



## Philosophy

This policy reflects the school's values and philosophy in relation to 'the potential issue of bullying in school'. It sets out a framework within which teaching and non-teaching staff can operate and gives guidance on practice within school.

At Holly Grove school we place the welfare and positive emotional well-being of our children at the centre of the educational process. We believe it is a basic entitlement of all children that they receive their education free from humiliation, oppression and abuse.

We want this to be a school in which all pupils feel safe and secure and where parents send their children to school confident in the knowledge that they will be protected from all forms of abuse and intimidation. We aim therefore to create and maintain an environment that is warm, free from inhibiting pressures yet with a capability to be challenging, thus providing the optimum conditions for learning and development.

We recognise that bullying can take many forms. It can be physical, emotional, verbal or psychological. **We define bullying as any repeated action or actions that cause distress to another person.**

Some forms of bullying are easily observed and discovered, for example physical assault in front of witnesses can be readily identified. Other forms are less easily detected for example implied threats, made verbally or by gesture or actions taking place in one to one situations.

Bullying of any kind will not be tolerated, this includes:

- Child to Child, Peer on Peer
- Child to Adult
- Adult to Child
- Adult to Adult
- Online and homophobic bullying

## Definition

For the purpose of this policy, "bullying" is defined as persistent behaviour by an individual or group with the intention of verbally, physically, or emotionally harming another person or group.

Bullying is generally characterised by:

- **Repetition:** Incidents are not one-offs; they are frequent and happen over a period of time.



- **Intent:** The perpetrator(s) means to cause verbal, physical or emotional harm; it is not accidental.
- **Targeting:** Bullying is generally targeted at a specific individual or group.
- **Power imbalance:** Whether real or perceived, bullying is generally based on unequal power relations.

Vulnerable pupils are more likely to be the targets of bullying due to the attitudes and behaviours some young people have towards those who are different from themselves.

Vulnerable pupils may include, but are not limited to:

- Pupils with SEND.
- Pupils who are adopted.
- Pupils suffering from a health problem.
- Pupils with caring responsibilities.

#### Types of bullying

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

Teasing another pupil because of their appearance, religion, ethnicity, gender, sexual-orientation, home life, culture, disability, or SEND are some of the types of bullying that can occur.

Bullying is acted out through the following mediums:

- Verbally
- Physically
- Emotionally
- Online (Cyber)

**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.

**Relational bullying:** Bullying that primarily constitutes of excluding, isolating and ostracising someone – usually through verbal and emotional bullying.

### Signs of bullying

Staff will be alert to the following signs that may indicate a pupil is a victim of bullying:

- Being frightened to travel to or from school
- Asking to be driven to school
- Unwillingness to attend school
- Truancy
- Becoming anxious or lacking confidence
- Saying that they feel ill in the morning
- Decreased involvement in school work
- Returning home with torn clothes or damaged possessions
- Missing possessions
- Missing dinner money
- Asking for extra money or stealing
- Cuts or bruises
- Lack of appetite
- Unwillingness to use the internet or mobile devices
- Becoming agitated when receiving calls or text messages
- Lack of eye contact
- Becoming short tempered
- Change in behaviour and attitude at home

Although the signs outlined above may not be due to bullying, they may be due to deeper social, emotional or mental health issues, so are still worth investigating.



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Pupils who display a significant number of these signs are approached by a member of staff, to determine the underlying issues, whether they are due to bullying or other issues.

In addition, staff will be aware of the potential factors that may indicate a person is likely to have bullying behaviours, including, but not limited to, the following:

- They have experienced mental health problems, which have led to the pupil becoming aggravated
- They have been the victim of domestic abuse
- Their academic performance has started to fall, which has meant they are stressed

If staff become aware of any factors that could lead to bullying behaviours, they will notify the pupil's **teacher**, who will investigate the matter and monitor the situation.

## Purpose

The purpose of this policy is to provide clear direction to everyone about expected codes of behaviour in dealing with bullying issues. The Governors have therefore laid down the following guidelines

The school will:

Ensure there are high staffing levels especially during unstructured times.

Support pupils who are being bullied.

Help those who bully to change their behaviour- the importance of praise for good behaviour cannot be over-emphasised.

Take bullying seriously and find out the facts of any incident.

Meet those concerned individually.

Provide assembly themes which promote self-respect, respect for others and the responsibilities of community membership.

Involve parents

Help pupils to develop self-esteem, positive strategies and assertion.

Record any incidents of bullying in a consistent way that allows for monitoring of behaviour on CPOMS.



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Discuss with and involve children in agreed class and school rules.

The school will react firmly and promptly when bullying is identified, staff will report incidents of bullying to the Designated Senior Person with responsibility for incidents of bullying.

**The Designated Senior Person is:**

**Karen Alty**

## **Roles and Responsibilities**

### **Governing Board:**

- Responsible for setting the general principles that inform the Anti-Bullying Policy for our school.
- The overall implementation of this policy
- Evaluating and reviewing the policy so that it is not discriminatory
- Ensuring the school is inclusive
- Analysing and bullying data.

### **Headteacher:**

- Responsible for reviewing and amending the Anti-Bullying Policy
- Keeping a record of Bullying incidents on CPOMS
- Analysing any bullying data
- Arranging appropriate training for staff

### **Staff:**

- Arranging meetings with parents when necessary
- Being aware of social dynamics in class
- Being available for pupils who wish to report bullying
- Being alert to possible bullying situations, particularly exclusion from friendship groups, and that they inform the pupil's **teacher** of such observations
- Refraining from gender stereotyping when dealing with bullying.
- Provide follow up support after bullying incidents
- Report /record any incidents of bullying

### **Parents:**

- Informing school if they have any concerns that their child is involved in bullying in anyway



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- Being watchful of their child's behaviour, attitude and characteristics and informing school of any changes
  - Monitor their child when they are online.

### **Children:**

- Children will inform a staff member if they witness bullying or are a victim of bullying in anyway

### **Bullying outside of school**

The **headteacher** has a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives the **headteacher** the power to regulate pupils' conduct when they are not on school premises, and therefore, not under the lawful charge of a school staff member.

Teachers have the power to discipline pupils for misbehaving outside of the school premises. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.

Where bullying outside school is reported to school staff, it is investigated and acted on.

In all cases of misbehaviour or bullying, members of staff can only discipline the pupil on school premises, or elsewhere when the pupil is under the lawful control of the member of staff, e.g. on a school trip.

The **headteacher** is responsible for determining whether it is appropriate to notify the police, or the anti-social behaviour coordinator, of the action taken against a pupil.

If the misbehaviour could be of a criminal nature, or poses a serious threat to a member of the public, the police are always informed.

### **Strategies to Prevent Bullying:**

At Holly Grove our aim is to create an environment where bullying cannot thrive.

To enable us to achieve this we will:

- Deliver assemblies to address any issues of bullying that may have arisen

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- Host friendship week to support children to develop positive relationships. Staff will also be involved by choosing a name from a hat and carrying out a kind gesture each day for their nominated friend, e.g. purchase small gift, leave them a positive message, make them a drink etc.
- Participate in Anti-bullying week
- School Council supported to share any issues they have experienced at playtimes
- Displays around school to focus on positive relationships/friendship
- Discuss cyber bullying where appropriate
- Diversity, difference and respect for others is promoted and celebrated through various lessons.

Pupils displaying any unusual behaviour will be identified to the Nurture Team. The child will then spend time with a member of the Team and be supported to share any concerns they have in a calm, safe, secure environment (Nurture Room)

### **Strategies to Deal with Bullying**

All incidents of bullying or suspected bullying will be recorded on CPOMS and all Designated Safeguarding Lead's (DSL's) will be alerted. They will give details of what happened, when it happened and who was involved. These records will build up a picture of individual children's behaviours over time and be a source of information for the Senior Leadership Team to monitor and act upon accordingly.

Once an incident has been alleged, an investigation will take place. In the first instance the class teacher will discuss the issues with the children involved, in a manner appropriate to their age and understanding. Each pupil will be given the opportunity to talk and the discussion will focus on trying to find a solution and stop the bullying reoccurring. There is also a strong emphasis on rebuilding relationships between the pupils involved

Role play or circle time can be used as a time for class discussion and will concentrate on issues of acceptable behaviour and friendships.

Class staff will ensure the victim is supported after the incident and all staff will be notified in a staff meeting to ensure friendships do not break down again and children feel safe and secure.

All proven acts of bullying should be reported to the Headteacher. This will include any incidence of racial abuse. These will also be shared and discussed with the Governing Board.

### **Parental Involvement**

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The parents of victims and perpetrators of bullying will be informed of serious incidents or incidents occurring over a prolonged period of time. They will be given information about action taken and asked to support the strategies proposed to deal with the problem. A senior member of staff will stay involved with both families until the matter is resolved. The perpetrator of the bullying behaviour will be reminded of the possible consequences of bullying and sanctions for repeated incidents will be clearly explained, in line with the school's Behaviour Policy. A Behaviour Plan will be drawn up in consultation between school staff, the child and the child's parents/carers.

This policy should be considered within the context of other related policies:

Child Protection Policy

Behaviour Management Policy

Safeguarding Policy

Equalities Policy

Care and Control Policy

PSHE Policy

**Date of policy: Spring 2021**

**To be reviewed: Spring 2023**

**Holly Grove School**

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REPORT FORM FOR AN INCIDENCE OF BULLYING

Name of Pupil: \_\_\_\_\_

Incident reported by: \_\_\_\_\_

For discussion by: \_\_\_\_\_

On-

Date of Incident: \_\_\_\_\_

**Time of Incident-** what happened immediately before the incident?



**Behaviour-** what did pupil do?

**Consequence-** what was the outcome?