Holly Hill Church School

Anti-Bullying Policy

As a Christian school our vision is to promote 'Life in All its Fullness.' Our ethos is based on our 12 Christian values of hope, honesty, patience, joy, forgiveness, tolerance, thankfulness, respect, kindness, friendship, gentleness and love. It is within the vision and the ethos that this policy is written and will be implemented.

Dated Issues: March 2019

Review Date: March 2020

Signed: .... (Headteacher)

Updated March 2019

Extract from Birmingham Curriculum Statement 2017

Birmingham schools and educational settings will not discriminate against anyone on the basis of gender, disabilities, ethnicity, faith, age, sexual orientation, transgender identity, pregnancy or marriage according to the Equality Act 2010. Legally, we expect every educational setting to log any form of discrimination or bullying and demonstrate how they act to ensure all our children and staff and treated equally and fairly.

We expect that all schools in Birmingham will prevent and tackle homophobic, biphobic and transphobic bullying and language and talk about different family models. Under the Education and Inspections Act 2006 Head teachers must, with the advice and guidance of governors and the assistance of school staff, identify and implement measures to promote good behaviour, respect for others and self-discipline amongst pupils and to prevent all forms of bullying.

At Holly Hill Church School the spirit of our culture is one built upon Christian values which prepare the children for living in harmony within society. We develop their understanding of the values of forgiveness, friendship, gentleness, honesty, joy, hope, kindness, love, patience, respect, thankfulness and tolerance. We believe the whole family is part of our school and that by working together, great things can be achieved. At our school children's emotional well-being and their behaviour are central to the learning process and are intrinsic elements of education.

In our school we aim to create a welcoming atmosphere where children, staff, parents/carers and visitors are, and feel, valued. We have high expectations for all within our community to ensure that we demonstrate the very best standards of conduct, moral purpose and integrity. We promote children's self-esteem, their rights and responsibilities

We believe that all people are made in the image of God and are unconditionally loved by God. Everyone is equal and we treat each other with dignity and respect. Our school is a place where everyone should be able to flourish in a loving and hospitable community.

Bullying of any kind is unacceptable in our school. We continuously strive to maintain our non-bullying ethos in which relationships are based on mutual respect, trust, caring and consideration for others.

Aims and purpose of the policy
- To ensure a secure and happy environment free from threat, harassment, discrimination or any type of bullying behaviour.
- To create an environment where all are treated with dignity and respect and where all members of the school community understand that bullying is not acceptable.
- To ensure a consistent approach to preventing, challenging and responding to incidents of bullying that occur.
- To inform pupils and parents of the school's expectations and to foster a productive partnership that helps to maintain a bullying-free environment.

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- To outline our commitment to continuously improving our approach to tackling bullying by regularly monitoring and reviewing the impact of our preventative measures.

Links with other policies
This policy links to the following policies and procedures:
- Behaviour Policy
- Safeguarding and Child Protection Policy
- Equality Policy
- Collective Worship Policy
- Curriculum Policy
- SEND Policy

1. Definition of bullying

Bullying is hurtful, unkind or threatening behaviour which is deliberate and repeated. Bullying can be carried out by an individual or a group of people towards another individual or group, where the bully or bullies hold more power than those being bullied. If bullying is allowed it harms the perpetrator, the target and the whole school community and its secure and happy environment.

The nature of bullying can be:
- Physical (e.g. hitting, kicking, pushing or inappropriate/unwanted physical contact)
- Verbal (e.g. name calling,ridicule, comments)
- Cyber (e.g. messaging,social media, email)
- Emotional/indirect/segregation (e.g. excluding someone, spreading rumours) l
- Visual/written (e.g. graffiti, gestures, wearing racist insignia)
- Damage to personal property
- Threat with a weapon
- Theft or extortion
- Persistent Bullying

Bullying can be based on any of the following things:
- Race (racist bullying)
- Sexual orientation (homophobic or biphobic)
- Special educational needs (SEN) or disability
- Culture or class
- Gender identity (transphobic)
- Gender (sexist bullying)
- Appearance or health conditions
- Religion or belief
- Related to home or other personal circumstances

2. Reporting bullying

If bullying does occur, all pupils should feel empowered to tell. Pupils should feel secure in the knowledge that incidents will be dealt with promptly and effectively. Anyone who knows that bullying is happening is expected to tell an adult.

Children should tell an adult eg their teacher, another member of staff or another adult if they are being bullied or if they believe that another child might be being bullied.

Everyone in our school is expected to act promptly, consistently and firmly to combat bullying wherever it occurs. Children should be encouraged to raise their concerns about bullying to staff in the confidence that these will be carefully investigated and, if substantiated, taken seriously and acted upon. Children can speak to an adult directly or can use the daily emotions peg system to self-refer.

Reporting – roles and responsibilities

Staff All staff have a duty to challenge bullying (including HBT bullying and language) report bullying, be vigilant to signs of bullying and play an active role in the school's efforts to prevent bullying.

Senior staff The Headteacher (Charlotte Taylor) and the Behaviour and Anti-Bullying Lead (Dawn Gallagher) have overall responsibility for ensuring that the anti-bullying policy is followed by all members of staff and that the school upholds its duty to promote the safety and wellbeing of all young people. Any persistent incidents will be brought to the attention of the Headteacher.

Parents/carers Parents and carers have a responsibility to look out for signs of bullying (e.g. distress, feigning illness, lack of concentration). Parents and carers should support their child to report the bullying by talking to an adult at school. Parents / carers should talk to their child's class teacher in the first instance. The class teacher from each class is available for brief discussions at the beginning / end of the day at the classroom door. Appointments with teachers or senior leaders are welcome and encouraged if a parent / carer, teacher or leader wishes to discuss their concerns further. The Learning Mentor is available to offer practical and pastoral support to parents/carers. Appointments can be made at the main school office.

Pupils Pupils should not take part in any kind of bullying and should watch out for signs of bullying among their peers. Pupils should never be bystanders to incidents of bullying- they should offer support to the victim and encourage them to tell an adult. Pupils should tell an adult if they believe that another child might be being bullied.

3. Responding to bullying
When bullying has been reported, the following actions will be taken:
1. Staff will record the bullying on an incident reporting form (available from the Headteacher's office) and also record the incident centrally on My Concern.

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2. A written record of incidents will be kept and the problem brought to the notice of all relevant members of staff to enable vigilant monitoring of the situation to take place.
3. The Headteacher will monitor incident reporting forms. Information recorded on My Concern will be monitored by the Designated Safeguarding Lead and Deputy Designated Safeguarding Leads.
4. The Designated Safeguarding Lead will produce termly reports summarising the information which the Headteacher will report to the governing body.
5. Support will be offered to the target of the bullying from the Class Teacher and / or Learning Mentor and / or Behaviour Lead to address the identified needs of the pupil.
6. Staff will proactively respond to the bully who may require support from the Class Teacher and / or Learning Mentor and / or Behaviour Lead.
7. Staff will respond promptly, in line with school policy, to any parental concerns.
8. Staff will ensure parents/carers are kept informed about concerns and the action taken, as appropriate. Staff will work with parents / carers to support their child.
9. Staff will assess whether any other authorities (such as police or other agencies) need to be involved, particularly when actions take place outside of school.

4. Bullying outside of school
Bullying outside of school is unacceptable. Bullying will not be tolerated, whether it takes place inside or outside of school. Bullying can take place on the way to and from school, before or after school hours, at the weekends or during school holidays, or in the wider community. The nature of cyber bullying in particular means that it can impact on pupil's wellbeing beyond the school day. Staff, parents and carers, and pupils must be vigilant to bullying outside if school and report and respond according to their responsibilities outlined in this policy.

5. Derogatory language
Derogatory or offensive language is not acceptable and will not be tolerated. This type of language can take any of the forms of bullying listed in our definition of bullying. It will be challenged by staff and recorded and monitored by completing an incident log and a reporting a concern on My Concern. Follow up actions and sanctions, (as appropriate) will be taken for pupils and staff found using any such language. Staff should also respond to and record the casual use of derogatory language.
Name calling and inappropriate Language will be consistently responded to by all staff using the 'Holly Hill Response Script for name calling or inappropriate language' (See Appendix)

6. Prejudice based incidents
A prejudice based incident is a one-off incident of unkind or hurtful behaviour that is motivated by a prejudice or negative attitudes, beliefs or views towards a protected characteristic or minority group. It can be targeted towards an individual or group of people and can have a significant impact on those targeted.

All prejudice based incidents are taken seriously and recorded and monitored in school. Incidents will be discussed with parents / carers. Parents/Carers are very important role models for their children. The best outcomes for pupils are achieved through a strong, supportive partnership between Parents/Carers, children and school staff. The school actively encourages good working relationships between pupils, parents/carers, teachers and all adults who work in school. ·

Name calling and inappropriate Language is consistently responded to by all staff using the 'Holly Hill Response Script for name calling or inappropriate language' (See Appendix)

The Headteacher regularly reports these incidents to the governing body. This not only ensures that all incidents are dealt with accordingly, but also helps to prevent bullying as it facilitate the use of targeted anti-bullying interventions.

10. **School strategies to prevent and tackle bullying**

We use a range of measures to prevent and tackle bullying including:

- Our school vision is to promote 'Life in All its Fullness.' By this we mean we are committed to all round development and flourishing of all members of our school community. Our ethos is based on our 12 Christian values of hope, honesty, patience, joy, forgiveness, tolerance, thankfulness, respect, kindness, friendship, gentleness and love. Our school vision and ethos are at the heart of everything we do. This ensures that all members of the school community are revered and respected as members of a community where all are known and loved by God.
- The Methodist teachings of John Wesley 'Doing all the good we can to all the people we can.' form the basis for our school prayer.
- Each week the themes for Collective Worship are based on our school's 12 Christian Values and the 5 British Values. In Collective Worship we consider ways in which these values influence the choices we make about how we respond and behave.
- Throughout our Curriculum we explicitly teach the Christian values of hope, honesty, patience, joy, forgiveness, tolerance, thankfulness, respect, kindness, friendship, gentleness and love. Throughout our curriculum we nourish our children's spiritual, moral, social and cultural development and encourage them to develop strong aspirations and a desire to make a positive difference in a society faced with continual challenges that require resilience, understanding and a desire for peace.

- Teachers also capitalise on opportunities in all subjects to consolidate children's understanding of how to stay safe, how to protect themselves from harm and how to take responsibility for their own and others' safety. Teachers use real-life scenarios and fictional stories to teach, discuss and re-inforce key messages. The curriculum maps identify some of the opportunities within our curriculum that teachers will use to support children, to learn about ways to keep themselves and others safe.

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- Through a variety of planned activities and time across the curriculum pupils are given the opportunity to gain self-confidence and develop strategies to express their own thoughts and opinions, speak up for themselves and be courageous advocates for the rights of others.
- Weekly Class Collective Worship provides a regular opportunity to explore our Values and to discuss issues that may arise in class and for teachers to target specific interventions.
- Personal Social and Health Education is taught by all staff within a programme which encourages a child's self-esteem, self-awareness and their knowledge, understanding and respect of others. Our PSHE programme of study includes opportunities for pupils to understand about different types of bullying and what they can do to respond and prevent bullying. It also includes opportunities for pupils to learn to value themselves, value others and appreciate and respect difference.
- Across the curriculum we actively teach, promote and reward co-operative group work within lessons.
- Our Learning Mentors support children who show early signs of bullying behaviour or children who may be potential victims.
- Parents agree to a code of conduct before their child is admitted to our school.
- Our school Behaviour Policy identifies clear expectations for acceptable behaviour and rewards and sanctions are consistently applied.
- Stereotypes are challenged by staff and pupils across the school.
- Name calling and inappropriate Language is responded to by all staff using the 'Holly Hill Response Script for name calling or inappropriate language' (See Appendix)
- Working with parents and carers, and in partnership with community organisations to tackle bullying where appropriate.

8.Training
The headteacher is responsible for ensuring that all school staff (including teaching assistants, chaplains, church school workers and lunch-time supervisors) receive regular training on all aspects of the anti-bullying policy.

9. Monitoring the policy
The Anti-Bullying / Behaviour Lead (Dawn Gallagher) is responsible for monitoring the policy on a day-to-day basis.
The Anti-Bullying / Behaviour Lead (Dawn Gallagher) is responsible for monitoring and analysing the recorded data on bullying. Any trends should be noted and reported to the Headteacher.

10. Evaluating and reviewing
The headteacher is responsible for reporting to the governing body (and the local authority where applicable) on how the policy is being enforced and upheld, via the termly report. The governors are in turn responsible for evaluating the effectiveness of the policy via the termly report and by in-school monitoring such as the results of

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Parent Feedback forms. If further improvements are required the school policies and anti-bullying strategies will be reviewed.

This policy is reviewed every 12 months, in consultation with the whole school community including staff, pupils, parents, carers and governors.

Holly Hill Response Script for name calling or inappropriate language

1. Establish Understanding

'What do you mean by…………?' **Or** *'Do you know what this means……..?'*

2. Explain meaning

'……..is a word to describe……….not a nasty word to hurt people.'
Or
'…….. is not a word you should be using.'
Or
'…….. is a word we use to describe……..'not a nasty word to use against people.'

3. Use empathy/put in personal context

'How would you feel if someone said that to you?'
Or
'That language is really unkind to others'
Or
'It is really disappointing to hear you using language that makes other people feel bad.'

4. Link to school ethos and policy

'In this school we are kind to everyone and that is important'
Or
'In this school we don't use language like that. We are kind and respectful to everyone'

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