

ANTI-BULLYING STRATEGY

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INTRODUCTION

The approach to our anti-bullying policy does not differ significantly from our previous practice. The policy has been re-written to reflect the consistency of our language and to take into account our improved understanding and practice of addressing societal or cultural issues that are complex and often difficult to solve.

The policy outlines the following:

- Guidance from the Department for Education.
- Our values and principles.
- How we prevent bullying.
- How we respond to incidents of bullying.
- Examples of what constitutes of bullying behaviours.
- Responsibilities and expectations of staff and students.
- Responsibilities of parents supporting children.
- Procedure and practice in responding to incidents and how records are kept.
- Case studies.
- Appendices.

The policy has been written in conjunction with the Department for Education Preventing and Tackling Bullying Advice, July 2017. The policy will be reviewed every three years, or earlier if, for example, there is a significant increase in bullying or change in personnel.

GUIDANCE FROM THE DEPARTMENT FOR EDUCATION

Impact of bullying

Bullying can have a devastating effect on individuals. It can be a barrier to learning and have serious consequences for mental health. Bullying which takes place at school does not only affect an individual during childhood but can have a lasting effect on their lives well into adulthood. By effectively preventing and tackling bullying, schools can help to create safe, disciplined environments where students are able to learn and fulfil their potential.

What is bullying?

Bullying is behaviour by an individual or group, consistently repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It may be motivated by actual differences between children, or perceived differences.

Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be equally as damaging as physical; teachers and schools have to make their own judgements about each specific case.

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate.

It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online. If left unchallenged or dismissed as banter or horseplay it can also lead to reluctance to report other behaviour. Early intervention can help to set clear expectations of the behaviour that is and isn't acceptable and help stop negative behaviours escalating.

OUR VALUES AND BEHAVIOURS

Overarching statement from the Behaviour Policy

We aim for our Behaviour Policy to provide guidance to students, parents/carers and staff. A successful behaviour policy requires the commitment and **consistency of practice of all staff** to ensure that students know the standards expected of them. It requires parents/carers to work in partnership with the academy so that **all members of the academy** are expected to help maintain an atmosphere conducive to creating a positive learning experience, with courtesy, good manners and mutual respect as basic requirements. Learners should be treated fairly and consistently in line with our shared values and the learning behaviours we want to develop through our curriculum.

Expected Behaviour at Hollingworth Academy

We believe that positive behaviour is a choice, and we provide students with the opportunity to behave with integrity. The social norms in the academy are based on what is expected of citizens in wider society and we have standards that we are unapologetic in instilling. We spotlight positive choices in the academy and provide opportunity for reflection and reparation when things do not go to plan. Our practice has inclusion at its heart, and we have a robust understanding of the individual needs of our students. We are consistent, but not rigid and our overarching aim is to gather all information available before making a decision that may inform our next steps. This does not mean our expectations are lowered, but we acknowledge that some of our students may need support to meet the standards we instil in the academy.

Our ethos of **respect, responsibility** and **resilience** can be demonstrated with the following behaviours:

- **RESPECT** - Show kindness and empathy.
- **RESILIENCE** - Be curious and don't give up at the first hurdle.
- **RESPONSIBILITY** - Be responsible for our actions.

In practice this means:

Respect - Show kindness and empathy

It can be as small as opening the door for people, saying please and thank you, recognising when others need support, exhibiting care and concern for others. It can be developed through small acts of kindness or through wider acts of charity demonstrating a commitment to serving others. It means not using derogatory language which hurt, humiliate and wound; it means showing compassion for others in a difficult situation and ensuring that we do not intentionally or subconsciously isolate others. It means showing respect for, and tolerance of, others who are different to us, whether that is race, religion, gender, sexuality, disability; it means listening to and engaging in dialogue with those with whom we do not agree. It means that we do not think solely of our own rights and we respect the rights of others. This applies as well to all staff in the academy – no one comes to work for students to be verbally abusive or defiant to them, it is about being kind to all staff. Most importantly, it is about being kind to yourself, seeking help when you are struggling, seeking support in times of anxiety or stress, recognising that you have the self-determination to get better.

In the classroom, it manifests itself as ensuring that others have a right to speak and a right to learn and that our behaviours do not prevent others from the right to an education.

Empathy is the most important characteristic we can develop in order to become positive citizens and active bystanders. It means seeking to understand others, recognising our differences as individuals, yet finding a common ground. In a small way, it is making sure that we act when language is used to hurt and addressing it immediately with our peers before conflict develops. It means understanding how others around the world live and believe and accepting that whilst we are different, we are all entitled to the same human rights as outlined in the Universal Declaration of Human Rights. It means knowing enough to be able to be an active bystander when others are treated unfairly and learning the skills to be able to do this. To show empathy requires a high degree of critical thinking – to be able to discern between how things are presented and how they actually are; to recognise bias in people’s actions and words and crucially that we think objectively in order to put ourselves in other people’s shoes. For example, we might look at someone who is being teased and see something in that person we don’t like or that their background, culture and way of being represents something that is different to our own experiences. Therefore, it is easy to brush off the teasing that that person might be facing and to ignore it. To be empathetic is to think critically and objectively about what is happening, why it is happening and to then think about how we might respond and feel in a similar situation. Being empathetic is the first step in “putting ourselves in someone else’s shoes” and consequently in taking action to uphold our human rights. Being empathetic means that we can tackle the language of “us” and “them” and it can be developed – it is not an inborn trait. By being empathetic, we can make sure that divisions whether in the academy or in the wider community are not exacerbated.

In the classroom it means engaging with our RISE/PSHCE programme and seeking to reduce conflict before it occurs and when it occurs. It means having a strong sense of fair justice and taking positive action to make a difference. We teach empathy through showing different points of views, creating safe spaces for dialogue, focusing on dialogue and not debate – it is not about winning an argument but finding a common ground – we look at communities, cultures and beliefs that are different to our own and seek to understand human behaviours and when they trespass on our human rights. It also means that we “sweat the small stuff” – through showing empathy we can take positive action over the smallest issues before they become much bigger.

Resilience - Be curious and don’t give up at the first hurdle

We want Hollingworth students to be able to ask, to be inquisitive and to do this in a way which is respectful and evokes positive dialogue rather than heated debate and conflict. Being curious can demonstrate itself in a number of ways; developing our practice beyond the classroom, researching topics which interest us, reading, learning and asking questions that can help drive the learning on. Being curious is key to develop as a learning behaviour, as it helps you to be reflective and resourceful and to make sure you are taking the right action in the pursuit of knowledge, truth and understanding.

In the classroom, it is clear that curiosity can be taught. Strong teaching helps spark a light of curiosity, and it is important that we give children the space to be curious. This means that we ensure our behaviour in the classroom is responsible enough so that teachers can teach and learners can learn. It is about knowing that learning is an intellectual virtue in itself and something to be proud of.

Responsibility - Be responsible for our actions

It means coming to class with the correct equipment, completing home learning, being ready to learn – Focus, Prepare, Habits, Silence. It means arriving on time, getting to lessons on time, being honest and owning up when things have gone wrong. Responsibility is key and comes alongside our rights – it is not about individual rights but about our individual rights and shared responsibility to others. This

means being positive role models and helping to influence the social norms in the academy – not pushing in queues, recognising that the academy is a place of learning and whilst there are a number of freedoms in our academy, these freedoms come with a responsibility to others. It means not littering, clearing tables at lunch, helping staff and other students maintain a calm, purposeful learning atmosphere.

In the classroom, this responsibility is for the individual – knowing that you can achieve and being resilient even when it is difficult; and also, for others – being a compassionate student who contributes effectively to the environment in the classroom and in the wider society. It is about knowing that learning is hard but understanding yourself, understanding how best to learn and accepting the support from your teachers and all other staff who are committed to helping you learn.

All of the above learning behaviours mean nothing if you are not prepared as an individual to play an active role in your own learning and that of others. If you stand at the side whilst others are hurt, you are a passive bystander and not showing kindness, empathy or responsibility. If you say that you will improve but don't take steps to make a small difference to yourself, your peers, the academy, the wider community then that is not taking responsibility. If you are saddened when you see human rights abused globally yet do nothing to make a difference in our community in and out of school, then you are not taking positive action.

We want you to take positive action so that we flourish as individuals and as a community – to develop intellectual virtues such as autonomy, critical thinking, good judgement, reasoning, reflection and resourcefulness; moral virtues such as compassion, courage, gratitude, honesty, humility and integrity; civic virtues such as citizenship, community awareness, neighbourliness, service and volunteering; performance virtues such as confidence, determination, motivation, perseverance, resilience and teamwork.

All of this will develop over time – but at Hollingworth we will help you achieve this. These are our big aims; our learning behaviours and we will make sure that we can achieve this by planning carefully for it and not assuming they will appear through chance or at random.

What does it look like in practice?

As you walk around Hollingworth, we would expect you to see students walking happily but purposefully, they may walk in pairs talking and laughing but what stands out is the way that students are conscious of other people in the building – they move to the side, they keep to the left, they open doors, they say thank you and refer to adults as Miss or Sir, they follow both one-way systems and don't see it as something to rebel against, recognising it is there to help us all show responsibility in a small building with lots of people – indeed, it is unusual if a child speaks to an adult without respect. If they do, they are corrected immediately in a calm manner and asked to respond appropriately. Positive behaviour means students are quick to get to their lessons, as they recognise the importance of learning and staff consistently apply the appropriate sanctions if students are late to the lesson or any other incident that contradicts the Hollingworth ethos.

Positive behaviour means at lunch, students are allowed to use certain areas of the building but have a responsibility to others to behave appropriately; at lunch, students do not push in the queue and they clear their tables showing kindness to the staff who are working hard and for those others who wish to eat; they do not litter because they know they recognise that if we work together responsibly then the environment is a pleasanter place to be. There is a collegiate atmosphere in the academy which the students lead because they manage their behaviour appropriately at unstructured times meaning there is little conflict between each other and with staff.

Positive behaviour has high expectations: students' uniform is of a good standard with shirts tucked in, top buttons fastened and ties the right length. Badges that students wear recognise their achievement in the academy. All staff in the academy remind students if they are not wearing their uniform correctly because all staff in the academy recognise that promoting positive behaviour is the responsibility of everybody – not just a few. The importance of the consistency of approach in these areas is paramount – students respond well to consistency and fairness and we have to model it.

In lessons, students know what is expected of them and positive behaviour is demonstrated. Students are keen to learn from and to listen from each other. Low level disruption is dealt with immediately at the point it occurs and is stopped: Work is completed to a high standard and there is a thirst for learning and pride in their learning. Students know that mobile phones and toys are not allowed in the academy and know that if they have them, they will be taken from them; students know that they should speak respectfully to staff and that defiance will not be tolerated; students know that they have an opportunity to speak but they know the right times to do so and learn when it is not appropriate; students know that if they have done something wrong which goes against a happy, safe and supportive environment that the best way is to be honest, to own up, to take the sanction and to learn from mistakes. They know this and positive behaviour shows that they act upon it.

Language, and the way we use it, is incredibly important. Language can hurt and degrade; students know that homophobic, racist, sexist or any type of language or bullying, either in person or online is not acceptable. They modify their language against the external noise in favour of a harmonious, supportive and safe family ethos. They use language that unlocks our individual and collective potential.

How this links to an anti-bullying policy

Without setting out the learning behaviours or big aims of the curriculum that form our Behaviour Policy we are not setting the tone of what is acceptable and what is not acceptable. Therefore, it is clear that we do not accept behaviours that hurt or demean others, either physically or emotionally. If these behaviours are repeated to an individual or group then that could constitute as bullying, especially where there is an imbalance of power. Bullying is usually deliberate, intentional and repeated. Safeguarding is non-negotiable in the academy and, as such, bullying could create an impairment in a child's mental health and wellbeing which constitutes as bullying and therefore would mean we are not safeguarding young people. However, the issues are often complex because bullying happens in all societies, at all levels. Therefore, it is important that we make our students knowledgeable about bullying and provide strategies that enable them to be a positive bystander where they see an imbalance of power.

Bullying is a source of anxiety for parents and children, and it is important that we work with parents to ensure we have all the information that will help us to resolve issues at the earliest opportunity. We also need to work together to ensure that young people are able to be confident in who they are. Sometimes there is conflict between students or groups of students which individuals and families may believe is bullying. We aim to look at all aspects of incidents at the earliest opportunity and intervene appropriately through conflict resolution. Where this continues, we will make a decision to instigate the bullying procedures in this policy.

HOW WE PREVENT BULLYING

Safeguarding the environment

The two most important things we can do to prevent bullying is to:

- make sure our classrooms and our academy environment are safe;
- create a culture where students feel they have a trusted adult who they can talk to and that they are listened to.

In terms of our classrooms and our academy environment, this is the most important part of safeguarding and creating an environment where bullying doesn't take place.

1. Our classrooms should be managed so that they are free from disruption and where all students are given equal opportunity to speak without fear of ridicule or embarrassment. This is where good behaviour management is key and where the behaviour management advice in our Behaviour Policy outlines the responsibilities for all staff within the academy, alongside practical guidance for managing a classroom. All staff have access to high quality professional learning in this area which can support effective behaviour management. If we utilise our classroom expectations when the teacher is speaking or others are sharing information – we can safeguard our classrooms.
2. The environment of the academy should have highly visible senior staff and pastoral leads. We should be conscious of changes in student behaviour when they are in groups and be sensitive/conscious to any changes in body language and/or attitudes with groups of students. The academy should be covered so that staff are everywhere, with purple hi-vis jackets used for staff on duty. All staff should be on the corridors between lessons, meeting and greeting and ensuring students move along in a timely manner.
3. Our strategy for everything, is believing in people and positive relationships. This applies to our interactions with students, families and staff. We should create a sense of family and belonging in our tutor groups and know that every member of staff is there for the children, first and foremost. We should make sure we listen and are open to when children come to speak to us. We must listen and take on board what they say and not dismiss if a child is upset. Staff must take the time to speak to families in a respectful way and tutors should engage with home regularly to build relationships.

Above all, we should *notice*. We should *notice* the child who is by themselves, the child whose behaviour changes, who appears to fall out with their friends, and we should notice the language that is used between children as part of our work to be an anti-racist, anti-sexist, anti-homophobic/transphobic, anti-disablist beacon of good practice. We have clear guidance in place for how we deal with these incidents.

Curriculum

Through our RISE/PSHCE programme we teach empathy and what it means to be a positive bystander. We celebrate our differences and affirm our similarities. We look at our history together and what it means to be a local, national and global citizen. We explore our past, our present, our future and look at individual stories of people who have taken action to address inequalities, discrimination and social justice. The programme also draws in on drop down days with external speakers and a celebration of our communities.

We ensure that RISE/PSHCE is central to our practice and students throughout the academy receive specialist RISE/PSHCE teaching one period a week throughout the five years. This covers all aspects of RISE/PSHCE including bullying, friendships, consent, cyber bullying and wellbeing.

We ensure our curriculum is diverse and students receive a range of information from diverse authors and explore local history and geography exploring a sense of who they are and how they are valued.

We also have themed terms which are responsive to changes we see as part of our data collection or that are responsive to external contexts which are complemented by a structured assembly programme.

Uniform

We have developed our uniform guidance so that it is inclusive for all. In addition, we have spent considerable time thinking about how we can celebrate diversity and the protected characteristics are recognized within a uniform.

Protected Characteristics and The Equality Act

We have a legal duty to ensure that the protected characteristics and The Equality Act are enacted in the academy. We know that for many children who are LGBTQ+ or have additional needs that they are at increased risk of bullying. Within the academy, we have clear approaches to:

- embedding an anti-racist approach;
- tackling gender based violence;
- addressing harmful sexual behaviours;
- addressing derogatory language;
- addressing homophobia, biphobia and transphobia.

HOW WE RESPOND TO BULLYING

The way we respond to bullying incidents are vital. It's not always easy to identify bullying and the following guidance may be helpful:

- If you notice that something is different with a child, share your concerns with their Form Tutor, Head of Year, SLT or any member of the Safeguarding Team. Never keep it to yourself. There may be wider, historical issues that you may not be aware of.
- Listen to what the child is telling you and take the time to really listen and not be quick to dismiss or rush the meeting.
- Remember the perceptions of the victim are important, their feelings and interpretation. Remember as well that for students with additional needs, their perceptions may become focused on a specific issue, or they may struggle to articulate and communicate or remember specific incidents. For students with additional needs, we have a number of highly experienced mentors, SEND Support Workers and LPAs who can help the student articulate through social stories or other targeted interventions.
- Remember those who are being bullied are not in a position to stop the process, and it is up to those adults working with young people to notice, to recognise and to respond.
- Remember it is the effect that is the key determining factor in how the child feels – not the action.
- For those staff who are investigating incidents, try and find out if it is persistent and has the intent to hurt or upset the victim. Remember it is not just physical, emotional and psychological bullying can have equally long-lasting effects.

The effect of bullying can seriously damage children and young people's confidence and sense of self-worth, and they will often feel that they are at fault in some way. It can lead to serious and prolonged emotional damage for an individual. Equally, those who demonstrate bullying behaviour and those who witness the bullying can also experience emotional harm, and the impact on parents and staff can be significant.

Bullying can happen to all children and young people, and it can effect their social, mental and emotional health. We have to be alert to the affect any form of bullying can have and being especially alert to where it may have a severe impact.

EXAMPLES OF WHAT CONSTITUTES BULLYING BEHAVIOURS

Bullying can take many forms including (but not limited to):

- Physical – kicking and shoving, injuring the target or damaging their belongings.
- Intimidation – including threatening behaviours or taking the possessions of the target.
- Verbal – taunts and name-calling, insults, threats or humiliation.
- Emotional – behaviour intended to isolate, hurt or humiliate someone.
- Indirect – sly and underhand, behind the target's back, rumour spreading.
- Cyber – using any form of electronic means, mobile phones, social networks, gaming, chat rooms, forums or apps.

Bullying can be driven by prejudice or fear of difference. It can be linked to:

- Race, religion or culture.
- Gender.
- Sexual orientation.
- Disability or special needs.
- Long term illness.
- Appearance.
- Family arrangements.
- Poverty.
- Any protected characteristic within the Equality Act 2010.

As identified earlier, there are specific ways we address this within the academy.

Cyber bullying can be particularly pernicious as it can be an invasion of home and space and can take place 24 hours a day. The scope of the audience can encourage behaviours that do not take place in person. It can range from passing on rumours about someone online, taking a photograph of someone without their consent and using it online to ridicule and hurt an individual or setting up an account in somebody else's name to defame them.

There is also an added issue of online sexual harassment. This can be non-consensual sharing of intimate images and videos; exploitation, coercion and threats which means children are coerced into participating in sexual behaviour online or blackmailed with sexual content; targeting and systematically excluding children from a community with the use of sexual content that humiliates, upsets or discriminates against them; unwanted sexualisation such as unwelcome sexual requests, comment or content. These are always dealt with our approach to addressing harmful sexual behaviour. *Staff must never check the phone of a student if there is believed to be content of a harmful sexual nature. Staff must take advice from the Safeguarding Team in the academy.*

RESPONSIBILITIES AND EXPECTATIONS OF STAFF AND STUDENTS

The Behaviour Policy outlines the expectations of all staff and students in the academy.

Students should take note of the expectations and modify their behaviours so that the Behaviour Policy is met. Staff are very visible around the academy and students can speak to anyone with any concerns.

In relation to bullying, *all staff* should notice and share concerns immediately. Every allegation of bullying from whatever source should be taken seriously and acted upon and passed to the Form Tutor, Head of Year, SLT or any member of the Safeguarding Team.

Form Tutors can be the first point of contact and can take statements which are signed and dated. This **must** be passed to Heads of Year and recorded on CPOMS.

Heads of Year should:

- Investigate all reported incidents.
- Record all incidents, including the names of the perpetrator and the target and record on CPOMS.
- Contact families.
- Apply an appropriate sanction.
- Decide if conflict resolution or restorative justice should take place.
- There may be times whereby a one-off incident can be severe enough to warrant a suspension/exclusion. Any suspensions/exclusions should be discussed with the Headteacher or in his absence the Deputy Headteachers and a suspension/exclusion form should be submitted as per the Behaviour Policy.
- Heads of Year should notify Directors of Key Stage if the incident is repeated.

Directors of Key Stage should:

- Work with the Head of Year if an incident is repeated to initiate the anti-bullying procedure. This involves a meeting with both sets of parents at the academy. Complete a monitoring form for the 'target' of the bullying, with regular follow ups; also complete a monitoring form for the perpetrator.
- In certain cases, for a one-off incident, it may be worthwhile instigating the anti-bullying procedures and the Directors of Key Stage should discuss this with the Assistant Headteacher – Behaviour and Attitudes.

Senior Leaders should:

- All be fully aware of the anti-bullying procedures and policy and support the pastoral team in specific cases.
- Be aware of patterns of bullying, including the data that is captured each month.
- Review risk assessments where appropriate.

The Headteacher should:

- Be notified of all incidents of gender-based violence (including language), racism, homophobia, biphobia, transphobia, disablist language at the point they occur. This should be done by the Head of Year/Directors of Key Stage. This keeps the group focused and means that the people who are dealing with it are dealing with it.
- Review all serious incidents on a monthly basis.
- Review all incidents of bullying including paperwork on a half termly basis.
- Set a culture whereby safeguarding is non-negotiable.

Governors should:

- Monitor incidents and bullying patterns in committees.
- Challenge leaders in their practice in relation to bullying.

RESPONSIBILITIES AND EXPECTATIONS OF PARENTS/CARERS

It may be difficult not to respond emotionally to incidents within the academy. At times there may be conflict between two students or a group of students which is not necessarily bullying. We ask that parents/carers work with the academy as we explore the incidents and not engage in disagreements outside of the academy.

At times parents/carers may be told that their child has been bullying others. This can be as difficult to accept as being told your child has been a victim of bullying. In all cases, the academy will work objectively and follow the procedures within this policy and the Behaviour Policy.

If parents/carers are unhappy with the manner in which the academy has dealt with the issues, the Complaints Policy can always be used to challenge the academy.

PROCEDURE AND PRACTICE

1. Every allegation of bullying is taken seriously.
2. Staff members should listen and share with the relevant staff.
3. Statements should be taken, signed and dated using the correct format. All pastoral staff are taking witness statements and investigate instances robustly. Where students struggle to write for a length of time and/or if there are cognitive concerns, staff may scribe the statement for the student but must get the student to sign it. All witness statements should be kept by the HoY/Director of Key Stage/Senior Staff to investigate and then they must be uploaded to CPOMS.
4. All incidents should be recorded on CPOMS at the point it occurs so that it can be looked at by triage each night (HoY and Directors of Key Stage go through all behaviour data every night for their year group).
5. Parents should be informed, at the point we are notified, and told that bullying is being investigated.