

Horniman Primary School



Anti-bullying Policy

This policy was agreed by the governing body on: (and supersedes all previous policies relating to this area)	
Signed:	Ameesh Shah
Implemented:	April 2015
Reviewed:	Reviewed annually.
Review date:	March 2024
Author:	Ms Sofie Hashmi Deputy Headteacher

Introduction

The school has a comprehensive [behaviour policy](#) that focuses on positive behaviour and has clear and fair procedures for dealing with negative behaviour. This policy supports the school behaviour policy and addresses the issues of bullying, racism and harassment.

All children and young people have the right to go about their daily lives without the fear of being threatened, assaulted or harassed. No one should underestimate the impact that bullying can have on a person's life. It can cause high levels of distress, affecting young people's well-being, behaviour, academic and social development right through into adulthood.

This policy outlines what Horniman School will do to prevent and tackle bullying. We are committed to providing a caring, friendly and safe environment for all our pupils and staff so they can learn in a relaxed and secure atmosphere. We are committed to developing an anti-bullying culture whereby no bullying, including between adults, or adults and children, or between peers will be tolerated.

The purpose of this policy

- To ensure that all pupils are fully included in the life of the school;
- To ensure that all pupils understand what is and what isn't bullying;
- To ensure a learning environment free from any threat or fear, enabling each pupil to achieve their potential;
- To have a 'zero tolerance' approach to bullying
- To ensure an effective response to all instances of bullying that are reported;
- To establish a means of dealing with bullying, and of providing support to pupils who have been bullied;
- To provide support for pupils who are accused of bullying, who may be experiencing problems of their own;
- To ensure bullying is dealt with openly and constructively in the school;
- To ensure that all pupils and staff are aware of the policy and that they fulfil their obligations to it.

What is bullying?

Bullying is "Behaviour by an individual or a group, usually repeated over time that intentionally hurts another individual either physically or emotionally". (DfE "Preventing and Tackling Bullying", November 2014)

Bullying can take many forms but the main types are:

- Physical - kicking; hitting; taking belongings
- Verbal - name calling, taunting, mocking, making offensive comments
- Indirect - producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.

Bullying can be child on child, adult to child, child to adult or adult to adult.

What is cyberbullying?

Cyber bullying is any form of bullying which takes place online or through smartphones and tablets. Cyber bullying can happen 24 hours a day, 7 days a week and it can go viral very fast.

There are many ways of bullying someone online and for some, it can take shape in more ways than one.

Some of the types of cyber bullying are *repeated incidents* of:

- Sending offensive, upsetting and inappropriate messages
- Sending information about another person that is fake, damaging and untrue

- Sharing offensive or degrading images
- Spreading fake rumours and gossip
- Using someone else's online identity to send or post vicious or embarrassing material to/about
- others
- Intentionally leaving someone out of a group such as group messages, online apps, gaming sites

Bullying can happen to anyone. However, some forms of bullying are attacks not only on the individual, but also on the group to which they may belong. This policy covers all types of bullying including:

- Bullying related to race, religion or culture;
- Bullying related to SEND (Special Educational Needs or Disability);
- Bullying related to appearance or physical/mental health conditions;
- Bullying related to sexual orientation (homophobic bullying);
- Bullying of young carers, children in care or otherwise related to home circumstances;
- Sexist, sexual and transphobic bullying;
- Bullying via technology – “cyberbullying”.

What is not bullying?

Bullying is not:

- Single episodes of social rejection or dislike
- Single episode acts of unkindness or spite
- Random acts of aggression or intimidation
- Mutual arguments, disagreements or fights
- Good-Natured Teasing
- Not Playing Fair

In other words, bullying is not simply being mean, rude or fights between friends. While these behaviours are undesirable and can be serious, they should be dealt with differently to bullying. Undesirable behaviour will be followed up in accordance with the school's [Behaviour Policy](#).

What is the impact of bullying?

Children who are bullied are more likely to:

- Have low self-esteem
- Develop depression or anxiety
- Develop mental health issues
- Become socially withdrawn, isolated and lonely
- Have lower academic achievements due to avoiding or becoming disengaged with school
- Be unable to form trusting, healthy relationships with friends or partners in the future

Children who frequently bully others are more likely to:

- Drop out of, or be expelled from school
- Engage in criminal behaviour
- Develop depression or anxiety
- Be abusive towards their sexual partners, spouses or children as adults

Children who witness bullying are more likely to:

- Feel powerless
- Live in fear and guilt

What are the signs and symptoms of bullying?

Many children and young people do not speak out when being bullied and may indicate by signs or behaviour that they are being bullied. Adults should be aware of these possible signs and should investigate if a child:

- Is frightened of walking to or from school;
- Begs to be driven to school;
- Changes their usual routine;
- Is unwilling to go to school (school phobic);
- 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;
- Uses excuses to miss school (headache, stomach ache etc.);
- Begins to suffer academically;
- Comes home with clothes torn or books damaged;
- Has possessions which are damaged or 'go missing';
- Asks for money or starts stealing money (to pay bully);
- Has dinner or other monies continually 'lost';
- Becomes aggressive, disruptive or unreasonable;
- Is bullying other children or siblings;
- Changes their eating habits (stops eating or over eats);
- Goes to bed earlier than usual;
- Is unable to sleep;
- Wets the bed;
- Is frightened to say what's wrong;
- Gives unlikely excuses for any of the above;
- Is afraid to use the internet or mobile phone;
- Is nervous and jumpy when a text message or email is received.

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should always be investigated.

What do we do to prevent, identify and respond to bullying?

In creating an open, anti-bullying climate in the school, the school community will:

- Promote and build a positive school ethos around our '5 Keys to Success': Confidence, Getting Along, Persistence, Organisation and Resilience;
- Promote responsibility through our school rules: Be Respectful, Be Honest, Be Responsible, Be kind, and Be Safe;
- Teach Zones of Regulation so children learn how to regulate their emotions and actions, and understand the impact their behaviours have on others;
- Foster an inclusive environment and curriculum which promotes a culture of mutual respect, consideration and care for others which will be upheld by all;
- Raise awareness and celebrate diversity in whole school and class assemblies;
- School staff are trained to look out for behaviours which may indicate a child is experiencing or displaying bullying behaviours and to take appropriate action
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (child on child abuse)

- Model, notice and acknowledge desired respectful behaviour by providing positive attention;
- Children are helped to take responsibility for their actions and, just as importantly, to make amends for any misdemeanour;
- Work with staff and outside agencies to identify all forms of prejudice-driven bullying;
- Actively provide opportunities (through RSHE activities and the promotion of our school's 5 Keys to Success) to develop pupils' social and emotional skills, including their resilience;
- Provide an 'open door' approach for pupils, staff and parents/carers to access support and report concerns;
- Challenge practice (including 'banter') which does not uphold the values of tolerance, non-discrimination and respect towards others;
- Consider all opportunities for addressing bullying in all forms throughout the curriculum (stories, drama and role-play) and supported with a range of approaches such as through displays, assemblies, events and the Pupil Parliament;
- Regularly update and evaluate our approaches to take into account the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour;
- Train all staff (including teaching staff, support staff, administration staff, lunchtime support staff, site support staff and pastoral staff) to identify all forms of bullying, follow the school policy and procedures (including recording and reporting incidents);
- Proactively gather and record concerns and intelligence about bullying incidents and issues so as to effectively develop strategies to prevent bullying from occurring;
- Actively create "safe spaces" for vulnerable children and young people, e.g. supervised games such as basketball, board games area in the foyer, lunchtime library sessions
- Use a variety of techniques including 'Restorative Justice' where possible (see our Behaviour Policy, page 5) to resolve the issues between those who bully and those who have been bullied;
- Work with other agencies (such as the 'Kidscape' anti-bullying project) and the wider school community to prevent and tackle concerns;

Involvement of pupils

We will:

- Regularly gather children's views on the extent and nature of bullying through annual pupil surveys and focus groups;
- Ensure that all pupils know how to express worries and anxieties about bullying through special assemblies, class circle times and visits from organisations like Childline;
- Ensure that all pupils are aware of the range of sanctions (see Behaviour Policy) which may be applied against those engaging in bullying;
- Involve pupils in anti-bullying campaigns in school and embedded messages in the wider school curriculum;
- Represent pupil voice and decision making through the Pupil Parliament Committees: Behaviour, Diversity, Health and Wellbeing, Teaching & Learning and Interiors;
- Utilise pupil voice through the Pupil Parliament Committees: Behaviour, Diversity, Health and Wellbeing, Teaching & Learning and Interiors;
- Publicise internal support as well as the details of external help lines and websites
- Offer support to pupils who have been bullied and to those who are bullying in order to address the problems they have;
- Home/school agreement.

Involvement and liaison with parents and carers

We will:

- Include questions about bullying in the annual parent and children surveys;
- Make sure that key information (including policies and named points of contact) about bullying is available to parents/carers e.g. website, newsletter;
- Ensure that all parents/carers know who to contact if they are worried about bullying by displaying information by the office area and on the school website;
- Ensure all parents/carers know where to access independent advice about bullying;
- Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying;
- Work with parents to role model positive behaviour for pupils, both on and offline by holding parent workshops and providing information on the school website;
Ensure all parents/carers know about our complaints procedure and how to use it effectively;
- Home/school agreement.

Responsibilities

It is the responsibility of:

- School Governors to take a lead role in monitoring and reviewing this policy;
- Governors, the Headteacher, Senior Managers, Teaching and Non-Teaching staff to be aware of this policy and implement it accordingly;
- The Headteacher to communicate the policy to the school community and to ensure that disciplinary measures are applied fairly, consistently and reasonably;
- Staff to support and uphold the policy;
- Parents/carers to support their children and work in partnership with the school, including supporting the school imposing sanctions if their child is responsible for bullying;
- Pupils to abide by the policy.

Procedures for all Staff in Dealing with Incidents

When bullying is suspected or reported:

- The following steps will be taken when dealing with any incidents of bullying reported to the school:
- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern.
- The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision-making, as appropriate.
- The Designated Safeguarding Lead (DSL) will be informed of all bullying concerns, especially where there may be safeguarding issues.
- The deputy headteacher (DSL) or headteacher (Deputy DSL) or another appropriate member of leadership staff will interview all parties involved.
- A clear and precise account of bullying incidents will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken.
- The school will speak with and inform other staff members, where appropriate.
- The school will ensure parents/carers are kept informed about the concern and action taken, as appropriate and in line with child protection and confidentiality policies.
- Appropriate sanctions and support, for example as identified within the school behaviour policy and child protection policy, will be implemented in consultation with all parties concerned.

- If necessary, other agencies may be consulted or involved, for example the police if a criminal offence has been committed, or Multi-Agency Safeguarding Hub (MASH) or Early Help if a child is felt to be at risk of significant harm.
- Where the bullying of or by pupils takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated and responded to in line with this policy and the school behaviour policy. If required, the DSL will collaborate with DSLs at other settings.

Bullying which occurs outside school premises including Cyberbullying

Whilst Schools do have the power to intervene and teachers can discipline pupils for bullying, including cyberbullying that occurs outside of school, we will only do so if it would be reasonable for the school to regulate pupils' behaviour in those circumstances. This may include bullying incidents occurring:

- During any school-organised or school-related activity or
- Travelling to or from school with no responsible parental adult or
- Anything that would identify them as being part of the school

This may also include bullying incidents which:

- Could have repercussions for the orderly running of the school or
- Pose a threat to another pupil or member of the public

While school staff members have the power to discipline pupils for bullying that occurs outside school, they can only impose the disciplinary sanction and implement that sanction on the school premises or when the pupil is under the lawful control of school staff, for instance on a school trip.

Working Restoratively

In all cases we aim to use Restorative Justice to:

- Empower the victims;
- Help the perpetrators understand the human consequences of their behaviour;
- Give the victim an opportunity to meet with the bully face to face in a safe and supervised setting and talk through the impact that the bullying has had, or is having, on them.

(See school [Behaviour Policy](#), page 5)

Supporting Pupils (The first priority is to support the victim)

Pupils who have been bullied will be supported by:

- Reassuring the pupil and providing continuous support;
- Offering an immediate opportunity to discuss the experience with their teacher or a member of staff of their choice;
- Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and ways to build resilience as appropriate;
- Working towards restoring self-esteem and confidence, this could be through mentoring support, class circle time or an intervention group around social and emotional wellbeing;
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance, e.g. Mental Health Support Team

Pupils who have bullied will be helped by:

- Discussing what happened and establishing the concern and the need to change;
- Working with the parents/carers to help change the attitude and behaviour of the child;
- Providing appropriate education and support, e.g. mentoring, anti-bullying workshops, circle time, restorative meetings;
- If online, requesting content be removed and reporting account/content to service provider;

- Sanctioning in line with school Behaviour Policy. This may include: being removed from their class for a fixed period of time; missing some of their break or lunch times; a letter or a phone call home; internal exclusion; fixed-term and permanent exclusions;
- Speaking with police or local services (e.g. Social Services) where applicable.

Supporting Adults

Adults (staff and parents) who have been bullied or affected will be supported by:

- Offering an immediate opportunity to discuss the concern with the designed lead and/or a senior member of staff/ Headteacher;
- Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and ways to build resilience as appropriate;
- Where the bullying takes place off the site or outside of normal school hours (including online) then the school will ensure that the concern is investigated and that appropriate action is taken;
- Reassuring and offering appropriate support;
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance.

Adults (staff and parents) who have bullied will be helped by:

- Discussing what happened with a senior member of staff and establishing the concern;
- Clarifying the school's official procedures for complaints or concerns;
- If online, requesting content be removed and reporting account/content to service provider;
- Instigating disciplinary, civil or legal action where applicable.

Reporting and Recording Incidents of Bullying

Pupils are taught as part of our Relationships, Health and Sex Education (RHSE) curriculum, who they can speak to if they feel unhappy or worried at school or elsewhere; this could be their class teacher or another trusted member of staff. Pupils can also share any concerns they may have about another child and are actively encouraged to report bullying and not to be a 'bystander'. This will be recorded on a template for recording bullying (appendix 1).

Parents / carers

Parents should see the class teacher to share any concerns they have about their child being bullied. The class teacher will share this concern with the deputy headteacher or headteacher and plan a course of action, using the template for recording bullying (appendix 1). The actions will be shared and agreed with the parents / carers and a date set for a review.

Staff Members

All staff will be alert to the signs of bullying and report concerns to a member of SLT using the template for recording bullying behaviour (appendix 1). Current concerns about bullying behaviour will be shared with the relevant staff and be monitored.

Monitoring

All incidents of bullying including, racist and faith/religious, disability and homophobic/transphobic bullying are monitored termly and reported to the school governing body.

Reviewing the policy

A parent and pupil survey is carried out each year; the results are analysed and where issues are identified, used to update this policy and school procedures. In addition, a focus group of children are interviewed about their experiences.

Links to legislation

There are a number of pieces of legislation which set out measures and actions for schools in response to bullying as well as criminal law. These may include:

- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Education Act 2002
- The Children Act 1989
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986

Links with other school policies and practices

This Policy links with a number of other school policies, practices and action plans including:

- [Behaviour Policy](#);
- [Exclusion Policy](#);
- [Complaints Policy](#);
- [Safeguarding and Child Protection Policies](#);
- Confidentiality Policy;
- Online Safety Policy including Acceptable Use Appendix;
- [Remote Learning Policy](#)
- Equality Information and Objectives;
- Curriculum Policies: Relationships, Health and Sex Education (RHSE) and Computing;
- Staff Code of Conduct.

All policies can be found on our school website:

<https://www.hornimanprimary.com/policies>

If you would like a paper copy, please ask at the school office.

The named member of staff with lead responsibility for this policy is: Sofie Hashmi

Appendix 1 Form for recording bullying behaviour



1. Name of pupil being bullied and class group

Name _____ Class _____

2. Name(s) and class(es) of pupil(s) engaged in bullying behaviour

3. Source of bullying concern/report (tick relevant box(es))*

Pupil concerned	
Other Pupil	
Parent	
Teacher	
Other	

4. Location of incidents (tick relevant box(es)) *

Playground	
Classroom	
Corridor	
Toilets	
Other	

5. Name of person(s) who reported the bullying concern

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6. Type of Bullying Behaviour (tick relevant box(es)) *

Physical Aggression		Cyber-bullying	
Damage to Property		Intimidation	
Isolation/Exclusion		Malicious Gossip	
Name Calling		Other (specify)	

7. Where behaviour is regarded as identity-based bullying, indicate the relevant category:

Homophobic	Disability/SEN related	Racist	Sexist	Other (specify)

8. Brief Description of bullying behaviour and its impact

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9. Details of actions taken

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To be monitored by _____

Name _____ Signed _____ Date _____

Review date _____

Date submitted to member of SLT _____ Name of SLT _____

Appendix 2 Monitoring Form

1. Identify nature of concern (tick) and give brief overview

<input type="checkbox"/>	Safeguarding Concern	
<input type="checkbox"/>	Bullying	

2. Person responsible

Name of person monitoring	
Role of person monitoring e.g., DSL, class teacher, learning mentor, family worker etc.	

3. Timescale for monitoring

<input type="checkbox"/>	6 weeks (or half term)	<input type="checkbox"/>	12 weeks (or 1 term)	<input type="checkbox"/>	24 weeks (2 terms)	<input type="checkbox"/>	1 year
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4. Frequency of monitoring

<input type="checkbox"/>	Daily	<input type="checkbox"/>	Weekly	<input type="checkbox"/>	Monthly
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5. Set Review Date

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6. Who should be involved?

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7. Review Notes

Signed		Name (print)	
Date			

Outcomes

<input type="checkbox"/>	End monitoring	<input type="checkbox"/>	Continue with monitoring, set new review date
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Appendix 3 Supporting Organisations and Guidance

The following links may provide additional support to children, staff or families

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net

Cyberbullying

- Childnet International: www.childnet.com
- DfE 'Cyberbullying: advice for headteachers and school staff': www.gov.uk/government/publications/preventing-and-tackling-bullying
- DfE 'Advice for parents and carers on cyberbullying': www.gov.uk/government/publications/preventing-and-tackling-bullying
- Digizen: www.digizen.org
- Internet Watch Foundation: www.iwf.org.uk
- Report Harmful Content: <https://reportharmfulcontent.com/>
- The UK Council for Internet Safety (UKCIS): <https://www.gov.uk/government/organisations/uk-council-for-internet-safety>
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk

LGBT

- Barnardo's LGBTQ Hub: www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm
- EACH: www.eachaction.org.uk
- Metro Charity: www.metrocentreonline.org
- Proud Trust: www.theproudtrust.org
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

SEND

- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: <https://anti-bullyingalliance.org.uk/tools-information/all-about-bullying/online-bullying/online-bullying-and-sendisability>
- Changing Faces: www.changingfaces.org.uk
- DfE: SEND code of practice: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- Mencap: www.mencap.org.uk

Race, Religion and Nationality

- Anne Frank Trust: www.annefrank.org.uk
- Educate against Hate: www.educateagainsthate.com
- Kick it Out: www.kickitout.org

- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Show Racism the Red Card: www.srtrc.org/educational
- Tell Mama: www.tellmamauk.org

Sexual Harassment and Sexual Bullying

- NSPCC 'Report Abuse in Education' Helpline: 0800 136 663 or help@nspcc.org.uk
- Ending Violence Against Women and Girls (EVAW): <https://www.endviolenceagainstwomen.org.uk/>
- Disrespect No Body: <https://www.gov.uk/government/publications/disrespect-nobody-campaign-posters>
- Anti-bullying Alliance: Preventing and responding to Sexual Bullying: <https://www.ncb.org.uk/what-we-do/improving-practice/safeguarding-children/preventing-and-responding-sexual-and-sexist>
- Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: <https://www.ncb.org.uk/resources/all-resources/filter/bullying/sexual-bullying-developing-effective-anti-bullying-practice>
- Childnet Project DeShame (Online Sexual Harassment and Bullying): www.childnet.com/our-projects/project-deshame