

Holte School

Anti-bullying Policy



Lead member of staff:	Lee Farmer (Assistant Headteacher, Pastoral)
Legislation Status: (Statutory/Non-Statutory)	Statutory
Local Authority Model Policy or School Written Policy:	School Written Policy
Required on school website:	Yes
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Signed By Chair Of Governors: Ms C Hardy	

1. Our anti-bullying vision

1.1 Our anti-bullying vision

We strive to create a culture based on our core values of collaboration, aspiration, respect, equality and responsibility. It is our duty as adults working in school to provide a safe and secure environment for all students. A safe school should be free from violence, should encourage a caring and respectful environment and should be physically and psychologically healthy. We must all strive to uphold this healthy environment.

At Holte School we believe that all forms of bullying are unacceptable and should not be tolerated. We want all children to be and feel safe from bullying and all forms of discrimination. We want everyone who works with children to take bullying seriously and know how to resolve it positively.

As bullying happens at all levels of society we seek to empower our students to challenge, remedy and prevent bullying, creating a culture where every child is treated with dignity and respect and takes seriously their responsibility to treat others in the same way.

1.2 United Nations Convention on the Rights of the Child (UNCRC)

At Holte School we are committed to creating a safe and inspiring place for all children to learn and develop, where children's rights are respected, their talents are nurtured and they are able to thrive as individuals and as a community. The UN Convention on the Rights of the Child (CRC) is at the heart of our ethos and our curriculum.

The four guiding principles of the UN Convention on the Rights of the child state that:

1. All children are entitled to the same rights without discrimination of any kind.
2. All actions concerning children will take into account the best interests of the individual child or group of children as the primary consideration.
3. All children have the right to survival and development.
4. Children have the right to express their views in all matters affecting them.

Holte School is committed to the guiding principles of the Convention and is actively committed to promoting all articles of the convention in all areas of the school and its work. The following articles are protected and promoted through this policy - 19, 6, 12, 13 and 3.

1.3 Equality Act 2010

The policy references the Equality Act 2010 and shows our commitment to preventing and responding effectively to the bullying of protected and vulnerable groups of children including disabled children/children with SEN, those who are or perceive LGBT, race and faith minority groups, sexist and sexual bullying.

The Public Sector Equality Duty (PSED) - requires public bodies (including all schools) to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

2. Bullying

2.1 A definition of bullying

The policy has a clear definition of bullying that is understood by all members of the school community. Holte School adopts the 'Anti-Bullying Alliance' definition of bullying:

"Bullying is the intentional (physical or emotional) hurting of one person by another, where the relationship involves an imbalance of power. It is usually repetitive or persistent, although some one-off attacks can have a continuing harmful effect on the victim."

2.2 Bullying behaviour

Bullying can take many forms, including:

- Verbal name calling, insults, jokes, offensive language or comments, including graffiti, threats, innuendo, teasing, taunting, bragging, ridicule
- Physical unprovoked assaults such as prodding, pushing, hitting or kicking, 'rushing', shaking, inappropriate touching, blocking the way, capturing, contact involving objects used as weapons
- Social humiliation through exclusion or rejection by peer group, 'blanking', spreading rumours, gossiping, peer pressure to conform, using difference as a dividing factor
- Cyberbullying via the internet, email or mobile phone, e.g. text messages, phone calls, pictures/video clips, chat rooms, instant messages or posting on websites or message boards
- Non-verbal staring, throwing dirty looks, gesturing, manipulating behaviour through intimidation, body language, invasion of personal space, silence, spitting, stalking, refusing to touch, playing mind games
- Provocative Inciting others to behave in a threatening, racist, sexist or homophobic way, bringing provocative literature or homophobic propaganda onto the school site
- Other: Extortion, blackmail, hiding or interfering with personal property, etc., forcing to take part in embarrassing initiation rites or humiliating acts, seeking sexual Favours

Anyone can be a target of bullying with any person as an instigator, but vulnerable groups include those with SEN or disabilities. People can be bullied as a result of their race, culture, religion, sexual orientation, appearance, home circumstances, or for many other reasons which may be perceived or due to stereotyping.

Bullying is different from fighting, which can usually be defined as a one-off incident with the purpose of resolving immediate conflict. Nor does a falling out between friends constitute bullying, although bullying may result from this. We recognise that learning how to manage and respond to conflict is an important part of a student's development.

2.3 Racist bullying

Racist bullying relates to discriminatory attitudes, beliefs, behaviour, distinctions, exclusions, restrictions or preferences that are based on presumptions about a person's colour, descent, national or ethnic origin, migrant status or religion. The bullying suffered can include verbal and physical abuse by an individual or group towards an individual or group of people

The Stephen Lawrence Inquiry Report, (2006) defines racism as

“... Conduct or words which advantage or disadvantage people because of their colour, culture or ethnic origin. In its more subtle form it is as damaging as in its more overt form”.

Incidents of racism can take place in all schools – and need not necessarily be directed towards someone in the school.

Holte School provides an education and working environment in which all participants are equal and fairly treated. We foster a climate of respect for cultural diversity, of flexibility and acceptance with regard to cultural difference, creating an environment free from discrimination on the basis of perceptions about race. Holte School will not tolerate any act of racism towards any member of the school community.

All incidents of racism will be dealt with at school and parents will be informed immediately. Information regarding the process for dealing with racist bullying is included within this document.

2.4 Homophobic bullying

Homophobic bullying is a specific form of bullying and occurs when bullying is motivated by prejudice against lesbian, gay, bisexual or transgender people (LGBT), or against those perceived to be lesbian, gay, bisexual or transgender. It can also be targeted towards students who are seen to be “different” in some other way, for example, because they may be considered shy by other students. In this way, a person's identity is used to abuse them and homophobic bullying can therefore be experienced by all students, regardless of their sexuality.

The bullying suffered can include verbal and physical abuse by an individual or group towards an individual or group of people.

Holte School provides an education and working environment in which all participants are equal and fairly treated. We foster a climate of respect for cultural diversity, of flexibility and acceptance with regard to cultural difference, creating an environment free from

discrimination on the basis of perceptions about sexual orientation. Holte School will not tolerate any act of homophobia towards any member of the school community.

All incidents of homophobia will be dealt with at school and parents will be informed immediately. Information regarding the process for dealing with homophobic bullying is included within this document.

2.5 Cyberbullying

Cyberbullying is bullying via electronic means. This could be via a smart phone, computer, laptop, tablet or online gaming platform. It can take place on a range of online or mobile services, such as text, email, social networking sites, video-hosting sites, messenger, photo sharing services, chat, webcams, visual learning environments and online games.

Cyberbullying can be an extension of bullying behaviour that is already happening in school or the wider community – or it can be between people that rarely meet face to face – or have never met in person. Cyberbullying has some unique characteristics that make it particularly painful to experience and presents particular challenges to which we will discuss in this guidance.

Cyberbullying can take a wide range of forms. It can be threats and intimidation, name-calling, harassment, exclusion, gaining access to unauthorised information online or ‘hacking’, impersonation, posting personal information, sexting/sexualised or manipulation

2.6 Bullying due to Special Educational Needs and disability (SEND)

Special Educational Needs and Disability (SEND) covers a diverse population of children and young people with a range of physical, learning, behavioural and sensory needs. Children and young people with special educational needs and/or disabilities are significantly more likely to be bullied or victimised than those who don't have any SEND. Children with SEN and disabilities are adversely affected by negative attitudes and perceptions of difference including forms of discrimination which often involves bullying.

The school's SENCO has a key role to play in ensuring the wellbeing of children with SEND and disabilities, and will therefore be directly involved in all incidents of bullying involving these students.

2.7 Bullying outside the School

Through Section 89 clause 5 of the Education and Inspections Act 2006 head-teachers have the power to discipline their students for any bullying incidents outside of school “to such an extent that is reasonable.” This includes incidences of bullying or harassment. We will take action in accordance with the school's behaviour policy and other relevant documentation whenever we are made aware of bullying that occurs outside the school. We also reserve the right to report any form of bullying to West Midlands Police, if this is deemed appropriate.

3. Implementation of the anti-bullying policy

3.1 In order to prevent bullying the School will:

- raise the awareness of the school's anti-bullying policy amongst parents
- raise the awareness of the school's anti-bullying policy amongst students
- develop a whole school approach to dealing with bullying
- develop emotional and social learning across the school
- develop a 'telling culture' amongst all students
- to always investigate and act when bullying incidents are reported
- encourage anti-bullying approaches that are focused on generating solutions through restorative approaches to conflict.
- ensure that all emotional and practical support is provided during and after incidents of bullying to all students involved in bullying, including victims.
- to collect, monitor and analyse bullying behaviour
- work proactively with the local community and external agencies, including West Midlands Police, in order to address bullying and its impact.
- participate in national activities such as Anti-Bullying Week ensuring that is this high profile around the school.
- use student voice throughout the year to gauge the effectiveness of our anti-bullying measures.

3.2 In order to prevent bullying all staff at the school will:

- promote a culture where bullying is unacceptable and where 'telling' is the norm
- challenge all forms of bullying including cyberbullying and discriminatory bullying.
- ensure that effective and consistent intervention happens immediately when bullying occurs
- model positive relationships and communication at all times with students and staff
- engage students with the issue of bullying through the PSHE/Citizenship and SMSC curriculum.

3.3 In order to prevent bullying the governing body will:

- meet regularly with the DSL to discuss incidents of bullying and discrimination and the school's response.
- analyse school data around bullying and discrimination and evaluate the effectiveness of the school's anti-bullying measures.
- review and ratify the school's anti-bullying policy annually.

3.3 In order to prevent bullying all students at the School will:

- follow the school's code of conduct, ensuring that they are ready, respectful and safe at all times.

- model and promote the school's core values of collaboration, aspiration, equality, respect and responsibility.
- challenge all forms of bullying and discrimination in the school and local community.
- report incidents or suspected incidents where bullying occurs to themselves or others to a staff member in person or using the Whisper reporting page, or ePraise.

3.4 In order to prevent bullying our parents will:

- ensure that they know and understand the school's anti-bullying policy
- watch for signs of bullying in their child that could include one or more of the following:
 1. dramatic changes in character, e.g. an outgoing child becoming withdrawn, e.g. an outgoing child becoming withdrawn or a shy child becoming aggressive.
 2. over a period of time a difficulty sleeping.
 3. claiming to have unexplained illness which prevent them from going to school.
 4. unexplained marks or bruises which might indicate physical abuse.
 5. truanting school.
 6. wishing to avoid certain people or places.
 7. Asking for advice in the third person, e.g. "My friend is being bullied, what should I do?"
 8. spending more time online (research indicates that victims of cyberbullying are driven to spend more time on social media)
- take an active interest in their child's social life or group of friends.
- report any concerns regarding bullying immediately to the school, (to your child's Year Manager, Year Coordinator, Assistant Headteacher – Pastoral)
- advise their child to report bullying directly to a member of staff or by using Whisper or ePraise.
- encourage their children not to retaliate and to be actively involved in the school's response to bullying, including restorative approaches.
- work closely with the school, and external agencies, to resolve issues of bullying.

4. General anti-bullying practice

4.1 Establishing and reviewing the anti-bullying policy

We are required by the Education and Inspections Act 2006 to formulate a behaviour policy, which must include the prevention of bullying. An organisation's anti-bullying policy should:

- state the agreed definition of bullying
- cover all forms of bullying
- include a full range of preventative strategies and interventions
- apply to all those involved in school— young people and adults alike
- have clear links with other policies, particularly behaviour policies
- Show clearly how the school monitors bullying, analyses results and uses data to change practice.

Our anti-bullying policy will be reviewed annually in accordance with Department for Education guidance, or in response to an incident, or incidents that necessitate an immediate review.

4.2 Developing an ant-bullying culture

Preventing and intervening in incidents of bullying is the responsibility of everyone in the school community including governors, staff, young people and parents/carers. It is therefore important that we make sure that everyone knows and understands the school's anti-bullying policy and how to apply it consistently.

Preventative and intervention strategies for bullying behaviour lay at the very core of the school's Behaviour for Learning Policy and the curriculum. The PSHE & Citizenship curriculum includes a programme of study including the following areas:

- friends, friendship & bullying
- diversity, identity and multiculturalism
- relationships
- emotional Health & wellbeing
- human rights and responsibilities
- making and applying the law
- online safety
- equality

Spiritual, moral, social and cultural development (SMSC) and fundamental British values permeate all areas of the school and are actively promoted by all staff. This ensures that all students are prepared for life in modern Britain and that they develop the attitudes, beliefs, qualities and values to prevent, and respond to incidents of bullying effectively.

We are a fully restorative school and are committed to using restorative approaches to conflict, including mediation and conferences, to addressing relational problems including bullying.

Student leadership opportunities, including a Junior Leadership Team, peer mentors, peer mediators, digital leaders, school councillors, and prefects ensure that students are empowered to assume responsibility for preventing and responding to incidents of bullying.

The school's Bullying Intervention Group and School Council are involved in the development of effective anti-bullying practice and will review the school's anti-bullying policy annually.

4.3 Developing social and emotional learning

Helping young people to be aware of, and develop, these aspects of learning is a significant preventative anti-bullying strategy – having friends, for example, is a known significant protective factor against bullying.

Our Citizenship, PSHE and SMSC curriculum actively engages students with social and emotional aspects of learning. The programmes of study make explicit links with the five aspects of the SEAL curriculum:

- self-awareness
- managing feelings and self-regulation (including conflict resolution and anger management)
- empathy
- motivation
- Social skills.

4.4 Developing a 'telling' culture

A 2012 survey carried out for the Anti-Bullying Alliance found that 56% of 7–18 year olds had seen another young person being bullied in the past year. Of these young people, 61% asked for help to stop the bullying – but over a third (39%) did not.

When asked, the young people who did not seek help gave a variety of reasons outlining why they had not done so, including:

- thinking it was none of their business (particularly the 14–18 age group)
- not wanting to be called a 'snitch' (particularly the 11–14 age group)
- fear of being bullied themselves (particularly the 7–10 age groups).
- More girls (66%) asked for help than boys (55%).

Given this information, Holte School is committed to develop a culture that:

- make it clear that bullying is everyone's business, that telling someone when it does happen is an expectation and that this does not make them a 'snitch' or a 'grass'
- reassure young people that they will be taken seriously and kept safe if they tell someone about a problem with bullying

- are supportive towards young people when they tell the someone by listening carefully,
- investigating appropriately, taking action, communicating regularly and offering longer-term support as necessary
- give young people information about other sources of support.

Students may report an incident of bullying to any member of staff or by using Whisper or ePraise. A referral can be made at any time and is sent immediately to the Pastoral Team for investigation.

4.5 Investigating and acting

We also know from a variety of research that some young people experience times when they tell adults about incidents of bullying and feel that the incident is either ignored, or dealt with inappropriately. All schools have a duty to safeguard young people so it is crucial that staff investigate thoroughly when an incident of bullying comes to light, take appropriate action and keep those involved informed.

4.6 Links with the local community

Given the evidence about young people's feelings about safety in the community it is important that the school make themselves aware of issues related to bullying in their local areas. The school works in partnership with West Midlands Police and the Safer Community Partnership in order to effectively engage with incidents of Anti-Social Behaviour, including bullying and prejudice-related incidents.

The Assistant Headteacher, Pastoral and The Deputy Headteacher, Inclusion regularly meet with the School's Link Police Officer and receive a weekly report from the P&S Central Coordinator including all incidents of arrests, ASB and local resolution. This information provides an invaluable insight into concerns and incidents in the local area and provides support for both agencies when dealing with incidents both inside and outside of school.

4.7 Collecting, monitoring and analysing data

Data is vital in enabling the school to understand the nature and extent of any bullying taking. It can also help to spot any new trends emerging and develop training and strategies to deal with them. Holte School regularly collects, monitors and analyses data about bullying. This data will be reviewed every half term, term and academic year and will be a significant part of the creation of year group and whole school strategic development plans. Outcomes will also be reported to the governing body at least once every term.

In addition to quantitative data, the school finds out from students how good they think the organisation is at preventing bullying and working through incidents when they arise. During Anti-bullying Week all students will complete a survey about the extent and nature of bullying experienced in the school and in the local area. Student voice interviews held throughout the year will also explore the school's anti-bullying strategies.

Data collection is also a routine part of how Holte School works through incidents of bullying. The following information is collected routinely:

- profile of the wrongdoer(s) and the victim(s) (gender, age, ethnicity and so on)
- the nature and type of bullying
- the times and locations at which the bullying happened
- strategies used to address incidences of bullying
- outcomes of intervention
- additional support arrangements and take-up rates.
- regular monitoring of this data will alert the organisation to any emerging patterns and enables swift action. In particular it may highlight:
 - bullying 'hotspots' on the organisation's site
 - emerging groups – those susceptible to bullying and those exhibiting bullying behaviour
 - new types of bullying or language used
 - most and least successful anti-bullying strategies
 - level of parent/carer involvement
 - level of contact with external agencies and support services.

Results from data monitoring make a significant contribution to the school's evaluation of its anti-bullying policy and practice and the school's Strategic Development Plan. This data will also form part of reports to the governing body. Governors will receive the annual report and robustly explore its contents in line with their statutory requirement to hold the school to account for anti-bullying.

5. Anti-bullying Procedures

The following procedures must be followed at all times when responding to incidents of bullying and/or discrimination:

5.1 Bullying incident reported

It can take courage for students to report a bullying incident, whether they are a victim, bystander or have used bullying behaviour. Students may report bullying in person and using the school's Whisper webpage, or ePraise.

Adults receiving the information should show that they are listening; the young person/people reporting the incident should feel that they have been listened to carefully and that they are being taken seriously. At this stage it should be clearly established, using the school's definition of bullying, that the incident reported is one of bullying. The incident should then be referred immediately to the child's Year Coordinator for investigation.

5.2 Is there a child protection concern?

All staff must be alert to whether there may be a child protection concern and follow the correct procedures if they think this is the case. Please refer to the school's Child Protection Policy for further information.

5.3 Investigate the incident

The Year Coordinator must inform the parents, and alleged perpetrator, involved that there has been a possible incident of bullying. It is crucial that effective communication between all parties involved is maintained at all points.

Where bullying occurs outside school, any other relevant schools or agencies (e.g. youth clubs, transport providers) will be informed about the concerns and the action taken.

A clear account of the incident will be recorded and entered using SLEUTH. The relevant Year Coordinator will use open questions when interviewing those involved including:

- What has been happening?
- Who has been involved?
- How have those involved been affected?
- Where did the incident(s) take place?
- When did the incident(s) take place?
- What happened just before/after the incident(s) took place?
- How often has this been happening?
- Over what period of time has this been happening?
- What were you thinking/feeling at the time of the incident(s)?
- What have you been thinking/feeling since?

The Year Coordinator will also summarise, at regular intervals, what has been heard back to the person being interviewed. Summarising enables everyone involved in the conversation

to finish it with a common understanding of what happened; for a person talking about a difficult situation for the first time, feeling understood will be very important.

5.4 Inform the Assistant Headteacher, Pastoral

Once all information has been gathered a meeting should take place between the Year Manager and the Assistant Headteacher, Pastoral. A plan of action should then be determined. It is important that whatever response is chosen it is communicated to all those involved in or affected by the incident so that everybody is clear and misunderstandings are avoided. All incidents of bullying and discrimination, including allegations that are not proven, will be recorded by the Assistant Headteacher – Pastoral in the school's Pastoral Interventions folder in the school's shared area.

5.5 Searching and confiscating a student's property

Schools can search students' property in some circumstances. Section 85 clause 3A of the Education Act 2011 states that a school doesn't need the consent of the child in question if they believe "that there is a risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency". For example if the child is carrying prohibited items into school property. Prohibited items include; alcohol; drugs; weapons; tobacco or any pornographic images. All these items can be confiscated without question.

Any search that may take place must be in accordance with the school's searching and confiscation policy. For example the search must have two members of staff present; the searcher and the witness and ideally both would be of the same sex as the perpetrator.

Note: no member of staff are permitted to search the content of a student's mobile phone or electronic device. If there are concerns regarding the content on such a device (e.g. in the event of cyberbullying) this must be raised immediately with the DSL who will liaise with the Headteacher. Only the Headteacher may make the decision to search a student's electronic device. All searches will be recorded in line with the school's policy.

5.6 Plan and take action

At this stage, whatever response has been decided on should be planned in detail, put into place and recorded as part of the school's data collection and monitoring processes. All incidents of bullying must be recorded using the school's bullying incident form. The school's response to incidents of bullying will be unique to each and every situation. There will be two forms of intervention:

Targeted, low to mid-level intervention strategies

i. Small group work

LSC led programmes of small group work, which are designed for students to meet a range of specific needs, i.e. social skills, anger management, assertiveness skills (standing up to people who bully is known to be an effective response; some young people need extra help

to do this) and raising self-esteem. Students who exhibit bullying behaviour and those who experience bullying can both benefit from targeted group work. Groups normally run for at least six to eight sessions and need to be facilitated by experienced staff. Sessions usually involve discussion and practical activities, including role play, so that young people are given the opportunity to develop and practise new skills.

ii. Circle Time

Circle Time is a social skills intervention. The main objective of a Circle Time is to assist an individual, who is experiencing rejection by their peer group, in making stronger friendships. The young person concerned may be experiencing emotional, behavioural or social difficulties, or lack social skills (which may include exhibiting bullying behaviour or may result in being bullied). The isolated young person is often referred to as the 'focus' person.

What makes Circle Time different from many social skills interventions is that it enlists the help of the peer group in providing support and engaging in problem solving with the focus person. Having friends is a known protective factor in relation to bullying. This special group set and review targets with the focus person in a weekly meeting facilitated by an adult, and support him or her in achieving these targets.

iii. Restorative discussion

A restorative discussion or chat takes place between an adult and a young person, usually when the young person has caused some harm. The intention is to enable the young person to understand what happened, what effect the situation had on others, what they need to do to put things right, and what strategies they could adopt to avoid a similar thing happening in future.

It is the young person who comes up with the answers, supported by the adult. This conversation contrasts with a 'disciplinary' conversation, the intention of which is to do with authority, control and deterrence, and normally involves the adult telling the young person what they have done wrong as well as what's going to happen as a result – often without the initial problem being talked about or resolved?

Restorative discussions, like their alternative, happen informally at any time in response to everyday low-level incidents. The interaction between adult and young person may take only a few moments, but each one gives the student a clear message about the organisation's values around relationships and problem solving.

iv. Mini restorative conferences

Mini-conferences are simply small-scale versions of a restorative conference involving only those people directly involved in an incident and a facilitator. They normally follow a similar structure to a full conference. They are suitable for addressing minor incidents in school which would not normally need parental involvement. Mini-conferences need some preparation – the facilitator needs to speak to everyone involved separately to hear their stories, and also to prepare them for the meeting.

v. Internal Exclusion

All students proven to be involved in an act of bullying, or discrimination, will be Internally Excluded for a minimum period of two days, unless the incident requires an alternative, more severe sanction. Internal exclusion removes the bully from the peer group thereby making the statement that bullying will not be tolerated at Holte School.

Internal Exclusion is not used where there is a reoccurrence of a bullying incident or where a student demonstrates bullying behaviour in a different context. In such cases intensive high-level intervention is required.

Intensive high-level intervention

A small number of young people need intensive help with types of behaviour that mean their relationships frequently break down and they experience a significant amount of conflict. The strategies below outline more specialist support available to these young people.

i. One-to-one support and signposting to external agencies for additional support

In some serious cases, the young person exhibiting the bullying behaviour and/or the person on the receiving end of the behaviour will have such complex needs around their social and emotional behaviour that they require one-to-one intervention as part of a package of support. This may be from within the organisation, for example through the School Nurse, Graduate Psychologist or Social Worker, or be specialist intervention from an external agency, for example West Midlands Police School Link Officer, Victim Support, the Youth Offending Team (YOTs) or the Child and Adolescent Mental Health Service (CAMHS).

ii. Full restorative conferences

A formal conference is appropriate when the incident being discussed is serious enough to warrant involving parents /carers. Generally the aim is to involve all those who are directly affected, whether they are staff, students, family or other members of the community. The facilitator must not be directly involved in the incident. Where a criminal complaint has been made the school may make a referral to the West Midlands Police Restorative Justice Team, who will make arrangements to lead the conference.

This type of conference involves careful preparation. All participants need to understand the purpose of the conference and how it will work. During the conference each participant is given the opportunity to say what has happened and how it has affected them. Later all are invited to suggest what needs to happen to repair the harm that has been done. Usually an agreement is written down and signed by everyone present.

The conference process can be highly effective for those who have caused harm as it makes the effect their actions have had on others crystal clear. This clarity, in all but the most exceptional individuals, brings a sense of remorse. Although this feeling can be difficult, the setting is also supportive; the wrongdoers have the chance to make amends and be

accepted – with support – back into their school, class, friendship group. For those who have been harmed, a conference provides the chance to say how they have been affected and express their needs. Their views are paramount in understanding how the harm can be healed, and they often find the process satisfying as it gives them a say in what will be happen next.

iii. Class or group restorative conferences

These are meetings involving a whole class organised to explore any problems that are disrupting learning. In preparation for the conference every member of the class is asked to write down anonymously what they think is happening in the class, and what is getting in the way of learning.

The facilitator begins the conference by reading these statements to the class. The problems identified are then worked through using a highly structured process. The class sits in a circle, with each member of the class having an opportunity to say both how they have been affected and, later, to take responsibility for any harm they have caused. Very clear ground rules are made with the class about how the discussion will take place, including the right to pass when it is their go.

Clear ground rules ensure that everyone is listened to and has a voice in the process. Classroom conferences can be used to discuss general behaviour issues or to deal with specific behaviours by particular individuals. As with formal restorative conferences, they normally result in a written agreement signed by all present.

iv. Fixed Term Exclusion

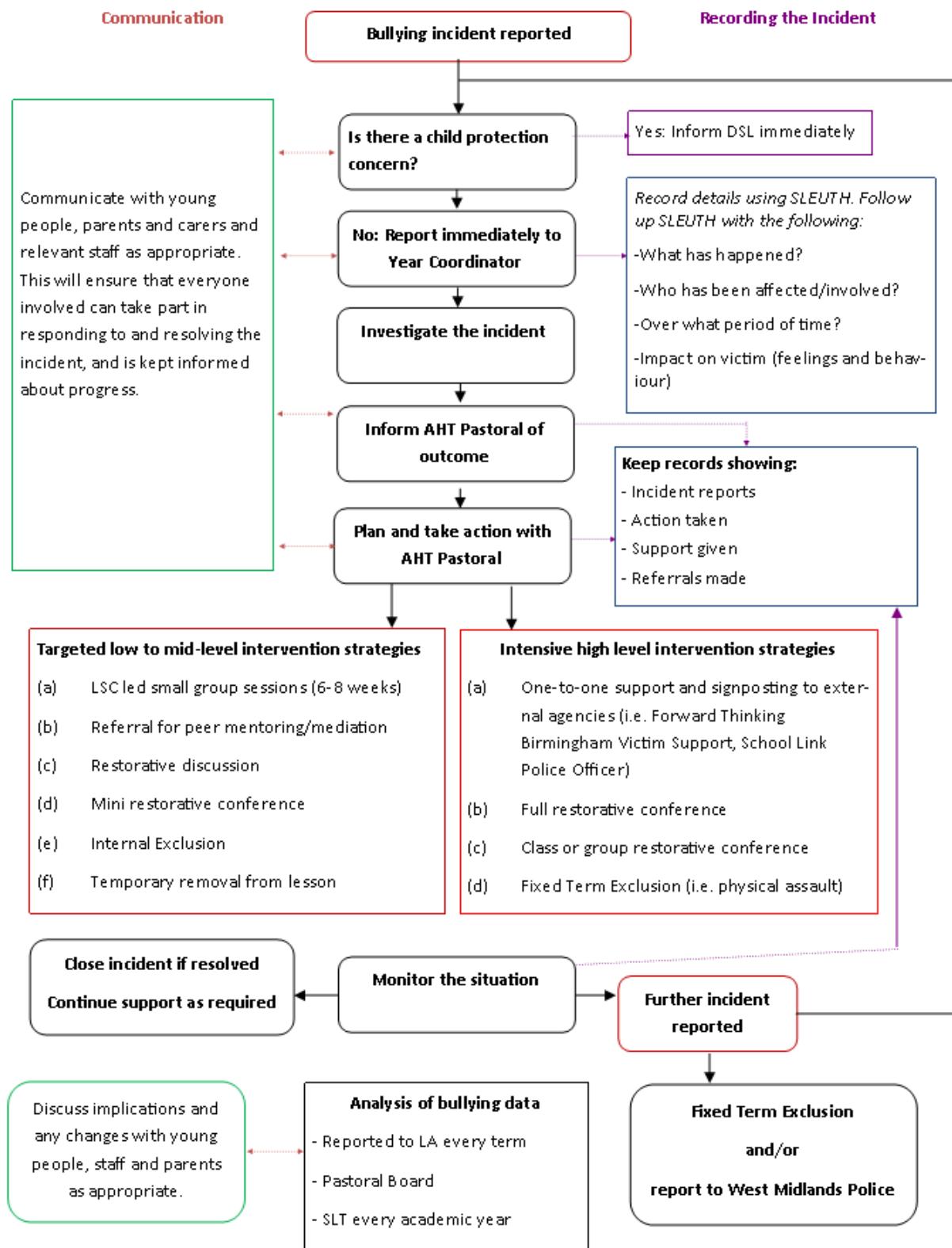
As the school has a duty of care to the whole school community the Headteacher may decide that, following the outcome of evidence based investigation that an incident of bullying should lead to a Fixed Term Exclusion. There may also be cases where the balance of probability is overwhelming so the Headteacher may decide to exclude a child for their own safety and the safety of others.

In cases of repeat incidents involving one individual student Fixed Term Exclusion will be an immediate sanction. In certain extreme cases the Headteacher may decide that an incident of bullying should lead to Permanent Exclusion. Please refer to the Behaviour for learning policy for further details regarding exclusions from school. Please note that all Fixed Term Exclusions will be followed by a formal meeting with the Year Coordinator, Assistant Headteacher, students and parents. At this meeting students and parents will be required to sign a behaviour contract that warns all parties of the consequences of continued bullying behaviour.



Holte School Anti-bullying Policy

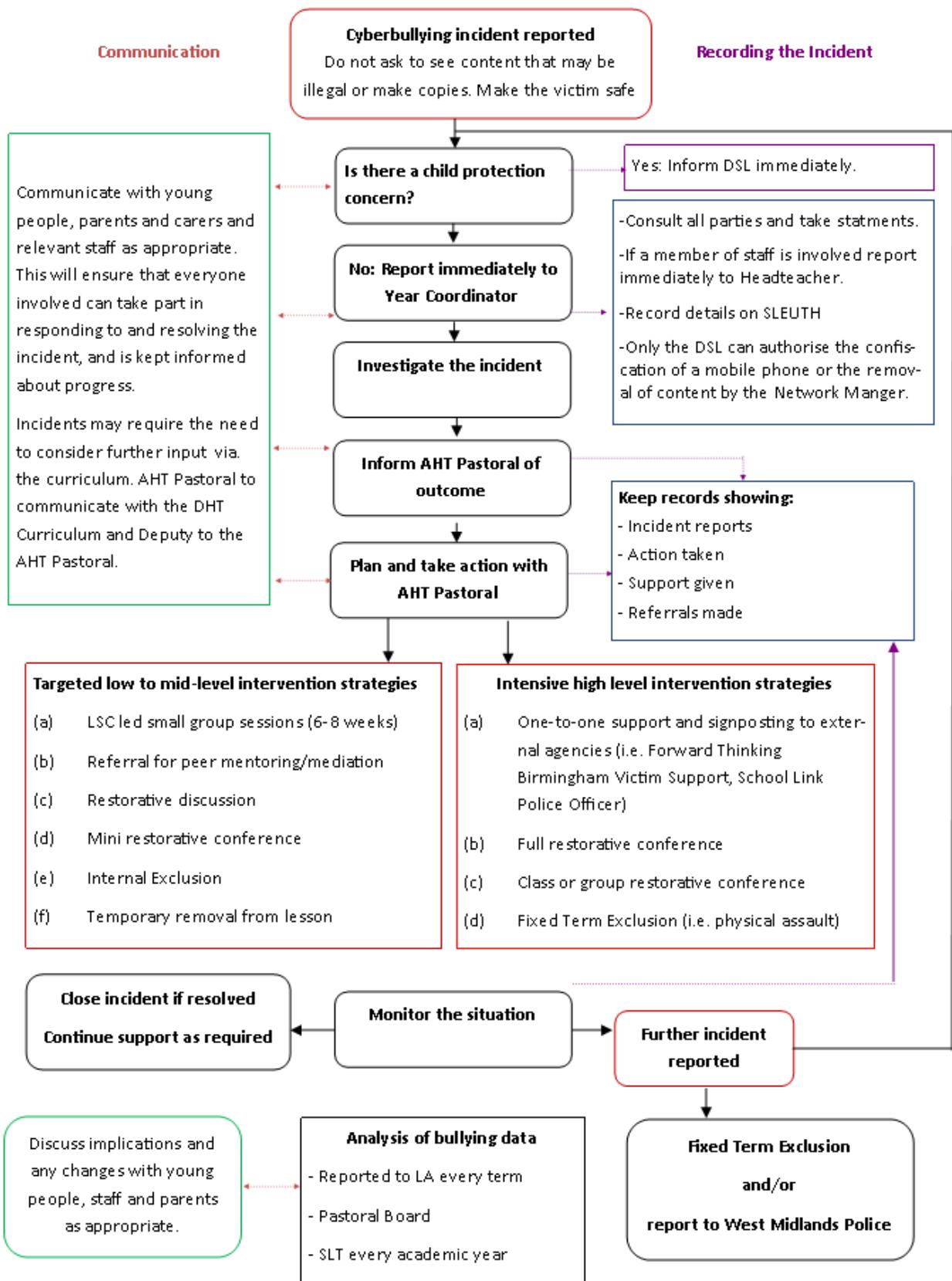
Procedure for responding to incidents of bullying





Holte School Anti-bullying Policy

Procedure for responding to incidents cyberbullying



6. Policy review

6.1 This policy will be reviewed by the Bullying Intervention Group and School Council. It will then be shared with parents/ carers, governors, staff and students. All parties should be given the opportunity to contribute to the review of the policy via the website and within the school day.

The policy is clearly aligned with the following policies.

- Online Safety policy and Acceptable Usage Policy
- Safeguarding and Child Protection Policy
- Behaviour for Learning Policy
- Student Planner section on Bullying
- SMSC Policy
- PSHE and Citizenship Policy
- Anti-bullying charter

Appendix One
Anti-bullying Charter



Holte School
Anti-Bullying Charter

Holte School has committed to the following principles to prevent and respond to bullying. Our school:

- 1. listens** - all pupils and parents and carers are listened to and influence strategies and approaches to prevent, report and respond to incidents of bullying.
- 2. includes us all** - all pupils, including those with SEND, are included, valued and participate fully in all aspects of school life.
- 3. respects** - all school staff are role models to others within the school in how they treat others.
- 4. challenges** - all forms of discriminatory language – including disablist language – is challenged taken seriously
- 5. celebrates difference** – difference is actively and visibly celebrated and welcome across the whole school.
- 6. understands** - all school staff, pupils and parents and carers understand what bullying is and what it isn't.
- 7. believes** - all pupils, including disabled children and those with SEN, and their parents and carers are acknowledged, believed and taken seriously when reporting incidents of bullying.
- 8. reports bullying** - all pupils within the school and their parents and carers understand how to report incidents of bullying.
- 9. takes action** - we respond quickly to all incidents of bullying. Pupils, including disabled pupils and those with SEN, participate fully in decisions made about them and help to formulate appropriate action to respond to incidents of bullying.
- 10. has clear policies** - our school's anti-bullying policy reflects these principles and is embedded within other school policies. They are widely and actively promoted to school staff, pupils and their parents and carers.

Appendix Two

Legislation and Policy

The following legislation covers the obligations for schools with regards to bullying.

Bullying and Child Protection

Some incidents of bullying may also be a child protection issue. A bullying incident should be addressed as a child protection issue under the Children Act 1989 when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'¹. These concerns must be reported to the local authority's children's social services.

Discrimination - The Equality Act 2010

Under the Equality Act 2010 it is against the law to discriminate against anyone because of:

- age
- being or becoming a transsexual person
- being married or in a civil partnership
- being pregnant or having a child
- disability
- race including colour, nationality, ethnic or national origin
- religion, belief or lack of religion/belief
- sex
- sexual orientation

These are called 'protected characteristics'. A person is protected from discrimination in the

- following areas:
- at work
- in education
- as a consumer
- when using public services
- when buying or renting property
- as a member or guest of a private club or association
- You're also protected from discrimination if:
- you're associated with someone who has a protected characteristic, eg a sibling or friend
- you've complained about discrimination or supported someone else's claim

Schools must follow the Equality Act 2010. Staff must act to prevent discrimination, harassment and victimisation within the school. If you think a child is being harassed in school you must act to prevent it.

You can find guidance on the Equality Act 2010 for schools here:

<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

Racial and Religious Hatred Act 2006 – this forms part of the Public Order Act 1986.

The Act makes it an arrestable offence to display threatening language, behaviour or written material in a public place, with the intention to threaten or stir up hatred.

Disability Equality Duty (DED) 2005

Local authorities, schools and other settings have specific duties to meet the needs of disabled students and have a general duty to promote disability equality and participation. Local authorities, schools and colleges have to prepare and publish a disability equality scheme, showing how they will meet these duties.

The Children Act 2004

This act requires agencies to work in partnership to promote and safeguard the welfare of children and young people. The following form part of the Act:

- Local Safeguarding Children Board (LSCB)
- The Children and Young People's Plan (England) Regulations 2005

The Race Relations Amendment Act (RRAA) 2000

Under the RRAA, local authorities and schools must tackle racial discrimination, which is against the law, and promote equal opportunities and good relations among people from different racial groups. They must also set out how they will deal with racist incidents within a race equality policy. Schools are required to provide reports to the local authority and their school governors about racist incidents that occur in the school.

The Crime and Disorder Act 1998

Partners including the local authority, police, probation and health service must work together to develop, implement and publish a three-year strategy for reducing crime and disorder for the area. This should include strategies to reduce anti-social behaviour, which incorporates aspects of bullying.

UN Convention on the Rights of the Child (1989)

This protects children by setting out their basic human rights. These include children's right to protection from harmful influences, abuse and exploitation and their right to participate fully in family, cultural and social life.

Appendix Three

Useful websites, contacts and reading

The following sources provide information, guidance and support regarding bullying, (including cyber bullying) and other issues relating to the safety of students.

Childline

Provides a 24-hour helpline for young people experiencing any sort of problem including bullying. The site also has a number of resources and publications, and the organisation also provides peer support training for schools. Tel: 0800 1111 www.childline.org.uk

Children's Legal Centre

Advice for parents/carers and professionals on a range of issues, including bullying. The organisation has published a report, Bullying – a Guide to the Law.

www.childrenslegalcentre.com

Department of Education

Government's 'Don't Suffer in Silence' anti-bullying site, which provides advice and information for teachers, parents/carers and young people, including a DVD and a wide range of other training materials.

www.education.gov.uk/preventing-and-tackling-bullying

Equality and Human Rights Commission

Organisation that 'champions equality and human rights for all, working to eliminate discrimination, reduce inequality, protect human rights and to build good relations, ensuring that everyone has a fair chance to participate in society'. Useful links to legislation for all equalities areas. www.equalityhumanrights.com

Kidscape

This charity, which is committed to keeping children safe from abuse, provides information, resources for young people, parents/carers and professionals. www.kidscape.org.uk

NCH

The national children's charity carries out research and provides services to young people and parents/carers. It provides policy briefings, publications and information for professionals, children and young people, some of which can be downloaded free from its website. www.actionforchildren.org.uk

Anti-Bullying Alliance

The Anti-Bullying Alliance collated research, resources for use with young people, information and advice, toolkits and practical ideas for use in Anti-Bullying Week; these include questionnaires about bullying that are useful for organisations wishing to survey young people and adults about bullying. There is also a site for young people, accessed from the general website address, and a fiction booklist containing titles linked to bullying.

www.anti-bullyingalliance.org Tel: 0845 338 5068

Beat Bullying

This anti-bullying charity's website provides information, training solutions and toolkits for young people, parents/carers and professionals. It also works directly with young people and professionals and organises training. www.anti-bullying.net Email: info@beatbullying.org

Bullying UK

Bullying UK's (formerly Bullying Online) site provides information and advice for young people, professionals and parents/carers (including legal advice). It has useful links to other sites and an email enquiry service. www.bullyingonline.org

NSPCC

National charity dedicated to ending all cruelty towards children. The site contains advice on a number of bullying-related topics including child protection. There is also a zone for under-18s with links to organisations that can provide support for those at risk of harm.

www.nspcc.org.uk

Parentline Plus

A dedicated website for parents/carers with a comprehensive section about bullying.

www.parentlineplus.org.uk

Child Exploitation Online Protection (CEOP)

Government agency committed to protecting children from sexual exploitation online and promoting general online safety. COPE's website Thinkuknow provides information for young people, parents/carers and professionals on range of issues, including cyberbullying.
<https://www.thinkuknow.co.uk/>

Childnet International

Childnet International's mission is to work in partnership with others around the world to help make the internet a great and safe place for children. Tel: 0870 000 3344 Tel: 020 7639 6967 Email: info@childnet-int.org www.childnet-int.org