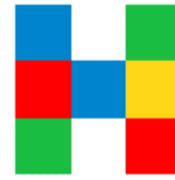


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Holly Lodge Primary School

Anti-Bullying Policy



Holly Lodge Primary School

At Holly Lodge we aim to provide a safe, caring and friendly environment for all our pupils to allow them to learn effectively, improve their life chances and help them maximise their potential.

This policy explains our approach to preventing and dealing with bullying. It should be read in conjunction with our Behaviour policy.

Bullying

Bullying is deliberately hurtful behaviour repeated over time, where it is difficult for those being bullied to defend themselves.

What Is Bullying?

Bullying is unacceptable behaviour used by an individual or group, usually repeated over time that intentionally hurts another individual or group either physically or emotionally. In other words, bullying at Holly Lodge is considered to be, “unacceptable behaviour which occurs **‘lots of times, on purpose’.**” Something that happens once may be mean and hurtful but it is not necessarily bullying. Bullying can be short term or continuous over long periods of time.

Bullying can be:

- Emotional: being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical: pushing, kicking, biting, hitting, punching or any use of violence
- Racial: racial taunts, graffiti, gestures
- Sexual: unwanted physical contact or sexually abusive comments
- Homophobic: because of, or focussing on the issue of sexuality or gender identity
- Direct or indirect Verbal name-calling, sarcasm, spreading rumours, teasing
- Cyber bullying: The rapid development of, and wide spread access to technology has provided a medium for “virtual” bullying which can occur inside or outside of school. Cyber-bullying can happen at all times of the day, with a potentially bigger audience as content is forwarded to others.

Why are children and young people bullied?

Children and young people are most commonly bullied because of a real or perceived “difference”. This difference can be anything, but is commonly:

- Racist; based on ethnicity, skin colour, language, religion or cultural practices.
- Homophobic
- Based on gender identity
- Related to disability: bullying of children with special educational needs and disabilities
- Sexual: unwelcome sexual advances, remarks that are intended to cause offence, humiliation or intimidation
- Discriminative bullying based on any perceived weakness such as appearance, children in care, young carers, those with disabled siblings or parents, single parent families, low economic backgrounds etc.

Bullying can take place in the classroom, playground, toilets, on the journey to and from school, on residential trips and cyberspace. It can take place in group activities and between families in the local community.

Perpetrators and Victims

Bullying takes place where there is an imbalance of power of one person or persons over another. This can be achieved by:

- The size of the individual,
- The strength of the individual
- The numbers or group size involved
- Anonymity – through the use of cyber bullying or using email, social networking sites, texts etc.

Staff must remain vigilant about bullying behaviours and if concerned, should not wait until being told before raising concerns or deal directly with the matter. Children may not be aware that they are being bullied because they may be too young or have a level of Special Educational Needs which means that they may be unable to realise what others may be doing to them. Staff must also be aware of those children who may be vulnerable pupils; those coming from troubled families, or those responding to emotional problems or mental health issues which may bring about a propensity to be unkind to others, or may make them more likely to fall victim to the behaviour of others.

Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Bullying has the potential to damage the mental health of a victim. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

Signs and Symptoms for Parents and Staff

By its nature, bullying tends to take place 'underground', out of sight and earshot of teaching and other school staff. Perhaps the most important element in identifying bullying is the creation of a positive school culture in which bullying is not tolerated and the reporting of bullying is seen as a positive and valued act by pupils. However, there are possible signs of bullying that school staff should be aware of and to which they should respond with enquiry. Some key signs may include:

- A reluctance to come to school /erratic attendance
- A marked deterioration in a pupil's performance
- A reluctance to go out to play
- A reluctance to leave school at the normal time, walk home with other pupils
- Unlikely excuses for possessions damaged or destroyed or missing
- Persistent complaints of feeling unwell and unable to go to school
- Pupils who present as isolated in the playground, dining room, during games etc
- Pupils who display withdrawn, unforthcoming behaviour

We give the following advice to children:

What to do if you think you are being bullied at school:

Remember that your silence is the bully's greatest weapon!

- Tell yourself that you do not deserve to be bullied, and that it is WRONG!
- Be proud of who you are. It is good to be individual.
- Stay with a group of friends/people
- Be assertive – say: 'Stop it, I don't like it!' Walk confidently away. Go straight to a teacher or member of staff if they do it again.
- Fighting back will probably make things worse.
- Generally, it is best to tell an adult you trust straight away.

If you know someone is being bullied:

- TAKE ACTION! Watching and doing nothing looks as if you are on the side of the bully.
- If you feel you cannot get involved, tell an adult IMMEDIATELY. Teachers have ways of dealing with the bully without getting you into trouble.

What to do if you think your child is being bullied at school

- Calmly discuss this with your child and note what they say has happened. Who was involved? How often have the incidents occurred? Listen to your child and value their feelings and worries.
- Talk to your child's class teacher as soon as possible. Agree an action plan and involve your child in this.
- Learn about the school's Anti-Bullying policy and procedures.
- Keep a record of what is suggested by the teacher and give them time to investigate and implement strategies. If you are unhappy with the teacher's response or actions, or if the bullying continues, then you must contact the Head teacher.
- If the bullying is taking place outside of school and/or involves cyber-bullying (use of mobile phones or computers) then discuss this with the Head teacher in the first instance.

What is not helpful

- Telling your child to hit back or escalate the situation by aggression.
- Trying to tackle other children or parents yourself.
- Keeping quiet about it.
- Treating the school as part of the problem, when it could be part of the solution.

Statutory Duty of Schools

Schools are classified as public bodies and are required by law to comply with the Equality Act of 2010 by:

- Eliminating unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- Advancing equality of opportunity between people who share a protected characteristic and people who do not share it;
- Fostering good relations between people who share a protected characteristic and people who do not share it.

Protected characteristics are:

- Age
- Disability
- Gender identity and reassignment
- Marriage and civil partnerships
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

2: Roles and responsibilities across the school

Governors' role and responsibilities

Role

- Promote the wellbeing and ensure the safeguarding of all pupils in school
- Ensure the school carries out both the letter and the spirit of the legislation and statutory duties, and observes national and local guidance.
- Provide leadership to ensure the development, implementation and regular review of the anti-bullying policy
- Ensure that policy and good practice is reflected in the school's anti-bullying practice

Policy development and implementation

- Publish and keep under review the anti-bullying policy.
- Ensure the policy includes references to age, disability, ethnicity, gender, gender identity, religion and belief, sexual orientation, class, poverty and any other local issues appropriate to the school context.
- Ensure the school makes use of monitoring data and understands its implications for the development of policies, procedures and practice.
- Provide leadership to ensure a consistent response to all incidents of bullying and harassment.
- Ensure the development and publication of a complaints procedure.

- Record, investigate and respond to any complaints from parents/carers or the wider community related to the school's response to bullying.

Behaviour

- Provide an appropriate and consistent role model for all staff, pupils and the wider school community.
- Celebrate and share examples of good practice from the school and among individual staff and pupils.

Headteacher and senior staff with key responsibilities

Role

- Build and maintain a school ethos which is welcoming, supportive and inclusive of all pupils, parents/carers and staff.
- Promote the wellbeing and ensure the safeguarding of all pupils in the school.
- Development and implement an effective anti-bullying policy.
- Ensure the voice of pupils, staff, parents and carers is heard and communicated to governors.

Policy development and implementation

- Ensure the effective communication of the policy to all pupils, staff and stakeholders.
- Ensure that pupils, staff, parents/carers and other stakeholders are involved in the creation of a positive school ethos.
- Take action to prevent all forms of bullying.
- Ensure that the school's anti-bullying policy and related practice is complied with consistently and effectively.
- Make sure that effective monitoring procedures are developed, operated and maintained.
- Develop and implement a system for recording incidents of bullying and hurtful behaviour which staff know and use consistently.
- Ensure that appropriate support systems are in place to prevent and respond to bullying, including peer support programmes.
- Use partnerships and multi-agency approaches to prevent, and/or respond to, bullying which happens off-site.
- Provide structures and systems that respond effectively to pupils' views and ensure that all staff, pupils and other stakeholders are supported to participate in the review and impact assessment of behaviour and anti-bullying policies.
- Monitor the continued progress and self-esteem of the targets and perpetrators of bullying.

Behaviour

- Celebrate and share the anti-bullying work of the school and its pupils and highlight good practice.
- Act as appropriate role models for all managers, staff, parents and pupils.
- Involve external agencies (including local authority advisers, police, independent mediation or advocacy services etc.) as appropriate to respond to incidents

All teaching and support staff

Role

- Contribute to building and maintaining a school ethos which is welcoming, supportive and inclusive of all pupils and staff.
- Promote the wellbeing and ensure the safeguarding of all pupils in school.

- Behave with respect and fairness to all pupils, carrying out to the letter the spirit of the anti-bullying and equalities policies.

Policy development and implementation

- Observe and implement the school's anti-bullying, prejudice related incidents, behaviour and equalities policies and practices including the keeping of relevant records of incidents.
- Contribute to consultations, reviews and impact assessments.
- Develop and support curriculum opportunities to promote equality and address bullying.

Behaviour

- Provide a consistent response to incidents of bullying and hurtful behaviour whatever its nature or motivation.
- Provide support to both the targets and perpetrators of bullying.
- Take part in relevant professional development and maintain awareness about their role and responsibilities in preventing and responding to bullying and promoting equalities.
- Model positive attitudes and relationships.
- Promote the wellbeing of all pupils and take steps to ensure freedom from bullying and harassment.
- Promote a positive view of difference and challenge prejudice and stereotypical views both through classroom practice and by modelling the behaviour and values they are trying to instil.
- Raise issues with line managers which could contribute to policy review and development.

Pupils

Behaviour

- Report any incidents of bullying to a member of staff, whether directed at themselves or at somebody else
- Take responsibility for personal behaviour and actions and treat one another with respect and kindness.
- With the help of staff and parents/carers, create a positive working atmosphere within school where bullying is regarded as unacceptable, difference is celebrated and discrimination is actively challenged.
- Respond to requests for information, opinions and suggestions to help improve the anti-bullying work of the school.
- Actively support the school's peer support system/s.

Parents/carers

Behaviour

- Demonstrate positive support for the school's anti-bullying and behaviour policies.
- Model appropriate behaviour at all times within the school grounds.
- Report to the school any concerns regarding pupils involved in bullying.
- Support work undertaken by the school to promote equality, celebrate difference and challenge discrimination.

3: Preventing and responding to bullying incidents

Prevention of bullying

As stated in our Behaviour Policy, our aim is to consistently reinforce the values that we believe in and to encourage children to talk about their feelings.

Our staff are proactive in discussing issues between pupils which might provoke conflict. This might involve integrating anti-bullying work into the curriculum by talking to pupils about issues of difference such as religion, ethnicity, disability, gender, gender identity or sexuality. This may take place in PSHE lessons, through participation in annual Anti-Bullying weeks, through Diversity week, through assemblies, through careful playground monitoring and through communication between lunchtime supervisors and class teachers. We teach children that using any prejudice-based language is unacceptable.

The School Council has produced a child friendly version of an anti-bullying policy.

The school works hard to ensure that all pupils know the difference between bullying and “falling out”.

The school employs three Emotional Literacy Support Workers (ELSAs) to work with children. They talk to children who have concerns, and if appropriate, run circle of friends groups and support peer mediation.

As part of our e-safety curriculum, we talk to the children about how to keep themselves safe on the internet. We take instances of cyber-bullying very seriously and our web-site contains advice and guidance for parents and children on what to do if they feel this is happening. It also provides links to sites which explain how to install parental controls. The site can be accessed here <http://www.hollylodgeprimary.co.uk/keeping-your-child-safe-on-the-internet/>.

If a child has access to a mobile phone and is worried that they are the victim of cyber-bullying they should:

- Not reply to any nasty messages.
- Keep the messages that they have been sent so they can show someone.
- Not answer any calls that are from a withheld number, or from a number they don't know.
- If necessary, change their mobile number and only give their new number out to close friends.
- If the problem is serious, tell the Police by calling 101.

Mobile phone operators can't stop a particular number from contacting another phone, but you can do this on some handsets. Check the phone handbook to see if yours can.

Response to bullying

Bullying may be reported by a child, carer, member of staff or a parent. In some cases, a child may admit to a member of staff that they have bullied another child. All reported incidents of bullying must be investigated and taken seriously by staff members.

If bullying is suspected we talk to the victim, the suspected perpetrator and any witnesses. The incident should be recorded on a Suspected Bullying Incident Report form. This is the responsibility of the member

of staff involved. The head teacher should be informed and a copy of the report form given to them. If after investigation, it is decided that the incident is a bullying incident, the head teacher or a member of the senior leadership team will record the incident on the Local Authority bullying/racist incident form. All such incidents will be closely monitored by a member of the leadership team. Help, support and counselling will be given as is appropriate to both the victims and the bullies since it is also important to consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. *Where this is the case the child engaging in bullying may need support themselves.*

The support we offer victims is dependent on the nature of the incident and the age of the child. They will be offered an immediate opportunity to talk about the experience with their class teacher, or another adult if they choose and their parents/carers will be informed. Our Emotional Literacy Support Assistants are able to offer emotional support and the Kite Family Support Worker may also be involved. If appropriate, parents/carers will be involved in the drawing up and reviewing of an Action Plan.

If any degree of bullying is identified, actions as outlined in our Behaviour Policy (<https://primarysite-prod-sorted.s3.amazonaws.com/hollylodge/UploadedDocument/b645addcdf2c4e54900617051bfe1416/behaviour-policy-dec-2015.pdf>) are applied fairly and consistently. In some situations, the SENDCo or head teacher may contact external services, for example the Behaviour Support Team or Educational Psychologist for advice.

The school's anti-bullying policy is available on the school website and on request from the school. It will be reviewed annually.

Procedure for staff who feel they are bullied, harassed or discriminated against by other members of staff, the Head Teacher or parents or adults not employed by the school.

This is covered in our Ending Bullying and Harassment Policy.

Monitoring and review

The anti-bullying policy is the governors' responsibility and it will be reviewed annually.

This policy was reviewed in October 2018 and approved by the School Governors at a meeting in October 2018

It is due to be reviewed on an annual basis with the next review in October 2019.