

## HARINGEY SPORTS DEVELOPMENT TRUST

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# ANTI-BULLYING POLICY

## PRINCIPLES

**My commandment is this: love one another just as I love you . . . John 15:12**

Our principles for good behaviour, including the prevention and management of bullying, are based on the Aims of Haringey Sports Development. In particular, with our Mission:

*To lead those in our care to grow in their faith and to benefit from an enriching education we believe that:*

- Pupils develop best in a secure environment free from intimidation,
- Pupils who bully should be identified and challenged to make best use of their given talents,
- Working closely with families of victim and aggressor will help both parties.

## AIMS

*In promoting positive, life enhancing relationships between pupils, reflecting*

**Our Sports Development Rights:**

- Development and reinforcement of positive attitudes to sport life and inter-personal relations,
- Clarity about the standards and expectations for behaviour of pupils towards one another,
- Good adult and peer models,
- Clear understanding about the nature of bullying, the damage it causes and approaches for dealing with bullying,
- Fair and consistent management of victim and aggressor,
- Support and guidance for the victim and the aggressor.

## OBJECTIVES

**We will achieve our aims by setting out clear guidelines for:**

- support and guidance for victims of bullying,
- procedures for deal with bullying,
- all members of the Trust to be alert to signs of bullying and to act promptly,
- recording responses to bullying,
- defining and understanding the concept of bullying,
- Ensuring, within Citizenship and the wider Sports Programme, we organise thorough reflection on,
- and education about bullying/effective inter-personal relations,
- Including awareness of the Trust's Race Equality Policy and the nature and offensiveness of racist, sexist and homophobic remarks as integral elements within our approach to dealing with bullying.

## **Appendix 1: Definition of Bullying**

- Bullying is: hurtful behaviour, repeated over a period of time where it is difficult for the person to defend himself or herself,
- The three main types of bullying are:
  - Physical (hitting, pushing, theft etc),
  - Spoken (name calling, racist, sexist, homophobic remarks, etc),
  - Indirect (writing notes, 'texting', emailing, spreading rumours, excluding someone from social groups etc),
- People who are bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school.

## **Appendix 2: Guidelines for dealing with incidences of bullying**

- Staff should always make themselves available to listen to pupils who claim to have been bullied,
- Any member of staff trusted by the victim of bullying should be ready to deal with the situation in the first instance, unless the incident is extremely serious in which case they should refer it to their Leadership Team,
- Make it known that we are ready to listen and provide immediate support,
- The prime concern must be for the safety of the victim of bullying,
- Investigate every incident as soon as possible,
- Interview all parties involved individually and produce an accurate report,
- Record every incident in a manner which reinforces the school's anti-bullying policy. All parties should be encouraged to record the incident in writing on the dedicated report proforma,
- Reports should be given to the Head of the Trust who should be involved in discussions about further action,
- Follow up, to show that the Trust is committed to supporting pupils and wants to develop positive behaviour by encouraging dialogue, and reconciliation, whilst recognising that appropriate sanctions will be imposed,
- Parents of both bully and victim should be kept informed of the Trusts actions.

## **Appendix 3: Supporting victims of bullying**

- The safety of the person must be ensured, so that he/she feels secure enough to report bullying,
- Every effort will be made to work with the offender to ensure that they change their behaviour and work to achieve reconciliation with the victim of bullying,
- A trusted adult should offer support and guidance in accordance with the policy,
- A quiet, 'safe', location should be offered for interviews,
- Peer support should be arranged wherever possible,
- A diary may be offered to record instances of bullying,
- Parents should be kept informed and involved in the process.

## **Appendix 4: Dealing with bullies**

- In the first instance bullying behaviour should be dealt with in a way that encourages cooperation and understanding of the effect of their behaviour on the person concerned,
- If bullying persists the actions taken are outlined in the Good Behaviour Policy,
- Where appropriate referral should be made to outside agencies who can offer support such as anger management, counselling, behaviour programmes etc,
- A peer support network should also be set up where possible,
- Parents should be kept informed and involved at all stages.

### **Appendix 5: Racist, Sexist and Homophobic Remarks**

- Racial, sexist and homophobic harassment leaves victims feeling demeaned, angry and frustrated,
- but racial harassment also demeans an entire family or ethnic group, with serious social effects,
- Short term solutions should involve responding quickly and consistently to every racial incident,
- no matter how 'minor' it may appear to be.

#### **This must include:**

- supporting the person who was abused,
- dealing with the offender,
- communicating with the family of the victim informing them of the incident and the follow up action taken by the Trust,
- communicating with the family of the offender to ensure that they understand that such behaviour is unacceptable,
- recording details of racial incidents in a stringent-manner.

### **Appendix 6: Strategies for the prevention of bullying**

- Staff should lead by example, behaving politely and with respect,
- Specific techniques should be adopted to avoid trouble spots and difficult times,
- Many areas of the curriculum lend themselves to direct discussion about how people relate to each other and these should be adapted into long-term planning rather than as a response to specific incidents,
- The Citizenship Programme for each, year group should directly address bullying issues,
- Posters should be on clear display throughout the school, asserting the school's position on bullying.

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Signed:



Burk Gravis

Position in Trust:

Chief Executive Officer

Date:

4th January 2024

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Signed:



David Thomas

Position in Trust:

Vice Chair of Trust

Date:

4th January 2024

Burk Gravis is the Haringey Sports Development Child Protection Officer

### **REVIEW DATE**

This statement will be reviewed for effectiveness as and when major changes occur and at the latest January 2026.

# BULLYING INCIDENT REPORT FORM

Bullying is any behaviour which is deliberately intended to hurt, threaten or frighten another person or group of people. It is usually unprovoked, happens again and again as part of a pattern of behaviour, and can continue for a long period of time. It always reflects the abuse of power, with one or more person(s) a victim and the other, a bully. It is the dominance of the powerful over the weak.

Victim(s) ..... Bully(ies) .....

Date of incident..... Time.....

Place.....

This statement is taken from *(name of pupil)*.....

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What led up to the incident?

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What did the other pupil do on this occasion?

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What did you do in response?

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What did other pupils do?

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What happened as a result of this?

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Date and time of review meeting

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Form completed by:.....

**Chief Executive Officer should see this record.**

This form should then be placed on file and may also passed to:.....