



Holly Lodge Anti-Bullying Policy

This is a live document and will be reviewed as necessary where changes are needed to current practice.

Last review date: September 2023

Next policy review date: September 2025

Introduction

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 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 to maximise their potential. 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.

This policy is [available via our school website](#) for parents and staff to view as needed. It is also accessible to all staff via the 'Anti-bullying' folder on the Holly Lodge shared server.

This policy was formulated in consultation with the whole school community with input from members of staff, governors and parents/carers. Our child-friendly policy was developed with input from pupils. This policy is reviewed periodically and updated every 2 years as required.

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.

Friendship fall outs are seen as accidental or occasional, with no power imbalance or hierarchy. In friendship fall-outs, those involved show remorse and want to resolve the situation. At Holly Lodge, 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.

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

Forms of bullying

Bullying can be:

- Verbal – persistent name calling, hurtful remarks, taunting, offensive remarks, threats;
- Relational - causing harm to a person by damaging friendships and feelings of group acceptance. This can include behaviours that are much more hidden than other forms of bullying, and are often tied up among friendship groups. For example, the spreading of rumours, gossiping, being excluded from groups and social events or using friendship as a bartering tool.
- 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.

The role of the bystander

A bystander is “a person who does not become actively involved in a situation where someone else requires help” and in this way is understood to be a passive observer, an onlooker who watches something happening, but stays on the side-lines and doesn’t intervene or get help, even if someone needs it. At Holly Lodge, we encourage all our pupils not to be bystanders, and teach that all children have a responsibility to report bullying, or other unkind behaviour, if they see it. They also have a responsibility not to get involved in the bullying behaviour and to stand up to the perpetrators.

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 PSHE curriculum;
- **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;
- **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;
- **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 stage 3 and 4 incidents centrally and class teachers record stage 1 and 2 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.**

Reporting and Responding

- At Holly Lodge, we encourage pupils who have been bullied to try and report this to a member of staff.
- Pupils who see others being bullied should report this to a member of staff (see above about pupil bystanders)
- Members of staff who receive reports that a pupil has been bullied will deal with it in the first instance and report it to the head-teacher and other safeguarding leads. Bullying is usually a stage 3 behaviour, as detailed in the school's behaviour policy.
- Reports of bullying will be logged by members of staff via our online monitoring system. Incidents and patterns of behaviour are also tracked through our school behaviour and safeguarding tracking system. The analysis is used to impact practice and policy. For example, identifying and addressing potential bullying hotspots.
- We celebrate success at Holly Lodge and are proud to have been awarded the silver Surrey Anti-bullying Charter-mark in recognition of our work to prevent bullying at our school. We are also working towards a Healthy Schools award.
- Where bullying is of a racist nature, we will report this to the Local Authority using the Racial Incident Report Form.
- Where bullying is of a sexual nature, we will follow the school's child protection procedures
- We report Bullying Incidents annually to the Local Authority under the headings: Racial / SEN / Gender Related / Homophobic / Religion-Faith / other
- Where a serious assault or wounding has occurred, we will inform the police.
- All reports will be taken seriously. As detailed in Appendix 1, incidences of bullying will be dealt with on an individual basis, depending on the situation and the type of bullying reported.

Support for children involved in bullying incidents

At Holly Lodge, we provide support for all children, in order for them to attend school feeling safe, valued and happy. In the case of confirmed bullying incidents, we provide support for both the victim and the bully, using a range of resources such as restorative justice techniques and ELSA (emotional literacy) support. If appropriate, we may offer support from our Kite family support worker or other outside agencies. This support will be tailored to the individuals as needed. As previously mentioned, our PSHE curriculum, school values and ethos all centre on fostering positive relationships and caring for one another.

Procedure for Dealing with Allegations of Bullying and Complaints

Please see the flowchart in appendix 1.

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.

Holly Lodge's role in tackling bullying outside school premises

Schools are not responsible for bullying that occurs off the premises, but we know that bullying can occur outside the school gates and on journeys to and from school. The bullying may be done by pupils from our own school, by pupils from other schools or by people who are not at school at all. Where a pupil or parent tells us of bullying off the school premises we will:

- Talk to pupils about how to avoid or handle bullying outside of school.
- Talk to the headteacher of another school whose pupils are bullying, if applicable.
- Talk to the police, if necessary.

Appendix 1

Procedure for Dealing with Allegations of Bullying

