



Holly Hill  
Church School

## Anti-Bullying

*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:        October 2015

Review Date:        October 2018

Signed: ..... (Headteacher)

## Holly Hill Church School

### Mission Statement

*"Achievement through Christian Care and Commitment"*

*We will seek to:*

**Provide an inclusive Christian environment** that is safe, healthy and stimulating within which children and staff can achieve their full intellectual, spiritual and artistic potential; growing naturally, confidently and happily to be emotionally secure and independent, participating in society and making a positive contribution.

## ANTI-BULLYING POLICY

At this school we aim to develop in pupils a respect and responsibility for themselves and for others, in an environment where all feel personally valued.

It is our policy to act promptly and firmly to combat bullying wherever it occurs at our school, to enable pupils to draw their concerns about bullying to the attention of staff in the confidence that these will be carefully investigated and, if substantiated, taken seriously and acted upon.

No child deserves to be bullied!

### **What is Bullying?**

Bullying is any behaviour that is deliberately intended to hurt, threaten or frighten another person or group of people. It is usually unprovoked, persistent and can continue over a long period of time. It always reflects an abuse of power.

- It is deliberate
- It happens over a period of time
- One person is more powerful than the other

### **Types of Bullying**

- Physical – such as hitting, kicking, punching, pushing, taking or damaging possessions.
- Verbal – such as name-calling, threatening comments, insults, racist remarks, teasing, sending nasty notes.
- Indirect – such as deliberately leaving someone out, ignoring someone, spreading rumours about someone or their family.

### **Preventing Bullying Behaviour at Holly Hill School**

- Our PSHE curriculum includes educating children to understand bullying behaviour and what they can do about it.
- Staff always act upon reports of bullying promptly.
- Staff intervene if bullying behaviour is observed.
- Playgrounds are supervised by at least two members of staff.
- Lunch Club is used to educate and reintegrate children with social difficulties.
- Our Learning Mentor supports 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 school.
- We have clear expectations of acceptable behaviour and rewards and sanctions are consistently applied.
- Our school ethos promotes a nurturing and caring environment, rewarding desired behaviours.
- We work closely with other schools in the community to develop a consistent approach.
- We promote Anti-bullying week.
- We promote and reward co-operative group work within lessons.

### **If Bullying Occurs we:**

- Work together with parents.
- Support the victim and pupils concerned.
- Support the bully in changing their behaviour.

### **What can you do?**

#### **Parents**

- Raise your concerns with your child's class teacher early on so that they can be extra vigilant.
- Encourage your child to TELL an adult in school as soon as an incident occurs.
- Encourage your child to be assertive rather than aggressive.
- Encourage your child to develop friendships. A child who has a friend is less likely to be bullied.
- Look out for tell-tale signs of bullying, these could include:
  - bedwetting
  - nail biting
  - loss of belongings
  - sudden clinginess
  - mood swings
  - school refusal
  - physical marks
  - over-sensitivity
  - withdrawal/overly quiet

#### **Pupils**

Holly Hill is a TELLING school. We aim to empower children so that they recognise unacceptable behaviour and act upon it.

- TELL someone if you think you are being bullied
- TELL if you think someone else is being bullied.

#### **Staff**

All members of the school community are asked to be aware of the possibility that bullying might be occurring in the school and must look out for the signs eg:

- Not wanting to come to school.
- A pattern of headaches or stomach aches.

- Damaged clothing or bruising.
- Missing equipment or belongings.
- A sudden drop in standards of schoolwork.
- Fear about going into the playground
- Secrecy about the reason for tears.

There might be other explanations for these signs, but we must be aware of the possibility of bullying and look further.

### **Reporting possible incidents of bullying**

Pupils are encouraged to talk to an adult. Parents are encouraged to talk to their child's teacher or classroom support staff in the first instance. The Behaviour Co-ordinator may be involved as appropriate. Any persistent incidents will be brought to the Headteacher's notice. 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.

It is our belief that silence and secrecy nurture bullying.

### **Procedures for investigating and dealing with incidents of bullying**

Once an incident has been reported, immediate intervention is essential. The headteacher will ask both the aggressor and the victim and witnesses to give an account of exactly what has happened regarding the nature of the bullying, where it took place, when and how frequently, the motivation of the bully and who was involved in the bullying.

Once initial action has been taken, the bully and victim will need help.

Parents are always involved and a plan of action will be worked on by the headteacher, class teacher, parent and pupil.

#### **Helping Victims**

- Encourage them to talk
- Make a list of what to say
- Teach them not to respond
- Act out ways to cope
- Shout 'NO' at a mirror
- Practise walking confidently
- Draw or write about feelings
- Eliminate obvious causes of bullying (smell, runny nose)

#### **Helping Bullies**

- Set out clear expectations
- Explain consequences
- Apology necessary
- Remove child to cool down
- Set short-term goals
- Praise/Reward
- Practise stress control
- Role-play/walking away

- Reward good behaviour
- Never ignore bullying

### **Supportive resources available**

Bullying in Childhood – NPC (Birmingham)

Bullying: A positive response – Cardiff CIHE 1990

Bullying, a quick guide – Daniels publishing

Kidscape – Stop Bullying!

Bullying, The Child's View – Jean La Fontaine

Protecting Your Child – The Never, Never Club

Governors and Bullying – ACE Information Sheet

Action Against Bullying – A Support Pack for Schools

Fictions: Willy the Wimp – A Broome (1984) London: Methven

Feeling Happy – Feeling Safe

Video: You and me – Keeping Safe with Cosmo and Dibs