



Heron Park Primary Academy

# SP28

## FRIENDSHIP & ANTI BULLYING POLICY

### **Equalities Statement**

Over recent years, schools have (in line with other institutions and public bodies) been working towards an improved understanding of the diverse nature of their communities. Much of the work is in response to new legislation that places and increased duty on schools and other settings. Legislation requires schools both to eliminate direct or indirect discrimination, victimisation or harassment and to promote equalities for students, staff and others who use school facilities. These developments reflect the growing awareness of the need to view different strands beneath one umbrella, rather than seeing them as separate factions competing with each other for time and resources.

In our school we work to ensure that there is equality of opportunity for all members of our community across a range of strands, which include: Race, Disability, Gender, Sexual Orientation, Religion and Age as well as any other factors which have the potential to cause discrimination, eg socio-economic factors  
For specific reference to these strands please refer to the Equalities Policy.

**Approved by: Behaviour & Safety Committee**

**Date Approved: Autumn 2014**

**Date for Review: Autumn 2017**

## Friendship and Anti-Bullying Policy

The Local Academy Board are committed to raising the expectations and aspirations for every member of the school community, ensuring a culture and ethos of challenge and support where all children can achieve their full potential and become engaged in their own learning

### Our Aims

At Heron Park we take all forms of conflict, friendship problems, and bullying behaviour seriously. Our aims are:

- To provide a safe and secure environment for all pupils in our care.
- To create a happy atmosphere in which both parents and staff work together for the welfare of the pupils.
- Everyone is mutually valued and respected regardless of gender, race, age, beliefs and ability.
- To encourage pupils to adopt agreed standards of behaviour and values in order to develop a sense of self-discipline and to take responsibility for their own actions.

### Definition of Bullying Behaviour

We acknowledge that both friendship problems and bullying behaviour can be upsetting and unpleasant but it is important to distinguish between the two, as the responses to friendship problems will be different to the strategies used to address bullying behaviour.

Friendship problems may be an occasional incident where both pupils disagree and find it difficult to resolve the disagreement, without adult help. It is unlikely to be repeated behaviour and may even be accidental, where both children make an effort to resolve the problem. However, we recognise that repeated friendship problems can sometimes lead to bullying behaviour.

Bullying behaviour is defined as '**behaviour by an individual or group -usually repeated over time - that intentionally hurts another individual or group**'.

Bullying can take many forms:

- **Physical** bullying (hitting, punching, finger jabbing, any inappropriate touching, pinching, jostling, breaking or taking property).
- **Verbal** bullying (name calling, put downs, threats, teasing, ridiculing, belittling, excessive criticism or sarcasm).

- **Indirect** bullying (rumours or stories, exclusion from a group, shunning, invading privacy, graffiti designed to embarrass, withholding friendship or affection).
- **Cyber** bullying (sending nasty phone calls, text messages or e-mails/chat rooms. Linked to schools acceptable use policy (ICT)
- **Prejudice based** bullying (done because a pupil is deemed to belong to a certain group. This includes **homophobic** bullying, **racist** bullying, **sexual or gender** bullying, and bullying of pupils with **learning or other disabilities**) {Linked to Equalities Policy}

### **Strategies for preventing bullying behaviour**

Where bullying does occur this will be followed by an immediate and appropriate response, including the use of disciplinary sanctions where necessary.

Early identification is the most effective way in minimising bullying behaviour and the effects on the person being bullied. We also acknowledge that the person doing the bullying needs to understand that their behaviour is unacceptable and must stop. They may also need support to change their behaviour and explore underlying reasons for bullying.

Pupils are encouraged to report any negative behaviour, even if they are not sure whether it is bullying. They can do this through:

- Speaking to their teacher/TA or any member of support staff
- Speaking to a parent/other adult who then may contact the school in any of the ways listed
- Speaking to their school council rep or peer mediators (reception children can also talk to their buddy)

### **When bullying is known to have happened or be ongoing**

The adult informed will discuss the incident(s) with the pupil being bullied. It is important they are listened to and believed.

### **Involvement of the Mediation team**

The adult will inform a member of the mediation team, who will offer support where needed or conduct any investigations.

The mediation team will ensure the child feels safe and will offer support at lunchtimes and breaks where needed. The team will begin full investigations within 24 hours of the information being received.

Parents will be informed of the bullying incident and the mediation process by either phone or a letter being sent home.

The mediation team will gather information from both parties and any witnesses. The

mediator will discuss the events with both parties and suggest mediation as a way forward (Mediation requires agreement of both parties). An action plan will be written with both parties to support progress made during mediation sessions..

Sanctions in line with the Schools Behaviour Policy will be used where appropriate. These might include:

- Official warning to cease offending or withdrawal of certain school privileges (Good to be Green system will be used where appropriate).
  - Removed from playground during break times (Red Zone).
  - Detention after school.
  - Involvement of the Neighbourhood School Liaison Officer (Police)
  - Exclusion from certain areas of the school (Lunch/after school clubs)
  - Minor fixed term exclusion
  - Major fixed term exclusion
  - Permanent exclusion
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- Parents/carers of all parties involved will be informed of any action taken.
  - An action plan will be written to support both parties with their ongoing issues and ways forward will be included.
  - Records will be kept on pupil's files and teacher's concern books.

Where a pupil or group deny involvement in bullying behaviour the pupil's concerned will be observed and monitored. The pupil being bullied may be asked to record and report any incidents which cause them concern.

This policy will refer to 'the person bullying' and 'the person being bullied' rather than 'bully' and 'victim', both of which can be defined as negative labelling.

### **Monitoring and Evaluation**

This document will be monitored and evaluated regularly and updated to take account of new Government and local guidance, and the views of the whole school community.

### **Complaints**

The Local Academy Board has established a formal complaints procedure and this may be used by a parent/carer if necessary.