



# Homefield Preparatory School

## Anti- Bullying Policy

Homefield Preparatory School is committed to providing its pupils with a caring and homely environment within which individuality can flourish, allowing them, without hindrance, to live their lives to the full in as many spheres as possible. Everyone has the right to be treated with kindness and respect and to be properly supported if they are not. Bullying of any kind is deemed unacceptable and will always be taken seriously and acted upon.

### Aims

- To ensure a safe environment for all students at Homefield Preparatory School
- To emphasise the fundamental importance of establishing and maintaining a positive, caring ethos within the School
- Further aims are to establish an atmosphere where bullying is regarded as unacceptable, to raise general awareness so that the whole school community can play its part in recognising bullying and to take action when it occurs by preventing or responding appropriately to it

### Objectives

- To ensure that all pupils, parents, teaching and non-teaching staff and governors can recognise what bullying is, know what the School policy is on bullying and what to do if it occurs
- To conduct staff training to maintain the high profile of the anti-bullying policy and to introduce new initiatives
- To build understanding and discussion of anti-bullying and related topics into the PHSE programme
- To confirm frequently, through the action of school pastoral teams, that pupils will always be supported if bullying is reported
- To ensure that whenever someone knows that bullying is happening, appropriate staff are informed and action is taken
- To work with other professional agencies when necessary to keep children safe as described in the Children Act 1989, the SEN and Disability Act 2001, the government green paper "Every Child Matters" 2003 (outcome 2), the Children Act 2004, The Education and Inspections Act 2006, The Equality Act 2010, Preventing and Tackling Bullying: Advice for School Leaders, Staff and Governing Bodies.

## **Definition**

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

## **School Response**

Successful schools create an environment that prevents bullying from being a serious problem in the first place. School staff, Headteachers and Governors are best placed to decide how best to respond to the particular issues that affect their pupils. There is no single solution to bullying which will suit all schools.

Preventing and Tackling Bullying: Advice for School Leaders, Staff and Governing Bodies 2014.

Bullying may include:

- Physical – hitting, pushing or any act that invades personal space
- Verbal - Name calling, teasing and taunting. Racial and sexual harassment
- Social – Exclusion by groups or individuals. Discrimination on grounds of religion, culture, race, gender, disability or sexuality
- Cyber – Intimidation and abuse via electronic means (text, e-mail, social networking sites) – please see separate ‘Pupils Acceptable Use of Technology’ and ‘Preventing and Tackling Bullying’ policies for further information

## **Anti-Bullying Strategy**

Homefield is committed to working with all students and staff to prevent bullying where possible, and to ensure that when incidents do occur, they are dealt with quickly and sensitively. Anti-bullying is addressed in whole school INSET sessions, and as part of Homefield’s induction of new staff.

There are a number of ways in which students are supported:

- The School will raise the awareness of the anti-social nature of bullying through school assemblies
- PSHE lessons and the PSHE Association Programme tackles explicit issues around bullying to educate pupils
- Form Time sessions and Head of Year Sessions
- All pupils have opportunities to speak with key members of staff about their concerns, the Form Tutor will usually be the first point of contact, but this relationship is supported by the Heads of Year and Deputy Head. In addition, the school offers counselling services via the Head of SEN/D, where needed.

Homefield delivers the message that bullying is not a normal part of life and should not be allowed to flourish. All pupils are encouraged to speak with members of staff immediately if they feel bullying is occurring, either as victim, witness or the person responsible.

### **Anti-Bullying Process**

All staff are responsible for taking timely and robust action where they believe bullying may have occurred. They will take whatever immediate steps to secure pupils safety and then escalate to the pastoral team as soon as possible.

The Deputy Head holds a bullying log (Through 'MyConcern') to monitor instances of bullying and patterns of bullying. The bullying log is informed by events noted in MyConcern by reports from any staff, Heads of Year and Form Tutors. Sanctions logs are managed on SIMS and MyConcern by Heads of Year and the Deputy Head maintains overview and a central record. This may escalate into disciplinary sanctions being imposed (see Whole School Behaviour Policy) for any perpetrator.

For any victim there will be support provided via the pastoral team.

Parents will be informed and involved quickly if we suspect bullying, whether it be the potential perpetrator or victim.

*See annexure 1 and 2 for example of bullying response and action arising sheet used by Pastoral Team where further investigation may be required.*



### Personal Response Sheet (Potential victim)

Pupil's Name: \_\_\_\_\_

Form: \_\_\_\_\_

Teachers Name: \_\_\_\_\_

Subject / Area of School: \_\_\_\_\_

Date: \_\_\_\_\_

#### Pupil Comments

WHAT HAPPENED?

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HOW HAS THIS MADE YOU FEEL?

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Solution required (please tick):

- I will work through the conflict / situation with the pupil
- I will arrange time with my teacher and pupil to resolve the conflict / situation
- I will arrange time with my HOY and pupil to resolve the conflict / situation
- I will arrange time with the Deputy Head and pupil to resolve the conflict / situation

| Issue | Pupils Involved | Outcome |
|-------|-----------------|---------|
|       |                 |         |



### Personal Response Sheet (Potential Perpetrator)

Pupil's Name: \_\_\_\_\_

Form: \_\_\_\_\_

Teachers Name: \_\_\_\_\_

Subject / Area of School: \_\_\_\_\_

Date: \_\_\_\_\_

#### **Pupil Comments**

WHAT DID I DO?

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WHAT RULE DID I BREAK?

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MY EXPLANATION

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WHAT I THINK I SHOULD DO TO FIX THE ISSUE OR WORK THINGS OUT

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TEACHER / HOY / DEPUTY COMMENT ONLY

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Solution required (please tick):

- I will work through the conflict / situation with the pupil
- I will arrange time with my teacher and pupil to resolve the conflict / situation
- I will arrange time with my HOY and pupil to resolve the conflict / situation
- I will arrange time with the Deputy Head and pupil to resolve the conflict / situation