support to the child by informing their parents, class teacher, (and peers if they consent). Play leaders and play buddies will be instructed to offer support to this child in the playground if they appear to be lonely, sad or isolated.
- Boost or repair the child's self-esteem through offering 'check ins' and Emotional Literacy interventions.
- Suggest ways that the child could be more assertive if these situations were to arise again.
- Through our work with the wider community, we will ensure that the child feels confident and safe when in school.

When we know a child has been displaying bullying behaviours, we will:

- Ascertain why the child has been bullying other children.
- Inform their parents of what has taken place and hold an urgent meeting with them to discuss their child's behaviour.
- Provide education so that the child demonstrating these behaviours understands why their actions are wrong, how they impacted others, and why they need to change their behaviour.
- If appropriate, where there has been an incident of a serious case of bullying, outside agencies, such as the police or social care, will be informed and their involvement will be requested.
- A sanction will be given to the child displaying bullying behaviours.
- Through our work with the wider community (parents, class teacher, anti – bullying leads, SEMH team), we will ensure that the child who has demonstrated bullying behaviours is supported, when they are remorseful, and ready to repair the damaged relationship.
- Record each incident of bullying and report these to the governing body so that we can analyse data leading to effective prevention of bullying.

Managing Individual Incidents

- If bullying is suspected or reported, the incident will be investigated immediately.
- The adult who has been approached will inform the head teacher or SLT.
- The head teacher or member of the SLT will record the details of the incident on Bromcom and inform any other relevant staff. If a racial element to the bullying is suspected the Head teacher /Deputy Head must be informed immediately.
- All individuals involved will be interviewed and a record of what they have said will be made.
- The children's class teachers will be informed.
- Parents of the alleged 'bully' and the child who experienced the bullying behaviour will be informed.
- An appropriate strategy and plan of action to combat the bullying will be decided upon.
- The implementation of the strategy will be overseen the head teacher and the SLT.
- Any sanctions will be determined by the Head Teacher and SLT.
- We will consult parallel policies e.g. behaviour, E-safety and safeguarding where instances require these policies to be executed based on the nature and/or outcome of investigations.

Restorative Approach

The Restorative Approach enables our school to resolve conflicts, improve behaviour and develop well-rounded individuals. The primary principles of the Restorative Approach are based on an understanding and acceptance that conflict is a part of life and that, during conflict there is an underlying damage to the 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 means that instead of only using punitive strategies a child is asked to take responsibility for their actions, understanding what they have done wrong and accepting how their actions have been harmful to others.

ROLES AND RESPONSIBILITIES

To eradicate bullying, every member of the Horn Park school community must take responsibility for its prevention.

The Role of the Head Teacher

The Head Teacher has a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying among students.

The Head Teacher will:

- Ensure that all staff have an opportunity to discuss strategies to prevent bullying and review these strategies regularly.
- Ensure that training is available to all members of staff.
- Ensure that procedures are brought to the attention of all staff, volunteers, parents and pupils and report to the governing body.
- Ensure that restorative practices are in place to support all children who were involved in an incident of bullying.
- Work alongside the SENCo and SEMH Lead and PSHE Lead to ensure that behaviour

strategies and interventions are appropriate and implemented.

The Role of Teachers and Teaching Assistants

Teachers and Teaching Assistants will:

- Be responsible for ensuring that the school's positive strategies are put into practice.
- Know the school's procedure and deal with any incidents that are reported.
- Ensure the person who has experienced bullying behaviours feels safe and is offered regular and continued support.

The Role of All Staff and Volunteers:

All staff and volunteers will:

- Know and follow all relevant policies and procedures.
- Be observant and talk to pupils.
- Deal with incidents according to the policy.
- Take action to reduce the risk of bullying.

The Role of Parents

If parents believe that their child is being bullied, they should contact the school and speak with the child's class teacher, head teacher or a member of the senior leadership team so that an investigation can take place.

If parents are informed that their child has been bullying other children, there is an expectation that they will speak with their child and reinforce the school's ethos that bullying is unacceptable and will not be tolerated. Parents will be expected to attend a meeting with the head teacher and/or members of the senior leadership team where their child's behaviours will be discussed and a plan of action will be agreed upon.

The Role of Pupils

All pupils, through PSHE lessons and assemblies, receive ongoing guidance and support on how to respond if they believe bullying is taking place. Children know the different roles that are involved in incidents of bullying and know that they should 'speak out' to defend and support the child who is being bullied. Children know that they should speak to a trusting adult about any concerns relating to bullying.

Play leaders receive training on how to spot the signs of bullying and how a child who is being bullied may present. If play leaders suspect that bullying is taking place, they should speak to an adult immediately.

The Role of the Governors

The governors will liaise with the head teacher over all anti-bullying strategies, and where appropriate, be made aware of individual cases. The governing body will discuss, review and endorse agreed strategies and will review the Head's report in relation to the reported incidents of bullying. In collaboration with the head teacher, the governors will agree to a regular program of staff development, which will include child protection and anti-bullying strategies. This will include training for support staff as well as teachers.

PREVENTION OF BULLYING

The school raises the awareness of bullying by exploring the theme of bullying during PSHE lessons, Anti-bullying week, incidental class conversations and school assemblies. As a values-based school, children are taught the importance of honesty, unity, kindness, respect, positivity, and perseverance. Each term is linked to a school value and during assemblies, the importance of these values is explored with the children so that they gain an understanding of why they should display them. By displaying the school values, children are less likely to bully each other.

Changing the attitudes and behaviour of the child displaying bullying behaviour will have a significant role in the strategies used by the school. Children's emotional literacy is developed by teaching them a wide vocabulary of words to describe their emotions within lessons and out of class activities. We believe that this makes them better able to express their feelings, helping them to resist attempts at bullying if they themselves are feeling frustrated or hurt. This also helps children achieve a better understanding of peers who may be vulnerable to bullying and/or harassment and gives them better skills at interacting with, including and supporting them.

The Anti-Bullying Steering Group meet termly to discuss strategies to prevent bullying in our school. This group is made up of pupils, parents and teachers with the aim of providing feedback and devising awareness raising activities.

Support to families involved with incidents of bullying can be provided via the school's family support worker.

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, respect and care 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, unity and kindness 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.

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 sooner it will stop. You will be protected. You have a right to feel happy and comfortable and nobody has the right to stop you from feeling this way. 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 and who you trust or you can choose another child who you are comfortable speaking to (like your friend or your older 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 everything will be okay. 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 or their family. 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 staff are responsible for responding to incidents of bullying and the Head teacher and PSHE lead have specific responsibility for ensuring that the procedures in this policy are followed.

This policy will be reviewed every two years. The date of the next review will be January 2028

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