



Anti-Bullying

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Contents

1. Aims.....	4
2. Links with other policies	4
3. Statement of Principle	4
4. What is bullying?	4
Bullying by race, gender, sexual orientation or disability.....	5
5. Signs and Symptoms	6
6. Dealing with Bullying.....	7
a. The Victim	7
b. The alleged bully.....	7
7. Anti-bullying strategies adopted by Hollybank Trust	8
a. Ages 5-16 Years	8
8. Disclosure Guidance	10

1. Aims

The aim of the Anti-Bullying Policy is to clarify for everyone at Hollybank School that bullying is always unacceptable. All children/young people should feel safe in all areas of the school and residential accommodation at all times. We aim to encourage a climate of positive support, which encourages the children/young people to realise that they do not have to tolerate bullying and indeed they must communicate to someone that they are being bullied. The children/young people must be confident in the knowledge that they will be listened to and believed and that action will be taken.

2. Links with other policies

1. Safeguarding Children and Young People
2. Behaviour Support
3. Equal Opportunities
4. E-Safety
5. RSE Policy

3. Statement of Principle

Bullying is the systematic abuse of power by individuals or groups in order to cause deliberate harm to others who feel physically or psychologically less powerful. It has a major effect on individuals and will be addressed whenever it is identified. Hollybank Trust expects all children/young people, their families/carers and staff to treat each other with respect and understanding. Staff must listen to the concerns of the children/young people and take them seriously regardless of age, gender, race, ethnicity, sexual orientation or disability. They must also ensure that the children/young people live and are educated in a safe and secure environment and show respect towards each other.

Principles which underpin the Policy- Staff reaction:-

1. Never say 'ignore it' or 'stick up for yourself'
2. Really listen to all the pupils involved
3. Hear both sides
4. Protect children/young people from violence
5. Be firm
6. All forms of bullying are unacceptable
7. When in doubt seek advice
8. Never promise to keep information completely confidential
9. Encourage the child/young person to communicate their feelings with someone they trust

4. What is bullying?

Bullying happens when one person or group of people tries to upset another person by saying hurtful things to him or her, again and again. Sometimes bullies hit or kick people or force them to hand over money; sometimes they tease them. The person who is being bullied finds it difficult to stop this happening and is worried that it will happen again. However, it should be remembered that not all incidents of disagreement amount to bullying.

Bullying behaviour includes:

- Name calling.
- Physical aggression. Threatening verbal behaviour.
- Spreading rumours about someone.
- Leaving an individual out of activities, or isolating them (indirect bullying)
- Taking or damaging someone's money or belongings
- Making fun of physical features, disabilities, racial or gender characteristics
- Offensive messages on mobile phones/Social networking/emails
- Teasing

Nobody has the right to hurt other people by hitting them, kicking them, calling them names, spreading rumours about them or by doing anything else which is intended to be upsetting. Bullies often try to justify their actions by saying that it is their victim's fault for being different. They may pick on someone who is tall, small, fat, thin, wears glasses, has a different accent, another religion, is shy, clever, good looking, disabled or in the care of the local authority. All children/young people should feel safe.

Bullying by race. gender. sexual orientation or disability.

Bullying that focuses on race, gender, sexual orientation or disability is targeted on a child for representing a group and attacking the individual sends a message to that group. Such bullying is therefore likely to hurt not only the victim but also other people from the same group and their families.

Such bullying can include:

- Verbal abuse by name-calling, jokes, offensive mimicry.
- Physical threats or attacks
- Wearing provocative badges or insignia
- Showing racist or inflammatory leaflets, comics or magazines
- Inciting others to behave in a prejudicial way
- Offensive graffiti or written insults
- Refusing to cooperate in work or play

This can be addressed by:

- Having an anti bullying policy
- Recording incidents of bullying
- Providing children with opportunities to communicate their views and listen carefully to them

- Involve parents/carers
- Use peer mediation to resolve conflict
- To raise awareness and solutions

Sexual bullying impacts on both genders. It may include:

- Looks and comments about appearance, attractiveness and emerging puberty
- Inappropriate and uninvited touching
- Sexual innuendos and propositions
- Pornographic material, graffiti with sexual content
- In the most extreme form, sexual assault or rape

This can be addressed by:

- Exploring sexism and sexual bullying through discussions with young people
- Using single sex groups to explore sensitive issues
- Ensuring that the children/young people are well supervised in situations where they may be vulnerable
- By carrying out risk assessments for the children/young people

5. Signs and Symptoms

A child/young person may indicate by signs or behaviour that he or she is being bullied. Staff should be aware of these possible signs and they should investigate if a child:

- Is frightened of going to a particular place
- Becomes withdrawn, anxious, or lacking in confidence
- Cries themselves to sleep at night
- Has nightmares
- Feigns illness to avoid a situation
- Has possessions go 'missing'
- Has unexplained cuts or bruises

- Becomes aggressive, disruptive or unreasonable
- Is bullying other children
- Stops eating
- Is frightened to say what is wrong
- Gives improbable excuses for the above

These signs and behaviours could indicate other problems but bullying should be considered a possibility and should be investigated.

6. Dealing with Bullying

a. The Victim

- Listen and reassure the victim that you will do everything to help them
- Believe them and give them the confidence to tell you exactly what has happened using the child/young person's method of communication
- Inform your manager.
- Inform the Headteacher, Head of Children's Services or Head of Residential Services
- Complete a report of what the child/young person has told you
- Give continual support to the victim and monitor the situation to ensure that the bullying is not recurring
- Reassure the victim that bullying does/has happened to others and that there is nothing wrong with them as an individual
- Encourage the victim to 'talk' using their preferred method of communication

b. The alleged bully

- Make the alleged bully aware that their behaviour is unacceptable
- Explain to the alleged bully, using their preferred method of communication, what behaviour is causing distress to the victim
- Make the alleged bully aware of what the consequences could be should the bullying continue
- Encourage the alleged bully to discuss any issues that may be causing them to bully others
- Discuss ways in which the alleged bully must change their behaviour

- Complete a report of the meeting with the alleged bully
- Ensure that staff support is available for the alleged bully until the issue has been resolved
- Monitor the alleged bully's behaviour over the next few weeks
- Record any sanctions in accordance with the 'Guidelines for the Use of Sanctions'

7. Anti-bullying strategies adopted by Hollybank Trust

Treating each other with respect is a ground rule implicit in daily practice throughout all areas of the Trust in encounters with others. It is reinforced in one to one discussions, assemblies, an annual Trustwide 'friendship' (including anti-bullying) day, etc. as well as specific curriculum areas, which include the following:

a. Ages 5-16 Years

The issue of bullying may be addressed across school as in line with the Safeguarding and Child Protection Policy. The school curriculum supports relationships in every day teaching opportunities and through the RSE (Relationships and Sex Education) covering:

- Personal skills - Caring for Others, Being Kind
- Stories - Traditional tales - Cinderella, Three Little Pigs, Three Billy Goats Gruff, Billy the Bothersome Bully
- Circle Time discussions
- Role play with puppets

Generally very few of the children/young people have either the physical or verbal skills to indulge in bullying **they are more likely to be victims of bullying.**

All perceived incidents of bullying are challenged and addressed sensitively as deemed appropriate. This may well involve supportive individual and or group work for all parties.

Forecast meetings and behaviour support plans with frequent monitoring and review may be instated.

Positive, good behaviour is expected and encouraged. The children and young people should be so well supervised that any potential areas for concern are identified and dealt with swiftly and effectively.

8. Disclosure Guidance

DO

- ✓ Reassure
- ✓ Find a quiet place to talk where you will not be interrupted
- ✓ Listen carefully
- ✓ Tell the child/young person that you are pleased that they have told you and that it is right to do so
- ✓ Let the child/young person know that you understand that it is difficult to discuss such experiences
- ✓ Let the child know that there are other people you will have to tell
- ✓ Make a record of what has been said while it is still fresh in your mind

DO NOT

- × Promise confidentiality which you cannot keep
- × Do not make promises or reassurances about what will happen unless you know for sure or are in a position to guarantee certain things
- × Ask leading questions, or pressurise the child/young person
- × Interrupt the child/young person to inform others

REMEMBER TO

REASSURE, LISTEN, AFFIRM, SUPPORT, INFORM AND

EMPOWER