



Holley Park Academy

Anti Bullying Policy



Review Date:	Spring 2024
Next Review Date:	Spring 2025
Person in Charge:	Headteacher
Governance:	Chair of Governors

This policy is based on DfE guidance "*Preventing and Tackling Bullying. Advice for Headteachers, staff and governing bodies*", July 2017 and it is recommended that schools read this guidance:

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

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 all staff, pupils and parents/carers work together to prevent and reduce any instances of bullying.

1. Objectives of this Policy

This policy outlines how instances of 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.

2. Our School:

- Discusses, monitors and reviews our anti-bullying policy and practice on a regular basis.
- Supports all staff to promote positive relationships to prevent bullying and will intervene by identifying and tackling bullying behaviour appropriately and promptly.
- Ensures that pupils are aware that all bullying concerns will be dealt with sensitively and effectively; that pupils feel safe to learn; and that pupils abide by the anti-bullying policy.
- Reports back to parents/carers regarding their concerns on bullying and deals promptly with complaints. Parents/ carers in turn work with the school to uphold the anti-bullying policy.
- Seeks to learn from good anti-bullying practice elsewhere and utilises support from the Trust Lead for Safeguarding, Local Authority and other relevant organisations when appropriate.

3. 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", July 2017).

Bullying can include: name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours. This includes the same inappropriate and harmful behaviours expressed via digital devices (cyberbullying) such as the sending of inappropriate messages by phone, text, Instant

Messenger, through websites and social media sites and apps, and sending offensive or degrading images by mobile phone or via the internet.

4. Forms of bullying covered by this policy

Bullying can happen to anyone. This policy covers all types of bullying including:-

- Bullying related to race, religion or culture.
- Bullying related to SEND (Special Educational Needs or Disability).
- Bullying related to appearance or physical/mental health conditions.
- Bullying related to sexual orientation (homophobic bullying).
- Bullying of young carers, children in care or otherwise related to home circumstances.
- Sexist, sexual and transphobic bullying.
- Bullying via technology -"cyberbullying"

5. 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.

It is important to understand that bullying is not the *odd occasion* of falling out with friends, name calling, arguments or when the occasional trick or joke is played on someone. Incidents of this nature this will not be ignored as this is considered unacceptable behaviour.

We continuously reinforce our expectations around how pupils should behave towards each other through our implementation of the curriculum (e.g. PSHE, RHE, RE, 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 (November 2014)
- 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 addressing bullying in all forms throughout the curriculum and supported with a range of approaches such as through displays, assemblies, peer support and the school/student council.
- 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.
- Use a variety of techniques to resolve the issues between those who bully and those who have been bullied.
- 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

Any reported incident of bullying will be investigated using the following process:

- All allegations of bullying will be investigated and recorded (Bullying Log created)
- Parents will be informed of the alleged incident
- If it is found bullying has not taken place, the incident will be recorded for future reference, however for unkind or inappropriate behaviour consequences will be issued in line with the Behaviour Policy
- If it is found that bullying has occurred *appropriate* consequences will be issued
- Parents will be informed of the outcome
- All incidents will be recorded and monitored.

6. Involvement of pupils

We will:-

- Regularly canvas children and young people's views 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.

- Offer support to pupils who have been bullied and to those who are bullying in order to address the problems they have.

7. Liaison with parents and carers

We will:-

- Make sure that key information (including policies and named points of contact) about bullying is available to parents/carers in a variety of formats.
- Ensure that all parents/carers know who to contact if they are worried about bullying (initial concern to be raised with their child's class teacher).
- Ensure all parents/carers know about our complaints procedure and how to use it effectively.
- Ensure all parents/carers know where to access independent advice about bullying.
- Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
- Ensure that parents work with the school to role model positive behaviour for pupils, both on and offline.

8. Links with other school policies and practices

This Policy links with a number of other school policies, practices and action plans including:

- Behaviour and Discipline Policy
- Complaints Policy
- Safeguarding and Child Protection Policies
- Confidentiality Policy
- Acceptable Use Policy
- Curriculum Policies such as PSHE

9. Links to legislation

There are a number of pieces of legislation which set out measures and actions for schools in response to bullying as well as criminal law. These may include: -

- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986
- The Computer Misuse Act 1990

10. Responsibilities

It is the responsibility of:-

- Local Governing Bodies, the Headteacher/ Senior Managers, Teaching and Non-Teaching staff to be aware of this policy and implement it accordingly.
- The Headteacher to communicate the policy to the school community and to ensure that disciplinary measures are applied fairly, consistently and reasonably.
- Staff to support and uphold the policy.
- Parents/carers to support their children and work in partnership with the school.
- Pupils to abide by the policy.

11. 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-tackling-bullying>
- 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-young-adult-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-0-to-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>

Additional Content

Supporting Pupils

Pupils who have been bullied will be supported by:-

- Offering an immediate opportunity to discuss the experience with their teacher or a member of staff of their choice
- Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate
- Reassuring the pupil and providing continuous support
- Restoring self-esteem and confidence
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance

Pupils who have bullied will be helped by:-

- Discussing what happened and establishing the concern and the need to change

- Informing parents/carers to help change the attitude and behaviour of the child
- Providing appropriate education and support
- If online, requesting content be removed and reporting account/content to service provider
- Sanctioning in line with school Behaviour Policy. This may include official warnings, removal or privileges, fixed-term and permanent exclusions.
- Speaking with police or local services

Supporting Adults

Any instances of staff bullying in the workplace would be dealt with through the harassment at work procedure, grievance procedure and may be treated as violence at work.

Appendix A

Procedure to be followed as follows:

Concern about bullying behaviour witnessed or reported to member of staff: initial assessment made based on the severity of the behaviour – low, medium or high level.

<p>Any allegations from pupils, staff or parents/carers will be recorded as an evidence-base using the Bullying Log. The following steps will be implemented in accordance with the school's policies.</p>		
<p>Examples of Low level</p> <ul style="list-style-type: none"> • Teasing name calling of low level names. • Slight push or shove. • Moving seats from targeted pupil. • Refusing to work. 	<ol style="list-style-type: none"> 1. Member of staff talks to those involved. 2. School's policy on bullying reinforced. 3. Pupil who has been targeted to report any unpleasant behaviour immediately to member of staff and parent/ carer. 4. Member of staff decides to inform other members of staff to keep "eyes" and "ears" open. 	<ol style="list-style-type: none"> 1. Staff to have informal check-ins with the pupil to ensure they feel happy in school. 2. Pupils feel they can report any feeling of unpleasantness to an adult. 3. Staff notice that pupil has been happy and settled in school with no incidents. 4. Pupil is back to their "normal self".
<p>Examples of Medium level</p> <ul style="list-style-type: none"> • As above. • Increasing even after step one has been followed. • Targeted because of a certain part of their personality. 	<ol style="list-style-type: none"> 1. Staff member decides that behaviour needs further investigation. 2. Behaviour investigated to assess nature and severity of the behaviour of all those involved including bystanders. 3. Behaviour incidents on CPOMS checked and parents informed. Whole class/ Phase focus regarding bullying. 4. Assessment completed and recorded. 5. Victim, bully and bystanders supported. Shared in briefing for all staff to keep "eyes" and "ears" on identified pupils. 6. Review effectiveness of actions taken within appropriate timescale. 	<ol style="list-style-type: none"> 1. Pupil understands and feels comfortable that the incident is being investigated through formal check-ins with all concerned. 2. Parents are engaging with school and sharing their thoughts. 3. Strategies that have been put in place to support the pupil are followed through and recorded. 4. The bullying stops and the pupil is aware of strategies to cope with incidents. 5. Pupil is back to their "normal" self.
<p>Examples of High level</p> <ul style="list-style-type: none"> • Physical assault. • If the pupil's emotional wellbeing is affecting their day to day life. 	<ol style="list-style-type: none"> 1. Member of staff decides the behaviour is potentially so serious that it has been referred to the Headteacher or Deputy Headteacher and if appropriate, a Designated Child Protection person. 2. Senior member of staff informs parents immediately and meetings are arranged as soon as possible. 3. Senior member of staff investigates and decides whether a case needs to be referred to external agencies. 4. Assessment completed with details recorded and appropriate action implemented. 5. Review of effectiveness of action taken within appropriate timescale. 	<ol style="list-style-type: none"> 1. Pupil understands and feels comfortable that the incident is being investigated through formal check-ins with all concerned. 2. Through regular meetings with senior staff investigating, the pupil will willingly engage and talk about how they feel. 3. Parents are engaging with school and sharing their thoughts. 4. The bullying stops and the pupil is aware of strategies to cope with incidents. 5. Pupil is back to their "normal" self.