

## Holly Lodge Anti-Bullying Policy 2020-2021



[Available via our school website](#)

At Holly Lodge, we believe it is every child's right to enjoy their school life feeling safe, secure and free from hurtful or harmful experiences. We are committed to fostering healthy personal relationships and create a positive, caring and supportive community in order for our children to show our Holly Lodge REACH values of Respect, Effort, Achievement, Care and Honesty.

### Rationale

This policy, alongside our [behaviour policy](#) and all other [relevant policies](#), is designed to ensure that as a school we are alert to the signs of bullying and act promptly and fairly against it. Bullying is always undesirable behaviour and is never tolerated.

We are committed to providing a friendly, nurturing and safe environment for all pupils so that they can learn in a relaxed and secure atmosphere. We are an open, caring school and encourage children to share their concerns or worries with teachers and other members of staff. Anyone who knows or suspects that bullying is happening is expected to tell the staff.

Everyone has a right to be treated with respect and no one deserves to be a victim of bullying. Pupils who are bullying need to learn different ways of behaving. We take our role very seriously in tackling bullying outside the school premises and ensure that we follow similar procedures to prevent bullying.

### Inclusion

All children at Holly Lodge are explicitly taught to value and respect each other irrespective of sex, gender, race, religion or disability. This is underpinned by the children's personal, social, health and economic (PSHE) education and relationships and sex education (RSE) through the Jigsaw programme, our whole school REACH values and the school's commitment to spiritual, moral, social and cultural (SMSC) development.

### Aims

This policy aims to:

- Ensure all staff, pupils and parents have a clear understanding of what bullying is;
- Inform children and parents of the school's expectations and to foster a productive partnership, which will help to maintain a bully free environment;
- Show commitment to overcoming bullying by taking all incidents of bullying seriously and laying out processes for dealing with them consistently and effectively;
- Promote a secure and happy environment free from threat, harassment and bullying.

### Definition of bullying

However hard we try, it is inevitable that conflicts will sometimes occur. In these conflicts, children may hurt each other's feelings. This behaviour is never desirable but it does happen. We believe that it is more appropriate to help children understand how they may have hurt each other, and to consider different ways to behave, than it is to punish them.

Occasionally, hurtful behaviour can become bullying. Bullying differs from teasing or falling out with friends or other types of aggressive behaviour when it is **persistent** and either:

- i. There is a **deliberate intention** to hurt or humiliate, or
- ii. There is a **power imbalance** that makes it hard for the victim to defend them self.

We teach children the acronym 'STOP' (Several Times On Purpose) to help them differentiate between bullying and other situations as not all hurtful behaviour is bullying.

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Although bullying can occur between individuals, it can often take place in the presence of others (virtually or physically) who become the 'bystanders'.

### Forms of bullying

Bullying can be:

- Verbal – persistent name calling, hurtful remarks, taunting, offensive remarks, threats;
- Relational – manipulating friendship groups, spreading nasty stories, gossiping, excluding from social groups;
- Physical – kicking, hitting, taking and damaging belongings;
- Racial – this can be identified by the motivation of the bully, the language used and/or by the fact that victims are singled out because of the colour of their skin, the way they talk, their ethnic grouping or by their religious or cultural practices;
- Sexual;
- Sexist, Homophobic, bi-phobic, transphobic, question-phobic - comments, taunting or rumours;
- Cyber – inappropriate messages, sharing or sending offensive and/or degrading photographs or video clips, inappropriate comments on social media and gaming sites;
- SEND related– bullying that targets a child because of their Special Educational Needs and Disability.

All forms of bullying are taken equally seriously.

### Equality Act

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 reassignment, marriage and civil partnerships, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

### Vulnerable groups

Certain groups of children are known to be particularly vulnerable to bullying by other. These may include pupils with SEND, young carers, looked after children, previously looked after children, those from ethnic and racial minority groups and those young people who are perceived as lesbian, gay, bisexual, transgender or questioning their gender role.

### Prevention of bullying

We work in a proactive way to teach children the essential social and emotional skills they need to make happy and effective relationships. To fulfil our aim of providing a friendly and safe environment for all pupils, so that they can learn in a relaxed and secure atmosphere, the following strategies are used:

- **Restorative approaches:** All staff have received training to ensure a consistent, positive and mediatory approach is used to deal with issues between children in the school;
- **Anti-bullying committee:** A group of parents, governors and staff work together to improve Holly Lodge's approach to bullying;
- **Raising awareness of bullying:** Bullying is discussed regularly including in Computing, PSHE, assemblies and through 'Anti-Bullying Week';
- **Holly Lodge values:** Children are encouraged to think about our school REACH values through assemblies and class discussions, which are regularly linked to bullying;
- **PSHE programme:** Children are informed of their right to be and feel safe through our Jigsaw PSHE programme;

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- **Reporting incidents:** Pupils and parents are encouraged to report unkind behaviour or bullying;
- **Regular e-safety updates:** These are communicated to parents in the newsletter, on our website and through the Digital Parenting Magazine;
- **E-safety training:** Children learn about this in computing and PSHE lessons (including the SMART acronym – Safe, Meetings, Accepting, Reliable and Tell) and their understanding is built up throughout the school;
- **External e-safety training** for staff, children and parents from Sharon Girling;
- **ELSA (Emotional Literacy Support Assistants):** Our ELSAs are learning support assistants trained to provide emotional and social skills support to children;
- **Trained Mentors:** Year 6 children, supervised by member of staff, help children to sort out friendship problems;
- **Sports Crew:** Year 5 children, supervised by member of staff, teach younger children new games and help them to play together;
- **Positive, active play** is encouraged at lunchtimes through effective deployment of lunchtime supervisors, Sports Crew, Peer Mentors and through fun initiatives such as Disco Friday;
- **Child-friendly anti-bullying policy** written by children at our school, comprising of a leaflet and poster;
- **Celebrating success:** Star of the Week and other awards, weekly celebration assemblies and Marvellous Me communications;
- **Class and whole school rules and behaviour policy:** Behaviour zones are used throughout the school. The well-being lead teacher records red incidents centrally and class teachers record orange incidents. These are regularly monitored to ensure that any patterns are identified and if necessary, are dealt with accordingly;
- **Open door policy;**
- **Our mission statement.**

#### Procedure for Dealing with Bullying and Complaints

Please see the flowchart in the appendix.

If you feel that your concerns have not been fully addressed, please consult the Head teacher or Chair of Governors. If you are still concerned, the Local Authority can advise.