

'At Holywell Village First School we have high aspirations for our children to become well-rounded and responsible future citizens. They are happy, independent and have positive self-esteem. Our children have a thirst for learning. They are curious about the world around them and are confident to 'have a go'. They are reflective learners who persevere and demonstrate good communication and social skills. They are thoughtful, caring and kind.'



## Holywell First School Anti-Bullying Policy

This policy should be read in conjunction with the following policies:

- School Child Protection Policy
- Safeguarding Policy
- E-safety Policy
- Equalities Policy
- Emotion Self-Regulation and Behaviour Policy
- PHSE policy
- Exclusion Policy

### Rationale

We are aware that throughout their school life, many children may encounter bullying either as the perpetrator or as a victim whether it is in a physical, indirect, verbal or electronic form. No child or adult should feel threatened by the words or actions of others. As stated in the Equality Act 2010 and the Education Act 2011, we shall ensure that our school is a place where our children are equally valued, listened to and can expect their problem to be dealt with in a fair way. All incidents will be treated with sensitivity, taking account of the personal circumstances of the children involved.

Holywell Village First School defines bullying as '*nasty behaviour, lots of times, on purpose*'; for example any physical, indirect, verbal or electronic form including name calling, indirect insults, calling behind one's back, exclusion from games or taking belongings. This shall be the definition used throughout school for children, parent/carers/carers and used by staff and governors.

### Purposes

- 1) To create a supportive, listening environment where action is taken and followed through.
- 2) To have a set procedure and process for both the victim and the perpetrator.
- 3) To communicate our policy and practice to children, staff, parent/carers/care and governors.
- 4) To provide training and support for staff and children.
- 5) To project a positive image of our approach.
- 6) To constantly work towards improving the general behaviour of the school.
- 7) To increase awareness of the range of behaviour which constitutes bullying and possible symptoms of it occurring.
- 8) To use the 'friendship healers' and dedicated anti-bullying staff to provide a constant message to children and support network through both peer and adult staff support.
- 9) To ensure that staff are aware that the anti-bullying support extends to everyone in school, not just the children.

### Key Anti-bullying Staff/Governors:

Mrs S Brett  
Mrs E Reed  
Mrs S Hogarth

On behalf of the entire school the dedicated Anti-bullying team will submit portfolios and supporting evidence to apply for and attain local and national anti-bullying accreditations, where available, annually and biennially.

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## Guidelines

- 1) a) Staff must listen to the concerns expressed by children and be aware of the frequency, severity and recurrence of named children's involvement. These concerns must be relayed to relevant members of staff.
- 2) a) Opportunity must be provided for children to report incidents in confidence. Parents must be provided with information on ways to report concerns to school.  
b) All staff must be consistent in their attitude and implementation of the Anti-Bullying code.  
c) Staff will continue to receive regular training in line with the School Development Plan.
- 3) a) Children will be constantly reminded that this is a "telling school".  
b) Records of serious offences will be recorded and parent/carers notified. Cause for concern report forms will be completed and handed to the Designated Child Protection Officer.  
c) Clear sanctions will operate. Children who are regularly aggressive will be separated from their peers i.e. kept in at playtime, sent to head, and debarred from lunchtime. Victims will be helped, comforted and given strategies to deal with their problem. Perpetrators will receive support and counselling as part of nurture work in school.  
d) Vulnerable children will be especially protected by having a named person for contact.  
e) The Head Teacher will be informed of any parent/carer complaint so that it can be thoroughly investigated.  
f) The Head will make referrals to support agencies when necessary.  
g) After proper consideration a child may be excluded for continued bad behaviour.  
h) Analysis of incidents by the Anti-Bullying team will be used to formulate an effective action plan.
- 4) a) Parents, governors and children are to be involved in the review process of this policy via annual questionnaires and parent/carer forums. Parents and carers will receive regular information updates regarding impact and success of initiatives and be issued with the school policy annually.  
b) Parents will be informed of incidents of bullying which involve their child and will be expected to support the programme of resolution.  
c) We shall ensure that all consultation is inclusive throughout the school community including disabled children, staff and parent/carers/carers.
- 5) a) The issues surrounding bullying will be directly addressed in Personal and Social Education Lessons. Children will be actively taught how to resolve differences in non-confrontational ways and how to develop co-operation and appropriate friendship skills. School will promote equality and celebrate difference throughout these lessons.  
b) Staff and governors will be encouraged to participate in training on anti-bullying strategies.  
c) The 'Catch, Ask, Tell' philosophy will continue to be embedded throughout school in lessons and assemblies.  
d) We shall continue to enforce throughout school a 'zero tolerance' to language relating to homophobic, transphobic, religious, special needs, disability or racial bullying.
- 6) a) Rewards and merit systems will place a high value on positive behaviour to uphold the school vision where all pupils are '*...thoughtful, caring and kind.*'  
b) All staff on all occasions will recognise and reinforce kind and thoughtful behaviour.  
c) Peer level incentives shall be put in place annually with a group of 'Friendship healers' being selected for their qualities, support and intervention abilities. 'Friendship healers' will continue to be children chosen that are approachable to all and able to deliver the 'zero tolerance' message throughout school.
- 7) a) School approach to emotion regulation, support and consequences (as outlined in the 'Emotion Regulation and Behaviour Policy') are integral to the ethos of the school and addressed through daily interactions, specific lesson e.g. PSHE and assemblies. This is a whole-school approach and is continually referred to.  
b) Where the provisions made within the Emotion Coaching and Behaviour Policy' do not address any bullying issues, a different approach may be undertaken; this will be led by the Anti-Bullying Team including the head teacher. Specific actions may include nurture/therapeutic work (with both victim and perpetrator), restoration work, parental discussions etc. The clear message will always be that bullying is never acceptable nor tolerated at Holywell Village First School.

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- c) Potential bullying situations will be monitored through adult vigilance, close supervision and the application of the Emotion Self-Regulation and Behaviour Policy in and around school.
  - d) The strategies in place will prevent and/or detect bullying in all areas of the school including classrooms, dinner hall, playground, corridors and all shared areas.
- 8)        a) A regular time will be allocated in Friday staff briefing for staff to share concerns about particular children and to provide peer group support.
- b) Advice and help will be taken from appropriate agencies e.g. Emotional Well-Being Service, Health Agencies, Education Welfare Office and Educational Psychology Service.
  - c) An Anti-Bullying working group of staff and governors will be established to review policy, practice and procedure at least once a year.

This policy will be reviewed biennially by the Strategic Policy and Direction Committee.

Next Review:    Spring 2024

Signed \_\_\_\_\_

Chair of Governors

Date \_\_\_\_\_