



Horn Park
PRIMARY SCHOOL

Anti Bullying Policy

Reviewed policy agreed by GB on :	Summer 2013
Reviewed policy shared with staff on:	Summer 2013
Policy to be reviewed again on:	Summer 2015
Committee responsible for review:	Learning and Achievement

Rationale

Horn Park School is committed to promoting equality, diversity and an inclusive and supportive environment for its children and staff and affirms the rights of individuals to be treated fairly and with respect. We recognise that the most effective way of minimising bullying is to provide a positive atmosphere of caring and friendship, through the ethos of the school. Every child and member of staff at Horn Park School should be valued and be able to learn and work without anxiety or fear from bullying.

Aims

Bullying is unacceptable at Horn Park School and as such we aim to:

- develop a school ethos in which bullying is regarded as unacceptable and that everyone has a responsibility to be proactive in ensuring that bullying is challenged and reported
- provide a safe and secure environment where all can learn and work without anxiety, humiliation, harassment, oppression or abuse
- respond effectively to any bullying incidents that may occur
- ensure all children, parents, staff, governors and others connected with the school are aware of our opposition to bullying and know that appropriate action will be taken if bullying occurs
- ensure that everyone takes responsibility for the prevention and elimination of bullying in our school

What is Bullying?

Bullying is rarely a single incident and tends to be an accumulation of many small incidents, each of which, when taken in isolation and out of context, can seem trivial.

There are many definitions of bullying, but most have three things in common:

- it is deliberately hurtful or threatening behaviour
- it is repeated often over a period of time
- it is difficult for those being bullied to defend themselves

Bullying can take many forms, but the main types are:

- physical – for example, hitting, kicking, taking belongings
- verbal – for example, name calling, insulting, unkind or discriminatory remarks;
- social – for example, spreading nasty stories about someone, excluding someone from social groups, tormenting, staring, threatening gestures; a combination of the above – for example extortion (forcing someone to give up money or belongings) or intimidation (making someone frightened because of threats).

Any of these may also have contexts that discriminate in relation to race, ethnicity, sex, sexual orientation, SEN or disability.

Rights and Responsibilities

It is the right of every child and member of staff at Horn Park School to:

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

It is the responsibility of every child and a member of staff at Horn Park School to:

- communicate to someone if any of their rights are being abused;
- communicate to someone if they have observed someone else's rights being abused
- try to prevent abuse and to try to improve the life of someone whose rights have been abused

Strategies to Prevent Bullying

Everyone is responsible for ensuring that bullying is not tolerated at Horn Park School.

Children learn through example, thus staff need to:

- provide positive examples of friendship, trust and caring, through relationships 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 creatively and constructively
- make sure the message of bullying being unacceptable behaviour is constantly reinforced
- promote co-operation and kind behaviour through praise and rewards
- 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

Procedures

The exact course of action will vary with each situation but the main objectives should be that bullying incidents are identified, brought into the open, recorded, discussed and that strategies are agreed to help resolve the problem.

In all incidents of bullying observed, disclosed or suspected, it is important to ensure that:

- it is clear that the bully's behaviour is unacceptable and the bullying must stop
- the victim is assured that they will be supported and kept safe
- everything that happens is carefully recorded on incident forms by the class teacher
- the member of the SLT supporting the class is informed of any incidences of bullying or suspected bullying

- any parental concerns are referred to the member of the SLT supporting the class
- situations not satisfactorily resolved in the view of the SLT member, parent or any concerned member of staff will be referred to the Head Teacher or a governor if appropriate
- any bullying between adults is reported to an appropriate person. This may be the Headteacher, a member of the SLT or a governor

Additionally, those involved will need to discuss and agree on:

- the appropriateness of any sanctions. These will depend on the individual circumstances of each incident
- what support is needed or available for the bully to help change his/her behaviour
- what support is needed or available to help the victim to learn coping strategies if the behaviours are on-going, whether it would be helpful to work with the parents of both victim and bully

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.

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

Monitoring and Evaluation

This policy will be monitored and the effectiveness will be evaluated in the light of the numbers of bullying incidents recorded, staff response to bullying behaviour and any concerns of children, staff and parents regarding bullying. All members of the SLT are responsible for responding to incidents of bullying and the Headteacher and PSHE coordinator have specific responsibility for ensuring that procedures in this policy are followed. The Governors with oversight of this policy are the Curriculum sub-committee to whom numbers of incidents will be reported annually, to coincide with the policy review.

Related Documentation

Behaviour for Learning Policy

Safeguarding Policy

Equalities Policy