Hollywater School

Inspire. Believe. Achieve.

Anti-Bullying Policy

Policy Updated	Agreed by Governors	Policy Review Date
July 2026 by Sarah Kitching	September 2026	September 2027

Aim

At Hollywater School we are committed to creating a safe and secure environment where young people and adults can develop academically, socially and emotionally, free from fear, humiliation, oppression and abuse. At Hollywater, we foster an atmosphere based on mutual respect and trust, consideration, friendship and kindness, in which students can feel safe. Bullying is not tolerated under any circumstances. However, we also recognise that it can occur in any school and that Hollywater is no less vulnerable. This policy sets out the measure to prevent bullying, to identify it when it does occur and how to intervene with the bully and the bullied.

Links with other Hollywater School policies and practices

This policy should be read alongside the following organisational policies:

- Behaviour for Learning Policy
- Suspension and Permanent Exclusion Policy
- Child Protection Policy
- Safeguarding Policy and Procedures
- Online Safety Policy

Links to legislation

There are several pieces of legislation which set out measures and actions for school in response to bullying, as well as criminal and civil law. These may include (but are not limited to):

- The Education and Inspection Act 2006, 2011
- The Education Act 2002
- The Education (Independent School Standards) Regulations 2014
- The Equality Act 2010
- The Independent School Standards (England)(Amendment) Regulations 2012
- The Children Act 1989
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Communications Act 2003
- Public Order Act 1986

Key Responsibilities

It is the responsibility of:

- The Headteacher to communicate this policy to the school community, to ensure that disciplinary measures are applied fairly, consistently and reasonably, and that a member of the senior leadership team has been identified to take overall responsibility.
- The Governors to take a lead role in monitoring and reviewing this policy.
- All staff, including: governors, senior leadership, teaching and non-teaching staff, to support, uphold and implement this policy accordingly.
- Parents/carers to support their children and work in partnership with the school.
- The school to ensure that pupils understand this policy and why it is important.

Introduction

Bullying is when someone is picked on by a person or group.

Bullies might make fun of people who they think don't fit in. Bullies might make fun of others for many things, including:

• appearance (how someone looks)
• behaviour (how someone acts)
• race or religion
• social status (whether someone is popular)
• sexual identity (like being gay, lesbian
• gender identity, gender fluid or trans)

Bullying can come in different types:

• Physical bullying is when bullies hurt their targets physically. This might be shoving, tripping, punching, or hitting. Any form of touching that a person does not want can be bullying and possible sexual assault.
• Verbal bullying is taunting or teasing someone.
• Psychological bullying is gossiping about or excluding people to make them feel bad about themselves.

Cyberbullying is when bullies use the internet and social media and say things that they might not say in person. This can include:

• sending mean texts,
• posting insults about someone
• making rude comments on their pictures.

Cyberbullies also might post personal information, pictures, or videos designed to hurt or embarrass someone else.

What is bullying? - definition

Bullying can be defined as "*behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally*". (DfE "Preventing and Tackling Bullying", July 2017) Bullying can take many forms and is often motivated by prejudice against particular groups, for example on grounds of age, disability, gender reassignment, race, religion or beliefs, sex, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Stopping violence and ensuring immediate physical safety is the first priority but emotional bullying can be more damaging than physical. Bullying is recognised as being a form of child on child abuse. It can be emotionally abusive and can cause severe and adverse effects on children's and young people's emotional development.

Bullying can also encompass a deliberate misuse of power or influence. It includes intimidation, often repeated, of a victim by a more powerful person. Where the intention may not be to deliberately cause hurt it can still be considered as bullying if the victim perceives it as so.

All staff and students should be alert to forms of bullying.

There are several types of bullying:

Physical – This includes hitting and kicking etc. It is still bullying even if no injury is caused.

Verbal – For example name calling, racist or sexist remarks or remarks mocking a disability. Verbal includes both spoken and written communication.

Non-verbal – Gestures (e.g. blocking access to a room) can be very powerful and can be repeated over time.

Indirect – Students might spread rumours or seek to isolate someone by putting pressure on their friend.

Cyber-bullying - The rapid development of and widespread access to technology has provided a new medium for 'virtual' bullying, which can occur in or outside Hollywater. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click, e.g., internet, Facebook, text, Twitter etc.

The Education Act 2011 gives school teachers stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, confiscate items that have been or could be used to commit an offence or cause harm, including mobile phones.

Radicalisation – everyone has a duty to put measures in place to prevent the radicalisation of students that may lead to the development of extremist ideas that support terrorism. Bullying can take the form of coercing someone to participate in activities that seeks to radicalise students. If staff suspect that a student is being radicalised they should contact the DSL / DDSL.

Hollywater School Ethos

At Hollywater School, we are committed to creating a safe, supportive, and inclusive environment for all pupils, especially those with Special Educational Needs and Disabilities (SEND). We recognise that pupils with SEND may be more vulnerable to bullying and may also find it more difficult to report or describe their experiences. We take a proactive and person-centred approach to preventing and addressing bullying.

At Hollywater School we understand that pupils may experience considerable difficulties with communication, social interaction and empathy which can affect their ability to reflect on the impact their behaviour has on others or to self-manage their behaviour. These difficulties can mean that some pupils are less likely to intentionally 'bully' others, although behaviour that could be bullying behaviour does occur on occasions. While these actions may not have the same degree of intention as is usual when describing bullying, the effect on the targeted individual or individuals is the same and therefore must be addressed.

The way staff members deal with such incidents of behaviour that challenges should take account all individual needs.

Every member of staff has a responsibility to work towards eradicating any incidents and types of bullying. The aim of this policy is to help members of the school community to deal with bullying when it occurs and, even more importantly, to prevent it.

Every member of staff has a responsibility to report any incident of bullying that comes to their attention and work towards eradicating any incidents and types of bullying in our school. Reports

of bullying will always be taken seriously. Reports of bullying will be logged on the digital recording platform - CPOMS.

The aims of our anti-bullying strategies and intervention systems are:

- To prevent, de-escalate and/or stop any continuation of harmful behaviour;
- To react to bullying incidents in a reasonable, proportionate and consistent way;
- To safeguard the pupil who has experienced bullying and to trigger sources of support for the pupil;
- To apply disciplinary sanctions to the pupil causing the bullying and ensure they learn from the experience, possibly through multi-agency support.

Prevention

At Hollywater School we will tackle bullying by creating an ethos of good behaviour where students treat one another and staff with kindness and respect because they know that this is the right way to behave.

In addition we will also :

- use our extensive knowledge of pupils, and strong relationships with home, to recognise any changes that might result in 'bullying' behaviours;
- make changes to Individual Positive Behaviour Management Plans (IPBMPs) where appropriate;
- talk to pupils about issues of difference through dedicated events;
- talk to pupils about how to manage their own feelings and emotions – Zones of Regulation;
- ensure that all pupils are appropriately supervised;
- ensure that all members of staff are familiar with the policy;
- watch for early signs of distress and where pupils are able to verbally communicate, listen to what they are saying and for non-verbal pupils ensure that their preferred communication tool is provided to enable them to communicate
- ensure that appreciation and respect for all cultures are promoted;
- ensure that teaching pupils about bullying and its impact is embedded throughout the curriculum offer – Safeguarding curriculum;
- ensure that monitoring and filtering software is effective in protecting pupils from cyber based bullying

Identification

Understanding why bullying is occurring

At Hollywater staff will proactively gather intelligence about issues between students which might provoke conflict and develop strategies to prevent bullying occurring in the first place. This will involve talking to students about issues of difference, in PSHE lessons, through dedicated events or projects, through assemblies and through out of school activities.

Staff at Hollywater will also promote this policy by ensuring that students know how to report bullying.

Many experts say that bullying involves an imbalance of power between the perpetrator/s and victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially

isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

Other reasons or motivations given for bullying include: bullying related to race, religion or culture; bullying related to special educational needs or disabilities; bullying related to appearance or health conditions; bullying related to sexual orientation; bullying of young carers or looked-after children or otherwise related to home circumstances; sexist or sexual bullying.

We carefully review the reasons why bullying is occurring on a case by case basis.

Recognising the indicators that bullying is occurring

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, appetite irregularities, feigning illness, refusing to attend school/college or clinging to adults. There may be evidence of changes in personal habits, lacking concentration or high levels of distractible behaviour. A pupil may become super-vigilant. Individual behaviour patterns are well known to staff and when there are changes in these patterns the possibility of bullying must always be considered.

Pupils must be encouraged to report bullying and pupils' communications must be listened to.

Staff will be alert to the signs of bullying (in all its many forms) and act promptly and firmly against it in accordance with school policy.

Intervention

Hollywater will apply disciplinary measures to students who bully in order to show clearly that their behaviour is wrong. Disciplinary measures must be applied fairly, consistently, and reasonably taking account of any special educational needs or disabilities that the students may have and considering the needs of vulnerable students. It is also important to consider the motivations behind the 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 following steps should be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached;
- A clear account of the incident will be recorded on the digital recording platform (CPOMS) and shared with the appropriate member of SLT who will act with delegated responsibilities on behalf of the school;
- The SLT member will interview all concerned and keep a record of their findings on CPOMS;
- Information is gathered about the incident before any conclusion is made about whether the incidents are bullying behaviour – both the pupil suspected of 'bullying' and the 'victim' will be listened to carefully;
- Relevant staff and parents/carers will be kept informed;
- If the issue persists, then further support meetings (with parents and staff) will be held;
- In cases where a crime has been committed or a learner is believed to be in imminent danger or risk, the appropriate authorities (police, LA) will be informed immediately prior to any internal investigation. At this point Safeguarding procedures will be followed.
- If it is suspected that the bullying is in the form of staff on pupil then the disciplinary procedure will be acted upon and a safeguarding concern raised.
- If internet/social media-based bullying is suspected steps will be taken to check if the filtering and monitoring software protection can be improved.

Bullying behaviour or threats of bullying must be dealt with immediately. Pupils who have been bullied will be supported by:

- Immediate support and reassurance;
- Restoring self-esteem and confidence;
- Participating in a restorative justice conversation, where appropriate.
- Emotional Literacy Support Assistant (ELSA) support
- Emotional Well-Bring Assistant (EWBA) support
- Mental Health First Aiders support
- Additional staffing to provide pastoral support and regular check ins on pupil
- Kindness workshops and Anti-Bullying workshops where appropriate

Pupils who have bullied will be helped by:

- The 'bully' to be informed in a suitable way that their behaviour is inappropriate and must stop;
- Discovering more about the situation to help restore positive behaviours;
- Informing parents/carers to help change the behaviour of the pupil;
- Participating in a restorative justice conversation, where appropriate.

We aim to use positive methods to create and restore appropriate behaviours – part of our whole school positive behaviours ethos. Positive behaviours, social skills and emotional well-being are promoted within the curriculum (e.g. PSHE, Circle Time, assemblies and within other curriculum areas, as appropriate).

Monitoring, evaluation and review

We will review this policy two years and assess its implementation and effectiveness. This will be done through positive action based on incident reports and through ongoing feedback from staff, parents and carers and pupils. This Anti-Bullying policy will also be reviewed with staff as part of their Annual KCSIE training in September each academic year.

This policy will be promoted and implemented throughout the school and training will be given to staff as part of their induction process to ensure that all staff are aware of their responsibilities and how to implement them.

Equal opportunities

Diversity of cultures is represented in the books, display materials and equipment used within school. Activities are organised to give pupils the opportunity to share in, respect and appreciate a wide range of cultures and activities. Each child's culture is recognised and treated with respect across the curriculum and where possible children are given the opportunity to share experiences and knowledge in order to raise self-esteem. If a child's culture or race might be a factor in an occurrence of bullying, staff should refer to Procedures for Dealing with and Reporting Racial Incidents.

Useful links and supporting organisations

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk

- The BIG Award: www.bullyinginterventiongroup.co.uk/index.php
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: https://carers.org/about-us/about-young-carers
- The Restorative Justice Council: https://restorativejustice.org.uk/restorative-practice-schools

SEND
- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- DfE: SEND code of practice: www.gov.uk/government/publications/send-code-of-practice-0-to-25

Cyberbullying
- Childnet: www.childnet.com
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk
- The UK Council for Child Internet Safety (UKCCIS) www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis
- DfE 'Cyberbullying: advice for headteacher/principals and school/college staff': www.gov.uk/government/publications/preventing-and-tackling-bullying •

DfE 'Advice for parents and carers on cyberbullying': www.gov.uk/government/publications/preventing-and-tackling-bullying

Race, religion and nationality
- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: https://www.kickitout.org/take-action/resources
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Tell Mama: www.tellmamauk.org
- Educate against Hate: www.educateagainsthate.com
- Show Racism the Red Card: http://www.theredcard.org/

LGBT
- Barnardo's LGBT Hub: www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm
- Metro Charity: www.metrocentreonline.org
- EACH: www.eachaction.org.uk
- Proud Trust: www.theproudtrust.org
- School/colleges Out: http://www.schools-out.org.uk/

Sexual harassment and sexual bullying
- Ending Violence Against Women and Girls (EVAW) www.endviolenceagainstwomen.org.uk
- Disrespect No Body: https://www.gov.uk/government/publications/disrespect-nobodycampaign-posters
- Anti-bullying Alliance: advice for school/college staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: https://antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-sexist-bullying
  Note: *Additional links can be found in 'Preventing and Tackling Bullying' (July 2017)* www.gov.uk/government/publications/preventing-and-tackling-bullying DfE research into anti-bullying practices: https://www.gov.uk/government/publications/approaches-to-preventing-and-tackling-bullying