

HERITAGE PARK PRIMARY SCHOOL ANTI-BULLYING POLICY

INTRODUCTION

Bullying is deliberately hurtful behaviour; it is repeated over time and there is usually an imbalance of power, which makes it hard for those being bullied to defend themselves. Bullying is a **persistent, deliberate attempt to hurt or humiliate someone**. The hurtful action can be **physical** ~ ranging from prodding or pushing to kicking, hitting and serious physical assault; or **psychological** ~ including threats, taunts, shunning, name-calling, verbal abuse or spreading of rumours. Bullying can also include interference with personal property, or extortion.

THE SCHOOL'S APPROACH

Heritage Park Primary School aims to develop the potential of each child and meet their needs intellectually, socially, physically and emotionally. We do not accept that bullying is an acceptable part of any child's education and therefore strive to make sure bullying is prevented.

We aim to achieve this, in partnership with parents and carers, in the following ways:

- taking a firm and public stand against bullying in our school
- raising awareness of the problem through personal, social and health education and letters to parents
- implementing anti-bullying strategies
- providing a structure for reviewing and evaluating anti-bullying work in the school

We recognise that bullying exists in every school and as such have developed a whole school approach through PSHE, which works on building self-esteem, assertiveness, respect for self and others. The children are encouraged to care for one another through following the whole school code of conduct. They are also given opportunities to work together as a class to earn good behaviour stickers at lunchtime, which can culminate into a whole class 'treat afternoon'.

The whole community has a part to play in developing a whole school approach to the problem of bullying; children are invited to complete a questionnaire about bullying and the results of this fed into the policy.

Heritage Park Primary School is a 'listening' school where the concerns of our pupils are taken seriously and at the earliest possible opportunity. Staff follow the agreed procedure:

1. When a pupil says they are being bullied, it is important to **acknowledge** this. Their feeling that they have been bullied should not be dismissed.
2. Every incident will be investigated: all parties concerned will be spoken to individually to gather all perspectives.

3. Although confidentiality is offered it is also made clear that some statements will need to be checked out with other parties.
4. The incident is logged (see following paragraph).
5. As part of the process of responding to an incident, there is an agreement to meet at some point in the future to see whether the situation has been resolved, or whether further work needs to be done.
6. Where a problem has not been resolved, the school's strategy will be reviewed and further advice sought.

LOGGING AN INCIDENT

The logging form covers:

- date, time and location of alleged incident
- date and time incident reported
- nature of the alleged incident
- details of any injury to the victim(s)
- member of staff to whom the incident was reported
- alleged victim's name, year, form/group
- details of witnesses and their report of the incident
- parents of victim(s) informed
- parents of perpetrator(s) informed
- details of immediate action taken
- details of follow-up

In addition to staff training in PSHE and the development of a whole school behaviour policy, which is modelled on the assertive discipline approach, we have developed a range of anti-bullying strategies.

Informal interaction is positively encouraged in our school and our reception children are paired with an older Y6 child for shared reading activities. This exercise builds a bond between some of our oldest and youngest children.

As previously mentioned, the children in each class are encouraged to work as a team to earn the reward stickers.

Family assemblies are held once a week. This strategy was set up to enable the class to mix with, and share ideas with children from other classes in the whole school. For those pupils who are unable to share or communicate successfully, social skills teaching is provided in order to help them to learn the skills to deal with minor conflicts and to recognise those, which require adult help.

MONITORING AND EVALUATING THE EFFECTIVENESS OF THE POLICY

If our policy is successful, the whole school will be able to answer 'yes' to all of these questions:

- a) Do pupils feel able to tell a member of staff if they are being bullied?

- b) Do pupils feel able to tell a member of staff if they have seen someone bullying or being bullied?
- c) Do pupils feel confident that there will be a consistent and definite response?
- d) Is bullying dealt with promptly, fairly and consistently?
- e) Does the response include support of the victim and of the individual group demonstrating bullying behaviour?
- f) Is there a clear and consistent approach?
- g) Has the development of the playground included a consideration of the design, supervision and use of playground?
- h) Is there a clear, consistent lunchtime policy operated by the midday supervisors in line with the school approach.

CONCLUSION

By following this policy, we at Heritage Park Primary School seek to maintain a high profile for the anti-bullying policy and build a strong ethos of anti-bullying in our school.