



Anti-Bullying Policy

November 2020

This policy was agreed at the meeting of Hornton Primary School's Full Governing Body on
12th November 2020.

Review date November 2023.

Introduction

Everyone at Hornton Primary School has the right to feel welcome, secure and happy. We aim to provide a safe, caring and friendly climate for learning for all our pupils. We are committed to working with children, staff, governors and parents/carers to create a school environment where similarities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated.

Whether intended or not, hurtful behaviour must be challenged.

Everybody has the right to feel safe.

No form of bullying will be tolerated in our school and all incidents will be taken seriously

Aims and Objectives

We actively encourage every member of the Hornton Primary School community to embrace and live by the above values, thereby developing knowledge, skills and attitudes which enable them to develop as reflective individuals, who grow to be stable, educated, and respectful adults in modern Britain. Through raising awareness about bullying behaviour and its consequences, we aim to prevent bullying.

This policy aims to set out our approach to prevent bullying and provide a consistent response in dealing with incidents of bullying.

What is bullying?

There is no legal definition of bullying. At Hornton Primary School, we define bullying as the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or through cyberspace.

Bullying behaviours can include:

The repeated negative **use of bodily contact** to intentionally hurt others.

- Physical harm – e.g. hitting, kicking, tripping up, spitting, taking or damaging property, use of threat or force in any way, intimidation or demands for money or goods.

The repeated negative **use of speech, sign language, or verbal gestures** to intentionally hurt others.

- Verbal harm – e.g. name calling, insulting, teasing, ‘jokes’/banter ([click here](#) to view the Anti-Bullying Alliance’s ‘Banter or Bullying?’ webpage), mocking, taunting, gossiping, secrets, threats. Reference to upsetting events - e.g. bereavement, divorce, being in care.

The repeated negative **use of actions, which are neither physical nor verbal**, to intentionally hurt others.

- Non-verbal harm – e.g. staring, body language, gestures.
- Indirect harm – e.g. excluding, ostracising, rumours and stories, emails, chat rooms, messaging phones, notes, inappropriate gestures.

The repeated negative **use of technology as a medium** to intentionally hurt others.

- Cyber harm – e.g. text messaging, instant messaging, internet chat rooms, the misuse of social media applications, the misuse of camera or video facilities (including the self-generated inappropriate images), offensive questions and nasty inbox messages.

The repeated negative treatment of another **incited by a parent/carers**.

We acknowledge that some acts of bullying will constitute as a criminal offence ([Bullying and the law – Anti-Bullying Alliance](#)). In these cases, we would seek advice from local services. For example, our Police Liaison Officer, the Local Authority’s Anti-Bullying Officer and the Locality and Community Support Services (LCSS).

Bullying outside of school

Bullying can take place on the way to and from school, before or after school hours, at the weekends, during the holidays and in the wider community. The nature of cyberbullying means that it can impact on pupils’ well-being beyond the school day. Staff, parents/carers and pupils must be vigilant to bullying outside of school and report it in the same way that they would if they witnessed bullying in school.

‘Where bullying outside school is reported to school staff, it should be investigated and acted on.’

(DfE Preventing and Tackling Bullying, p.6)

School initiatives to prevent and tackle bullying

We use a range of measures to prevent bullying, including:

- A Child-Friendly version of our, Anti-Bullying Policy is displayed in every room to ensure all pupils are aware of the Anti-Bullying Policy and our expectations.
- A comprehensive RSHE programme of study, which includes opportunities for pupils to learn:
 - about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
 - the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
 - that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
 - that people sometimes behave differently online, including by pretending to be someone they are not.

- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
- Regular school assemblies to help raise pupils' awareness of bullying and derogatory language.
- Difference and diversity are celebrated across the school through diverse displays, books and images.
- The school values of equality and respect are embedded across the curriculum – we strive to be inclusive in everything that we do.
- Specific ICT lessons covering online-safety and online-bullying
- Pupils are continually involved in developing school-wide Anti-Bullying initiatives
- All staff are trained in Generalist Safeguarding; effectively preventing and tackling all forms of bullying; reporting concerns; and where to go for help and support.
- At Hornton Primary School, we have high expectations of behaviour which we promote through our motto

'Together we are strong because individually we are equal'

Roles and Responsibilities

Governors

The Governing Board have a duty to ensure the school has policies in place to effectively prevent and tackle all forms of bullying and for reviewing the effectiveness of such policies.

Headteacher

It is the responsibility of the headteacher, with the support of senior leaders, to implement the school's Anti Bullying Policy consistently throughout the school and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school, with the support of the Designated Safeguarding Lead.

The headteacher must ensure that the Anti-Bullying Policy is consistently implemented by all staff by setting the standards of behaviour expected and by supporting staff, through appropriate training, in the implementation of the policy.

The Headteacher, supported by class teachers, is also responsible for ensuring expectations of behaviours are clear to all children and that children know what to do if they or somebody else is being mistreated or bullied.

Where appropriate, the headteacher should seek advice in order to address complex cases of bullying; it is not always possible to effectively resolve every case by following the steps outlined in 'Dealing with an Incident' section. Indeed, every case will be unique.

Staff (Teaching and Non-Teaching)/ Adult visitors

All adults encountered by the children at school have a responsibility to model and promote respectful relationships, both in their dealings with the children and with each other, as their example has a huge influence on the children. All adults have a duty to encourage positive behaviours and challenge any negative behaviours.

All adults at Hornton Primary School should aim to:

- create a positive environment with high expectations;
- emphasise the importance of being valued as an individual;
- promote, through example, honesty and courtesy;
- provide a caring and effective learning environment;
- encourage relationships based on kindness, respect and understanding of the needs of others;
- ensure fair treatment for all regardless of age, gender, race, ability and disability;
- show appreciation of the efforts and contributions of all.

Staff, governors and regular volunteers are trained to be vigilant to the signs of bullying and to play an active role in the school's measures to prevent bullying. If adults become aware of bullying, they should reassure the children involved that they will act, follow the steps outlined in 'Dealing with an Incident' and inform their class teacher without delay.

Pupils

We expect pupils to act safely and feel safe in school, including that they understand the issues relating to bullying and that they feel confident to seek support from school should they feel unsafe. If children become aware of hurtful behaviour, they should reassure the children involved that they will act and inform an adult without delay.

Role of Parents / Carers

At Hornton Primary School, we aim to work closely with parents/carers so that our children receive consistent messages about appropriate behaviour in and out of school. Behaviour expectations are clearly communicated via parent newsletters and our website.

We expect all parents/carers to support their child's learning and to co-operate with the school. We work hard to build positive relationships with parents/carers and will always inform parents/carers if we have concerns about their child's welfare or behaviour.

If the school uses reasonable sanctions to manage a child's behaviour, it is essential that parents/carers support the actions of the school. If parents/carers have concerns about the way that their child has been treated, they should initially contact the class teacher. If concerns remain, parents/carers should speak with a member of the Senior Leadership Team. If after this, concerns remain, parents/carers should speak to the headteacher.

For more information, go to Oxfordshire County Council's ['Help if your child is being bullied'](#) webpage.

This policy should be read in conjunction with the following school policies:

- Behaviour Policy
- E-Safety and IT Acceptable use
- Equality Policy
- Exclusions Policy
- Relationship and Sex Education Policy
- Safeguarding Policy
- SEND Policy

Dealing with an Incident

When bullying has been reported, the following actions will be taken:

Stage 1

It can be difficult to identify the bully and bullied in situations of conflict, and once children are calm enough to engage in conversation, staff will work through the 5 restorative steps with any child involved in conflict/bullying.

What are the '5 Steps of Restorative Practice'?

Recap - Step 1: Tell the story - What has happened? Start from the beginning... What happened just before that?

Reflect - Step 2: Thoughts and Feelings - What were you thinking about at the time? How were you feeling? How have you felt since?

Relate - Step 3: Ripples of harm – Who has been harmed and how have they been harmed? How do you think they are feeling?

Responsible - Step 4: Needs –What needs to happen now? What do you think will make things better?

Recreate - Step 5: What will you do different next time?

Younger pupils, or if emotions are running high, children may initially do this on a reflection form (Annex 1), before talking to an adult. Appropriate next steps will be agreed and the class teacher and parents, of all children involved, will be notified.

The incident will be recorded on 'My Concern' without delay.

Stage 2

For serious behaviour incidents, skip to Stage 3.

Should children continue to behave in a way that is hurtful to others, Stage 1 will be repeated and the child causing harm will be treated in-line with the school's Behaviour Policy to safeguard any children who have been harmed by their behaviour.

Staff will offer support to any children who have been harmed and take necessary action to make sure they feel safe and reassured – with the children's consent, this may involve a restorative meeting that produces a written agreement between all children involved.

Stage 3

Should negative behaviours persist following Stage 2 intervention(s) or a serious behaviour incident, the child/children causing harm will be placed on an Inclusion Support Plan (ISP). An ISP (see Appendix) requires positive and negative behaviours to be identified by a relevant member of staff using a QCA Behaviour Assessment (see Appendix). The children who have been harmed should be safeguarded from the harmer until the point a meeting can be arranged with the parents/carers of the harmer. In a meeting involving school, parents/carers and the child, the behaviours causing concern must be acknowledged, possible triggers identified, and a SMART action plan put in place. The ISP should be reviewed weekly with key adults in school.

For any children who have suffered harm, we will assess their needs and, where possible, provide in-school support. For significant cases and cases that constitute a criminal offence, children can be referred to SAFE! Support for Young People Affected by Crime, with the consent of their parent/carer.

Stage 4

Should negative behaviours persist following the implementation of an Inclusion Support Plan (ISP), the headteacher should seek advice* to further consider how to reduce the risk of recurrence as part of a risk assessment/safety plan and implement appropriate safeguards and support for the child.

If a child reaches Stage 4, the school should also work with the parents/carers to initiate an Early Help Assessment (EHA) and Team Around the Family (TAF) – multi-agency meeting - to consider what action is necessary, and in the child's best interests. Should the family refuse to engage with school in this process, the school will seek support from the Locality and Community Support Service (LCSS) to engage the family. TAF meetings should take place every 6 weeks. Progress against PSP goals should be reviewed as part of the TAF.

* At Stage 4, the headteacher should also refer to the Learner Engagement Team's Guide for school leaders and agencies supporting school-age children / young people at risk of exclusion from school.

In all of these cases, a multi-agency meeting should be arranged to reduce the risk of exclusion:

- If a child has an **Education Health and Care Plan** you must contact your SEN Officer to discuss the risk of exclusion
- If the child is a **Looked After** you must contact the Virtual School for Looked After Children
- If the child is open to social care (**Child in Need or Child Protection**) you must contact the social worker

Safeguarding

When there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' a bullying incident will be addressed as a child protection concern under the Children Act 1989. Where this is the case, school staff will discuss with the school's designated safeguarding lead, who will report their concerns to their local authority children's social care and work with them to take appropriate action.

Special Educational Needs and Disabilities (SEND)

The headteacher should take account of any contributing factors when dealing with incidents of bullying. Early intervention to address underlying causes of bullying behaviour should include an assessment of whether appropriate provision is in place to support any SEN or disability that a pupil may have. Under the Equality Act 2010, schools must not discriminate. For disabled children, this includes a duty to make reasonable adjustments to policies and practices.

Should the behaviour of a child with any SEN or disability be causing significant harm to others and there is an Education and Health Care Plan (EHCP) in place, the school must request an emergency annual review.

Reporting

We aim to create a culture of openness in a nurturing and trusting environment, where children are confident to share their feelings. We realise that this may be easier for some than others, therefore we have adopted several strategies to give children other avenues to share their feelings.

- Nurture Point – In the library, at lunchtimes, children are able to access literature related to feelings and appropriate behaviour, supported by a listening adult.
- Displays with leaflets and contacts to take away.
- Call for help system (Annex 2)
- Wellbeing questionnaires (Annex 3 & 4)

If parents are concerned about bullying, they should, in the first instance, speak to their child's class teacher, who will record the concern and pass on to the Bullying Lead, Karen Locke.

Recording

Hornton Primary School records incidents of bullying on 'My Concern' (see Appendix) and analyses patterns of behaviours as part of weekly staff meetings. Reflection sheets, completed by children as part of our restorative approach, are filed in a folder which is stored in the main office. Termly feedback is made available for governors via the headteacher's report.

Pupil Voice

Pupil voice is central to the culture and ethos of our school. We use pupil voice to evaluate how relevant this policy is to children's lives and ensuring they feel safe and able to learn.

Monitoring and Evaluation

The headteacher is responsible for reporting to the Governing Board and the Local Multi-Academy Trust (where applicable) on how this policy is being enforced and upheld. The governors are in turn responsible for monitoring the effectiveness of this policy via the termly headteacher's report, school monitoring visits and focus groups with pupils. Should a parent/carer wish to pursue a complaint regarding bullying, they should refer to the school's Complaints Policy before making direct contact with the Governing Board.

Further sources of information

[Preventing and Tackling Bullying \(DfE, 2017\)](#)

[Behaviour and Discipline in Schools Guidance \(DfE, 2016\)](#)

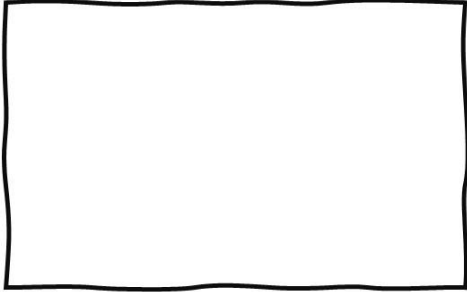
[Keeping Children Safe in Education \(KCSIE\) \(DfE, 2020\)](#)

[Working together to safeguard children \(Gov, 2018\)](#)


[Education and Inspections Act \(Section 89 - Gov, 2006\)](#)

Annex 1

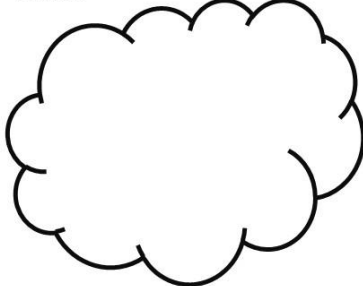
1. What happened?



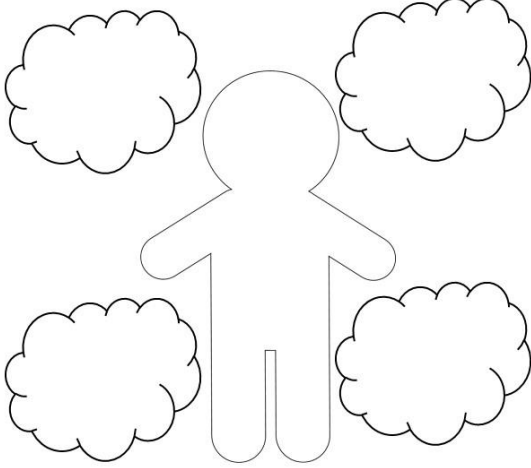
2. What were you thinking about at the time?
How did it make you feel?




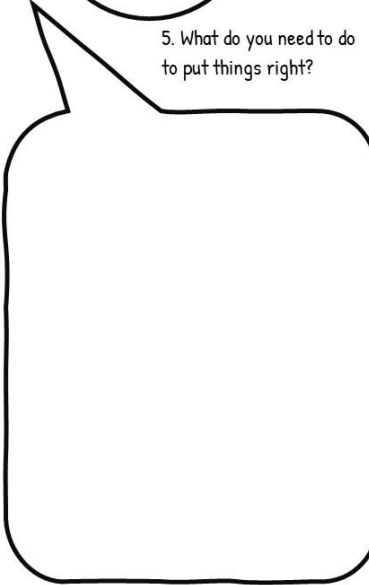
3. What have your thoughts been since the incident?



4. Who do you think has been affected by your actions? In what way have they been affected? Write down who was affected in the body outline and label how they were affected. You can also draw their facial expression.



5. What do you need to do to put things right?



Annex 2

Name

I feel

☐☐☐☐☐☐

Happy

Scared

Angry

Worried

Nervous

Confused

Because...

I would prefer to talk to

Anti-Bullying Alliance – Wellbeing Questionnaire

Wellbeing Questionnaire for pupils



Below is a short questionnaire about your life at school. Please read every question, it is important you answer carefully about how you really feel. This is not a test, and there are no right or wrong answers, you just need to pick the answer that fits best for you.

Your answers on this questionnaire are private. You do not have to show your answers to anybody, and no one will know how you have answered these questions.

	Never	A little	A lot	Always
I like going to school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other pupils tease me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am hit, pushed or kicked by other pupils	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other pupils stop me from joining in during lunch and break time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other pupils say bad things about me when I'm not there	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I get on well with my teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other pupils don't like me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other pupils stop me from joining in classroom activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other pupils pick on me because I am a bit different	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am called mean names by other pupils	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel safe at school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I say bad things about other pupils when they aren't there	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I hit, push or kick other pupils	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I pick on other pupils	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel like I belong at school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I call other pupils mean names	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I tease other pupils	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Never	Sometimes	Always
I feel lonely	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I cry a lot	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am unhappy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nobody likes me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I worry a lot	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have problems sleeping	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I wake up in the night	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am shy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel scared	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I worry when I am at school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I get very angry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I lose my temper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I hit out when I am angry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I do things to hurt people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am calm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I break things on purpose	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

School Life Questionnaire

Name _____

Please answer the questions using the smiley face of your choice.



Yes



Sometimes



No

1.	I enjoy coming to school.			
2.	I learn new things at school			
3.	I have friends at school			
4.	I can join in all the activities at school			
5.	I have fun at school			
6.	I feel happy at school			
7.	I feel safe at school			
8.	Adults listen to me if I need help.			
9.	Everyone is friendly at school			
10.	I enjoy breaktime and lunchtime.			

