

Hollywell Primary School



Anti-Bullying Policy

March 2025

Key Contact Personnel

Nominated Member of Leadership Staff Responsible for the policy: Elizabeth Ellis

Senior Designated Safeguarding Lead: Elizabeth Ellis,
Deputy Designated Safeguarding Leads: Tracey Harlin, Sharon Sibley

Policy review date – Summer term 2026

This policy will be reviewed annually or earlier following any concerns and/or updates to national/local guidance or procedures

Hollywell Primary School Anti-Bullying Policy

Statement of Intent

Our school learning behaviours tell us to be **“Ready, Respectful and Responsible.”** For this to happen, we strongly believe that children must learn in a safe, caring and secure environment free from anxiety and worry. Bullying is unacceptable and in line with the Core Values of our school, we take bullying very seriously and will not tolerate it.

If bullying does occur, all children and parents should be able to tell someone and know that incidents will be dealt with promptly, fairly and effectively. We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person’s responsibilities.

Policy objectives:

- All governors, teaching and non-teaching staff, students and parents should have an understanding of what bullying is.
- All governors, teaching and non-teaching staff should know what the school’s policy on bullying is and follow it when bullying is reported.
- All students and parents should know what the school’s policy is on bullying and what they should do if bullying arises.
- As a school we take bullying seriously. Bullying will not be tolerated.

What is Bullying?

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. Bullying behaviour is carried out with the intention of hurting another person either physically or emotionally, by intimidating or demeaning others. It is usually persistent and often covert, and is a conscious attempt to hurt, threaten or frighten someone else. Bullying can be physical, verbal or psychological. It can happen face-to-face or through cyberspace.

Bullying can be, but not limited to:

- Physical (hitting, kicking, theft)
- Verbal (name calling, racist remarks)
- Indirect (spreading rumours, excluding someone from social groups)
- Emotional (derogatory name calling, demanding things by means of force or threat)
- Racist (racial taunts, graffiti, gestures)
- Sexual (unwanted physical contact or sexually abusive comments)
- Homophobic (focusing on issues of sexuality – homophobic, biphobia or transphobic bullying is unacceptable)
- Cyber (all areas of the internet, including email and social media sites. Mobile threats by text and calls. Misuse of technology e.g. camera, video facilities.
- Bullying related to health or special educational needs and disabilities (name calling, physical and emotional abuse)
- Bullying of young carers or looked after children or otherwise related to home circumstances
- Child on child abuse (also in safeguarding policy)

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

There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

Bullying is recognised by the school as being a form of child-on-child abuse. It can be emotionally abusive and can cause severe and adverse effects on children’s emotional development.

Bullying can take place between:

- young people
- young people and staff

- between staff
- individuals or groups

Signs and Symptoms

Children who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school.

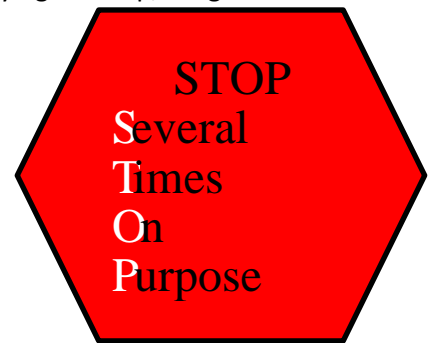
Children must be encouraged to report bullying in schools and staff be alert to the signs of bullying and act promptly and firmly against it in accordance with school policy.

It is important that everyone understands what is bullying and what is not bullying. To help, we give the children the following guidance:

When is it bullying?

When it happens **Several Times On Purpose**

To remind children, we use the STOP sign, illustrated here:



Where can bullying take place?

Bullying is not confined to the school premises. It also persists outside school, on the journey to and from school, in the local community, online and may continue into Further Education. The school acknowledges its responsibilities to support families if bullying occurs off the premises.

Cyberbullying

The increasing use of digital technology and the internet has also provided new and particularly intrusive ways for bullies to reach their victims. We will ensure that our children are taught safe ways to use the internet and encourage good online behaviour. Whilst most incidents of Cyberbullying occur outside school, we will offer support and guidance to parents and their children who experience online bullying and will treat Cyberbullying the same way as any other forms of bullying.

Cyberbullying can include:

- Hacking into someone's accounts/sites
- Posting prejudice/hate messages
- Impersonating someone online
- Public posting of images
- Exclusion
- Threats and manipulation
- Stalking

Dealing with Bullying

The most effective way to deal with bullying, is for us to maintain good communication with parents/carers, of both the perpetrator and the victim, and to work closely together to monitor and resolve the situation ensuring that the children concerned move forward positively.

Implementation - Reporting and Responding to Bullying

The following steps are taken when dealing with incidents:

All reported incidents will be taken seriously and investigated involving all parties. There may be a period of monitoring following a report of bullying if it is necessary to gather further evidence.

The staff are aware of and follows the same procedures:

1. If bullying is suspected or reported, the incident will be dealt with promptly and a clear account of the incident will be recorded on My Concern and shared with all relevant staff members, including the Head Teacher.
2. The Head Teacher/SLT member will interview all concerned and will record the incident on My Concern.
3. School staff, including midday supervisors, will be informed of the incident and will monitor lunchtime behaviour.
4. Restorative justice meeting will be held with all parties involved to ensure any act of bullying is stopped quickly.
5. In particular cases parents should be informed and will be asked to come to a meeting to discuss the issue.
6. Appropriate disciplinary sanctions will be implemented in accordance with the school's Behaviour Policy and in consultation will all parties concerned. These will be graded according to the seriousness of the incident and will send out a message that bullying is unacceptable.
7. An attempt will be made to help the bully (bullies) change their behaviour. A range of responses and support will be given appropriate to the situation - such as: a solution focused, restorative approach, a circle of friends, individual work with victim, perpetrator or a referral to outside agencies if appropriate.
8. There will be follow up, which will involve keeping in touch with the person who reported the situation, parents/carers. This may include referring parents to our complaints procedure if they are not satisfied with the schools' actions.
9. If the bullying is taking place off the school premises i.e., in the case of cyber bullying or hate crime, then it will be necessary to liaise with the wider community. If necessary and appropriate, the police will be consulted.
10. The Early Help process will be used where appropriate to involve other agencies who may be able to support.

Restorative Justice Approach

After an incident of suspected bullying, a restorative justice meeting is held with all parties involved. This is key to transforming behaviour, restoring and crucially improving relationships. The following questions are asked and explored during restorative meetings:

- What has happened?
- What were you thinking at the time?
- Who has been affected by your actions?
- How have they been affected?
- What needs to be done to make things right?
- How can we do things differently in the future?

This process enables children to reflect on their behaviour and take responsibility for their actions as well as realising the impact their actions have on others. This approach aims to address conflict, build empathy, strengthen relationships and educate to limit any repeat occurrences of bullying.

Children who have been bullied will be supported by:

- Having an opportunity to discuss the experience with their teacher or member of staff of their choice
- Reassuring the child
- Offering continuous support
- Restoring self-esteem and confidence

Children who have bullied will be helped by:

- Discussing what happened (through a restorative justice approach)
- Discovering why the child became involved
- Establishing the wrongdoing and need to change

In the event of persistent bullying or other extremely serious misbehaviour, the school has the right, to temporarily or permanently exclude a child.

Within the curriculum, the school will raise the awareness of the nature of bullying by addressing it in our whole school PSHE programme, class assemblies and subject areas, as appropriate, in an attempt to eradicate such behaviour.

Evaluation and Review

Evaluation and review ensure that the policy remains responsive to changing need while continuing to protect our children from bullying. The information collected from monitoring and from any policy feedback provided by staff, families, pupils and governors is used to review and update the school's antibullying approach.

The policy will be re-affirmed each year following staff discussions and relevant comments from other interested parties.

As part of our on-going commitment to the safety and welfare of our pupils we at Hollywell Primary School have developed the following strategies to promote positive behaviour and discourage bullying behaviour:

- Be involved in discussion about writing school rules.
- Take ownership of the formation of class rules at the start of each year.
- Take part in the National Anti-bullying week in November and internet safety week in February each year, involving all children in discussions about acceptable behaviours and ensuring all children know what procedures should be followed.
- Have regular school assemblies focussed around PSHE themes of bullying, friendship and expected behaviour.
- The school will have a clear behaviour policy that rewards positive behaviour.
- The school rules will be clear and straightforward and focus on positive attitudes.
- PSHE/Citizenship lessons and cross curriculum.
- Children are encouraged to help perpetrators and victims reflect upon their actions.
- Both children and parents will be made aware of how to use the internet safely and of the possibilities of cyber bullying.
- The role of the School Council will be high profile throughout the school. Each class (Y1-6) will have two members – one voted on by their peers.
- Class circle time or equivalent discussion time sessions (supported by PSHE materials) will focus on relationships, managing feelings and friendships.
- Social stories.
- Specific curriculum input on areas of concern such as cyber bullying and internet safety as well as regular newsletter articles related to online safety.
- Open and honest reporting systems in class and across school.
- Counselling/Play therapy e.g. through our class TAs, ELSA and Drawing and Talking Leads.
- Support for all school staff and training and development for all staff including those involved in lunchtime and before and after school activities.
- Support for parents/carers through parent groups, information events/information on our website, clear vision and ethos and through the promotion of an open-door policy.
- Staff training around curriculum delivery of RSHE related areas.
- Encouraging all staff to model expected behaviour.

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