



Holley Park Academy

Anti Bullying Policy



Review Date:	Spring 2026
Next Review Date:	Spring 2027
Person in Charge:	Headteacher
Governance:	Chair of Governors

Pastoral Care/Spiritual Development

The quality of relationships between all members of school, staff and pupils, and the relationship with parents/carers is integral to the ethos of the school.

We have a series of overlapping networks of relationships, which includes governors, staff, children, parents/carers and members of the community which the school seeks to serve. Our pastoral work will strive to create and maintain such. Those who are school staff and in particular those in leadership roles, which include all who have a particular responsibility, ensure that by their personal example they set the highest standards expected.

Pastoral care pervades all aspects of school life and therefore will be reflected in the way the school is organised and the way policies are written and implemented.

At Holley Park Academy, we strongly believe that all pupils are entitled to learn in a safe, stimulating and inclusive environment; this means being free from all forms of bullying behaviour. Our school explicitly aims to be a happy place where children are encouraged to develop confidence in their own ability, work collaboratively, show tolerance and be polite and caring towards others. There is a zero-tolerance policy for bullying at Holley Park Academy and the school takes a very serious view on bullying.

This policy outlines how instances of bullying and alleged bullying are dealt with, including the procedures to prevent occurrences of bullying. The policy has been drawn up through the involvement of the whole school community and we are committed to developing an anti-bullying culture whereby no bullying, including between adults or adults and children and young people will be tolerated.

All staff, parents and pupils work together to prevent and reduce any instances of bullying at the school.

Legal framework

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Education and Inspections Act 2006
- Equality Act 2010
- Protection from Harassment Act 1997
- Malicious Communications Act 1988
- Public Order Act 1986
- Communications Act 2003
- Human Rights Act 1998
- Crime and Disorder Act 1998
- Education Act 2011

This policy has been written in accordance with guidance, including, but not limited to:

- DfE (2017) 'Preventing and tackling bullying'
- DfE (2025) Keeping Children Safe In Education (KCSIE)

This policy operates in conjunction with the following school policies:

- Behaviour Policy
- Child Protection Policy

Definition of bullying

Bullying is "Behaviour by an individual or a group, usually repeated over time that intentionally hurts another individual either physically or emotionally". (DfE "Preventing and Tackling Bullying")

Types of bullying

Many kinds of behaviour can be considered bullying and can be related to almost anything.

Bullying behaviour may include, but is not limited to:

Emotional bullying: Being unfriendly, excluding, tormenting and threatening gestures

Physical Bullying: Pushing, kicking, hitting, punching or any use of violence

Racist bullying: Bullying another person based on their ethnic background, religion or skin colour. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 and Public Order Act 1986.

Homophobic bullying: Bullying another person because of their actual or perceived sexual orientation.

Transphobic bullying: Bullying based on another person's gender 'variance' or for not conforming to dominant gender roles.

Sexist bullying: Bullying based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.

Sexual bullying: Bullying behaviour that has a physical, psychological, verbal or non-verbal sexual dimension/dynamic that subordinates, humiliates or intimidates another person. This is commonly underpinned by sexist attitudes or gender stereotypes.

Prejudicial bullying: Bullying based on prejudices directed towards specific characteristics, e.g. SEND or mental health issues.

Generative artificial intelligence (AI)

Artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Bard. Holley Park Academy recognises that AI has many uses to help pupils learn, but may also have the **potential** to be used to bully others. For example, in the form of 'deepfakes', where AI is used to create images, audio or video hoaxes that look real. Holley Park Academy will treat any use of AI to bully pupils in line with our anti bullying and behaviour policies.

We use the acronym 'STOP': Several Times On Purpose. It is important for school, pupils and parents/carers to use the term appropriately to describe this behaviour that occurs 'several times on purpose' (STOP).

Preventing, identifying, reporting and responding to bullying

Parents/carers can be assured that Holley Park Academy will ensure that prevention is a prominent aspect of our school ethos and anti-bullying vision. Staff will take all reports of bullying very seriously and will not ignore signs of suspected bullying.

However, we also recognise that incidents may occur between pupils, which may not be deemed as 'bullying' but still require support or intervention from trusted adults. These incidents may be referred to as 'relational conflicts' or falling out. Relational conflict differs to bullying in the fact that it is usually between individuals or groups who are relatively similar in power and status (a power balance), and the behaviours or incidents occur occasionally (not repetitive) or occur by accident (not intentional). Usually, following a relational conflict incident, pupils show remorse and there is a general willingness to make things right or to resolve the conflict. School still take these incidents very seriously and carry out a full investigation.

We continuously reinforce our expectations around how pupils should behave towards each other through our implementation of the curriculum (e.g. PSHE, RHE, RE, 'No Outsiders' Thrive, Assemblies, Class discussions etc.). We also take a restorative approach to all incidents when managing behaviour. This is to further support the identification of bullying and encourage our pupils to take greater responsibility for their actions by understanding the impact their actions can have on others.

We will:-

- Uphold the values of tolerance, non-discrimination and respect towards others as detailed in the DfE advice: Promoting fundamental British values as part of SMSC in schools.
- Create and support a safe, stimulating and inclusive environment which promotes a culture of mutual respect, consideration and care for others which will be upheld by all. Our five core values of relationships, reflection, resilience, resourcefulness and risk-taking permeate through all that we do in school and further strengthen this culture.
- Work with staff and outside agencies to identify all forms of prejudice-driven bullying. Actively provide systematic opportunities to develop pupils' social and emotional skills, including their resilience. Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns.
- Consider all opportunities for raising awareness of bullying in all forms throughout the curriculum and supported with a range of approaches such as through discussions and stories, displays, assemblies, peer support and the school council/pupil voice groups.
- Regularly update and evaluate our approaches to take into account the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
- Train all staff including teaching staff, support staff (including administration staff, lunchtime support staff and site support staff) and pastoral staff to identify all forms of bullying, follow the school policy and procedures (including recording and reporting incidents).
- Proactively gather and record concerns and intelligence about bullying incidents and issues so as to effectively develop strategies to prevent bullying from occurring.
- Actively create "safe spaces" for vulnerable children and young people.
- Work with other agencies and the wider school community to prevent and tackle concerns.
- Celebrate success and achievements to promote and build a positive school ethos.

Reporting and recording

When dealing with incidents of alleged bullying:

- The member of staff who is first approached &/or observe an incident must deal with situation immediately & seeks advice from other staff (class teacher, Assistant Headteacher, Deputy Headteacher, Headteacher) if required
- A discussion with victim and perpetrator should take place separately to establish the details of the incidents
- A discussion with any other pupils or school staff should take place as necessary to establish events
- Health and Safety of pupils and staff is immediate priority when first dealing with incidents
- Incidents are to be treated fairly with an open mind during initial discussion and treated in the first instance as 'alleged bullying' until a full investigation has been carried out
- All incidents to be reported - as above, at end of break/lunch time &/or close of day recorded on CPOMS and Designated Safeguarding Lead, Deputy Headteacher and Headteacher informed

The following information must be recorded:

- child/children allegedly bullied
- child/children who are allegedly bullying
- nature of incident i.e. verbal, physical
- brief outline of incident
- action taken if parents/carers informed*

N.B. Individual records should be based upon fact and not speculation.

* The decision to inform parents/carers should be taken after discussion with Headteacher and/or Deputy Headteacher and/or Assistant Headteacher, as appropriate.

Consequences for bullying:

Should an alleged incident of bullying be founded then one or more of the following steps will be put in action:

- Inform parents/carers as necessary
- Offer counselling or follow up work for both victim and perpetrator;
- When dealing with an incident the consequence for the perpetrator should be clear alongside a detailed discussion of the consequence of their actions. It should reflect the severity of the incident. A consequence(s) for the perpetrator is at the discretion of the school and will be in line with the school's behaviour policy
- No parents/carers are involved in the consequence decision making process.
- Apology expected from the perpetrator to the victim, in line with our school values
- Information regarding the problem to be passed to any appropriate parties Involvement of any outside agencies necessary, for example, Educational Psychologist; in extreme cases, disciplinary procedures as set out in this policy involving reference to the Pupil Disciplinary Committee of the Governing Body.

Involvement of pupils

We will:-

- Regularly seek pupil voice on the extent and nature of bullying.
- Ensure that all pupils know how to express worries and anxieties about bullying.
- Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
- Publicise the details of help lines and websites.

Roles and Responsibilities

The **governing board** is responsible for:

- Evaluating and reviewing this policy to ensure that it is not discriminatory.
- The overall implementation of this policy.
- Ensuring that the school adopts a tolerant and open-minded policy towards difference.
- Ensuring the school is inclusive.
- Analysing any bullying data to establish patterns and reviewing this policy in light of these.

The **Headteacher** is responsible for:

- Reviewing and amending this policy, accounting for new legislation and government guidance, and using staff experience of dealing with bullying incidents in previous years to improve procedures.
- Keeping a record of all reported incidents, including which type of bullying has occurred, to allow for proper analysis of the data collected.
- Arranging appropriate training for staff members.

Teachers are responsible for:

- Being alert to social dynamics in their class.
- Being available for pupils who wish to report bullying.
- Providing follow-up support after bullying incidents.
- Being alert to possible bullying situations, particularly exclusion from friendship groups
- Refraining from gender stereotyping when dealing with bullying.
- Understanding the composition of pupil groups, showing sensitivity to those who have been the victims of bullying.
- Reporting any instances of bullying once they have been approached by a pupil for support.

Parents are responsible for:

Children may make disclosures to parents at home or parents may notice changes in behaviour that are not evident in school. Parents should feel confident that they can come into school with their concerns and speak to either the class teacher or the Headteacher. Your concern will be taken seriously and appropriate action will follow.

If you feel a child has bullied your child, please do not approach that child in the playground or out of school. Please inform school immediately. It is important that you do not advise your child to fight back or to repeat the bullies' behaviour. This will only make the situation worse. Reinforce the school policy on bullying and ensure your child is not afraid to ask for help.

- Informing their child's teacher if they have any concerns that their child is the victim of bullying or involving in bullying in anyway.
- Being watchful of their child's behaviour, attitude and characteristics and informing the relevant staff members of any changes.

Pupils are responsible for:

- Informing a member of staff if they witness bullying or are a victim of bullying.
- Not making counter-threats if they are victims of bullying.
- Walking away from dangerous situations and avoiding involving other pupils in incidents.
- Keeping evidence of cyber bullying and informing a member of staff should they fall victim to cyber bullying. This would then be passed to the school's Designated Safeguarding Lead in line with school policy

Special Needs

Children with specific needs may be particularly vulnerable to bullying activities. Staff should be vigilant for any changes in their behaviour and should provide regular opportunities for them to discuss any worries they might have. Once more, circle time discussions can provide opportunity for children to share the responsibility of looking after one another.

In some cases, the case history of children may result in them exhibiting tendencies towards bullying behaviour. Where this is the case support should be provided for both the perpetrator and the victim and opportunities sought to break the cycle. Where some children have experienced significant bullying at home this can appear to be an accepted way to behave. This does not excuse bullying behaviour but can help explain its origins.

Equal Opportunities

It should be noted that there is no one 'stereotypical bully'. Bullies can come in all shapes and sizes and most people at some stage will have been involved in a bullying incident. It is important that staff keep an open mind when dealing with allegations and should be clear of their evidence. However, there may also be times where children have to be given the benefit of the doubt, both for and against the bully where insufficient proof is available.

Monitoring & review, policy into practice

The Headteacher will report in a regular basis any instances of serious bullying to the Local Governing Body together with outcomes. The academy will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied.

Supporting Organisations and Guidance

- Anti-Bullying Alliance: <http://www.anti-bullyingalliance.org.uk/>
- Beat Bullying: <https://www.bullying.co.uk/>
- Childline: <https://www.childline.org.uk/>
- DfE: 'Preventing and Tackling Bullying. Advice for Headteachers, staff and governing bodies', and "Supporting children and young people who are bullied: advice for schools' July 2017 <https://www.gov.uk/government/publications/preventing-and-tacklingbullying>
- DfE: 'No health without mental health' https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/213761/dh_124058.pdf
- Family Lives: <https://www.familylives.org.uk/>
- Kidscape: <https://www.kidscape.org.uk/>

- MindEd: <https://www.minded.org.uk/>
- NSPCC: <https://www.nspcc.org.uk/>
- PSHE Association: <https://www.pshe-association.org.uk/>
- Restorative Justice Council: <https://restorativejustice.org.uk/>
- The Diana Award: <https://diana-award.org.uk/>
- Victim Support: <https://www.victimsupport.org.uk/>
- Young Minds: <https://youngminds.org.uk/>
- Young Carers: <https://carers.org/getting-support-if-you-are-a-young-carer-or-young-adult-carer/getting-support-if-you-are-a-young-carer-or-youngadult-carer>

Cyberbullying

- Child net International: <https://www.childnet.com/>
- Digizen: <https://www.digizen.org/>
- Internet Watch Foundation: <https://www.iwf.org.uk/>
- Think U Know: <https://www.thinkuknow.co.uk/>
- UK Safer Internet Centre: <https://www.saferinternet.org.uk/>

LGBTQIA+

- EACH: <https://each.education/>
- Schools Out: <http://www.schools-out.org.uk/>
- Stonewall: <https://www.stonewall.org.uk/>

SEND

- Changing Faces: <https://www.changingfaces.org.uk/>
- Mencap: www.mencap.org.uk
- DfE: <https://www.gov.uk/government/publications/send-code-of-practice-0to-25>

Racism and hate

- Anne Frank Trust: <https://annefrank.org.uk/>
- Kick it Out: <https://www.kickitout.org/>
- Report it: <https://www.report-it.org.uk/>
- Stop Hate: <http://www.stophateuk.org/>
- Show Racism the Red Card: <https://www.theredcard.org/educational>