

HOLLAND HOUSE SCHOOL



10a ANTI-BULLYING & ANTI-RACISM POLICY

Applicable to all pupils in the school, including
the Early Years Foundation Stage

Review Arrangements:

Date	November 2021
Review Date	November 2022
Governors sign off	November 2021

Pls note: this document refers in several places to the Deputy Head (DH). In the event of this person's absence or the post being vacant, the Head will assume these responsibilities or appoint another suitable member of staff to cover them.

REGULATORY REQUIREMENTS

Paragraph 10 – Bullying

The standard in this paragraph is met if the proprietor ensures that bullying at the school is prevented in so far as reasonably practicable, by the drawing up and implementation of an effective anti-bullying strategy.

POLICY GUIDANCE

This policy refers to and complies with:

- Keeping Children Safe in Education 2021
- ISI's Commentary on the Regulatory Requirements, 2021
- The Early Years Foundation Stage: Statutory Framework, 2021
- Preventing and Tackling Bullying
- Working Together to Safeguard Children
- Cyberbullying: Advice for Headteachers and School Staff

LINKED POLICIES /DOCUMENTATION

- Complaints Policy
- Behaviour, Discipline and Sanctions Policy
- Safeguarding policy
- Mental Health and Wellbeing policy
- E-Safety Policy
- HHS document: Advice to parents about Cyberbullying on website
- HHS Staff Code of Conduct
- HHS Staff Handbook

POLICY STATEMENT

Holland House School recognises that bullying, both physical, emotional and psychological has a very serious impact on the lives of children in the present and in their long-term future development. Bullying, victimisation and discrimination will not be tolerated. Racism and prejudice-bullying against protected characteristics is taken particularly seriously. The HHS community is based upon respect, good manners and tolerance in a safe and caring environment, free from disruption and harassment. Pupils, parents and carers are treated fairly and with consideration. Holland House is actively Anti-Bullying and Anti-Racism and has a zero-tolerance policy with regard to these acts.

POLICY AND PROCEDURE REVIEW

Policy and procedures are adjusted on an ongoing basis by the Deputy Head(s) and Headmistress on receipt of guidance from DFE, ISI, ISA, local children's social care authorities or through best practice judgement at HHS.

POLICY AIMS

- **To make clear that HHS has zero-tolerance for bullying, in any form, and racism**
- To define zero-tolerance, bullying and racism
- to prevent, de-escalate and/or stop any continuation of harmful behaviour;
- to demonstrate that bullying and racism is taken seriously;
- to promote the measures that are taken to prevent bullying and racism
- to support those who identify and protect those who are/feel bullied or subject to racist abuse.
- to demonstrate that the safety and happiness of pupils is enhanced by dealing with bullying positively;
- to encourage pupils to speak out if they feel that they are being bullied or are subject to racist comments
- to demonstrate that effective leadership promotes an open and honest counter-bullying and counter-racist ethos
- Although bullying in itself is not a specific criminal act in the UK, some types of harassing or threatening behaviour or communications could be a criminal offence. If the School feels that an offence may have been committed the Head may decide to seek assistance from the police.
- **It is vital that Parents and the School work together to ensure that all pupils are aware of the serious consequences of getting involved in anything that might be seen to be bullying, cyberbullying or racism of any kind.**

DEFINITIONS

Bullying:

Actions or behaviours that intentionally hurt another pupil or group of pupils, physically or emotionally and is often motivated by prejudice against particular groups, and protected characteristics, for example, on the grounds of race, religion, culture, sex, gender, homophobia, special educational needs and disability, or because a child is adopted or a carer. Bullying can also occur for a variety of other reasons, such as perceived superiority / inferiority and it is often accompanied by a sense of fear felt by the person being bullied.

Bullying can include:

- manipulation of a third-party
- complicity that falls short of direct bullying

It can occur directly or through cyber-technology. It can be:

- Personal and emotional - including threats to exclude or actual exclusion from a group, persistent hurtful comments and gestures
- Physical – such as hitting, pinching, kicking, taking belongings, glaring 'looks' gestures
- Verbal – name calling, insults, making offensive remarks including rumours
- Indirect – such as spreading rumours about someone verbally; spreading rumours about someone through malicious emails/text messages/posting of unpleasant comments on social networking sites; excluding from social groups; 'borrowing' of property; gestures, looks and silence; secretive letters

Cyberbullying:

The use of information and communication technologies to support deliberately hostile behaviour by an individual or group that is intended to harm others. It can potentially happen at any time of the day, with a wider audience as people can forward content with a simple click of a button. Cyberbullying includes the inappropriate use of social media and networking sites and the use of cameras on mobiles to take photos or videos which may cause distress, fear or humiliation. **Some cyberbullying activities could be criminal offences** under a range of different laws, including the Malicious Communications Act 1988 and the Protection from Harassment Act 1997. There have been some instances of such prosecutions in the UK.

See Appendix A for information on different types of Cyberbullying.

Peer-on-peer abuse, including sexualised bullying, must be understood as a form of abuse and will not be tolerated by the school or passed off as 'banter' or 'part of growing up.' All staff should understand that even if there are no reports in School, it does not mean it is not happening, it may be the case that it is just not being reported.

Protected Characteristics: Bullying on the basis of protected characteristics is taken particularly seriously as it also highlights a lack of tolerance and respect.

HHS recognises that it can *sometimes* be difficult to distinguish between "conflict" (unkind, undesirable behaviour towards other people) and bullying, particularly when dealing with young primary aged children. The "repeated" nature of these former acts is often used to differentiate between the two categories. However, in cases where bullying is agreed to have occurred and that this has been happening over time, there must, by definition have been a First Act of Bullying that went unreported, unnoticed or unsanctioned. In light of this, and in order to make it clear to all pupils & parents that we have a zero-tolerance to bullying, Staff will have the right to call out certain acts as incidents of bullying even if there is only one instance of this behaviour.

Racism:

This is recognised as prejudice, discrimination, or antagonism by an individual, community, or institution against a person or people on the basis of their membership of a particular racial or ethnic group, typically one that is a minority or marginalized. Adults and children from every ethnicity can be subject to, or perpetrators of, racist comments/acts. Racist incidents can take many forms including:

- verbal and physical abuse
- bullying
- threatening behaviour
- online abuse
- damage to property

In the primary setting, this may also include:

- Nasty / unkind comments/actions based on skin colour

It can be a one-off incident or part of an ongoing campaign of harassment or intimidation in real life or online. In accordance with the UK charity *Give Racism The Red Card*, HHS believes that no-one is born racist and that racist behaviour is often linked to:

- the people we interact with
- the experiences we have
- the society in which we grow-up

Some pupils might also grow up around and largely frequent people from the same culture and communities. HHS recognises that the sense of belonging to a group has both positive and negative outcomes. The negative outcome is that it can set up differences between other groups and, over time, might lead children to thinking that their group is better than others. Additionally, if children hear family members /friends saying racist things they might start to think that this acceptable behaviour. Our policy is one of zero-tolerance with regard to all racist comments/actions and parents will always be contacted when racism/ comments with a racial angle are made by pupils.

However, Holland House also recognises that children, particularly those who are very young can speak out of turn but with the innocence of their tender years and without the weight accorded to the same words had they come from the mouth of an adult. The age and special educational needs of the children concerned will always be considered when applying sanctions for a first-time offense. See *Behaviour, Discipline and Sanctions Policy*.

Zero-Tolerance:

This means that we will never take instances of bullying/racism lightly or “brush-them-under-the-carpet”. We will always call these out as wrong, and they will always be dealt with at a Senior Level. Cases of bullying/racism will always be sanctioned in accordance with our Behaviour, Discipline and Sanctions Policy, where they fall in the 2 highest categories of misbehaviour, namely Level 4 or Level 5 (Level 5 being the highest level). This reflects the seriousness with which we consider these acts and convey a deterrent effect. In addition to this, acts of bullying/racism will always be recorded in our Serious Misdemeanour Log and parents asked to come into school to discuss what has occurred.

Zero-Tolerance does not mean *automatic* exclusion/expulsion, as we uphold the critical role schools play in the re-education of children who commit these acts. However, repeated instances of bullying/racism are highly likely to result in some form of exclusion, including permanent, as these behaviours are in direct opposition to all our policies, aims and ethos.

INDICATIONS OF BULLYING / RACISM

Changes in behaviour that may indicate that a pupil is being bullied or is subject to racism include, but are not limited to:

- unwillingness to attend school;
- displays of excessive anxiety, becoming withdrawn or unusually quiet;
- failure to produce work, or producing unusually bad work, or work that appears to have been copied, interfered with or spoiled by others;
- equipment, bags and other belongings being damaged or going missing;
- a change in established habits;
- diminished levels of self-confidence;
- frequent visits to medical with minor ailments;
- unexplained cuts and bruises;
- frequent absence or lateness;
- choosing the company of adults;
- displaying repressed body language and poor eye contact;
- difficulty in sleeping, experiencing nightmares;
- talking of self-harming, suicide or running away.
- Feelings of sadness, anger and depression

Although there may be other causes for some of the above symptoms, a repetition of, or a combination of these possible indications of bullying/racism should be investigated by staff and parents as a matter of urgency unless the bullying incident is being treated as a safeguarding concern.

PERPETRATORS and VICTIMS

Those that bully/abuse/racially discriminate are not always easily recognisable and staff should be aware of stereotypes, preconceptions and bias (unconscious or otherwise).

Bullies tend to:

- Be assertive and aggressive
- Lack empathy
- Have low self esteem
- Lack guilt - they rationalise that the victim somehow deserves the treatment
- Tend to join in group jokes at an individual's expense
- Condone, tolerate and encourage hurtful behaviour
- Seek attention.

Victims can be singled out for a number of reasons: race, gender, the way they look, some perceived weaknesses etc Some signs of being bullied/suffered racial abuse may include a combination of the following:

- Under-achievement academically
- Absenteeism
- Reluctance to come into the School
- Crying easily
- Low self esteem
- Sitting alone in lessons or at lunchtime
- Opting out
- Spending 'free time' alone
- Anxiety and insecurity
- Following staff
- Over dependence on adult company
- Losing books, pens, money etc.
- Becoming aggressive or disruptive
- Becoming withdrawn/depressed
- Making frequent visits to the medical room or toilet
- Being jumpy when a cyber-message is received
- Suffering from headaches, stomach ache, anxiety, irritability
- Sleeping problems

A child might bully/abuse/racially discriminate for a number of reasons including as the result of a traumatic event such as a death, family break-up etc. We recognise that, particularly where bullying is concerned, the perpetrator is likely to be an unhappy child who may have experienced bullying themselves.

Perpetrators will need support to change their behaviour in the same way as victims will need pastoral support to help them cope with what has occurred. Both will be given additional pastoral support.

IMPACT OF BULLYING/CYBERBULLYING/ RACISM

HHS understands that the impact of bullying, cyberbullying and racism can be severe, causing physical and or psychological damage. Because of this, our policy is to work both with the perpetrator and the victim to ensure that the undesirable behaviour immediately stops; a system of restorative justice is in place. Both parties are supported by their form teacher, the Head or a Deputy Head as appropriate.

PREVENTATIVE MEASURES

- No pupils are permitted to have mobile phones or smart watches of any sort with them in school. Pupils who walk to school must leave any such devices with the member of staff on the gate when they arrive in the morning.
- The school has robust, effective firewalls, filtering and anti-virus software in place which prohibit access to certain inappropriate websites, including social media and networking sites in addition to secure connections.
- Pupils are not allowed to use the computers unless a member of staff is present
- Promoting the positive use of technology
- The school engages with Safer Internet Day and pupils are actively taught how to stay safe online, how to report abuse online etc.
- Effective Computing teaching to ensure that children understand the importance of password security, what constitutes personal information and to understand that anyone they meet online is a stranger.
- The HHS MS Teams accounts are only to be used for online learning and not for chat.
- The e-safety material teaches pupils:
 - how to use digital technologies safely and know about the risks and consequences of misusing them.
 - what to do if they or someone they know are being cyber bullied.
 - Immediately report any problems with Cyberbullying
- New staff are given guidance on this policy and how to react to allegations of bullying/racism
- Raising awareness of these issues around the school for example A child-friendly version of the School Rules is given to pupils at the start of the academic year. This specifically states that HHS has a zero-tolerance policy to racism and bullying. Teachers discuss the rules with the children who then sign them in acknowledgement and stick them into their PSHE & Relationship books

- Issues of bullying/racism and the development of pupil's anti-bullying & anti-racist values, and social responsibilities are reinforced in Assemblies, PHSE & relationships, English, Drama and RS lessons; to counter cyber-bullying pupils are taught safe and responsible use of communication technologies (refer to Safeguarding Policy – Guidance on Pupil and Staff use of ICT, Mobile Phones and Other Electronic Devices) in the e-safety strand of Computing that is completed each academic year and PSHE & Relationships lessons;
- Each form room displays the Anti-Bullying & Anti-Racism Charter;
- The School Rules are part of the Parent Pack that we send to new parents. This specifically cites that we have a zero-tolerance towards bullying and racism. Parents are asked to discuss these rules with their children.
- Effectively communicate with pupils about school rules and sanctions
- Promotion of the 4 Pillars of Holland House
- Incidents of unkind behaviour are logged on Engage in the Pupil Daybook by the member of staff who dealt with the incident. This will assist the school to spot patterns and to ensure that single incidents do not go on to become the first of a series. Training is provided to all staff on how to write up and log these incidents.
- All staff are kept aware through regular inset training and staff meetings, of the principles of the school policy, their legal responsibilities, actions which are designed to resolve and prevent problems, and sources of support which are available;
- All our pupils are encouraged through class activities and PSHE & Relationships lessons to tell a member of staff at once if they know or suspect racism/ bullying including cyber-bullying to be taking place;
- Children finding themselves as bystanders to an act of bullying/racism are strongly encouraged to speak-out against the perpetrator and to immediately inform a member of staff.
- The Anti-Bullying and Anti-Racism policy is available on the school website;
- There is a strong and experienced pastoral team of Class Teachers, welfare and subject specialist staff supported by the Headmistress. They are trained in handling any incidents as an immediate priority, and are alert to possible signs of bullying/racism;
- The SLT gives support and guidance to other staff on handling and reporting incidents of bullying behaviour;
- Individual pupil pastoral profiles are discussed at weekly Pre-Prep, Prep, Welfare and whole staff meetings as appropriate;
- We provide leadership and team-building advice to all our Year 6 pupils which covers the importance of offering support and assistance to younger and to vulnerable pupils;
- We receive feedback from parents and guardians on the well-being of their children;

- The School Council feedback to the SLT any concerns that are raised through the classes;
- The School engages with the National Anti-Bullying Week
- Celebration of Black History Month, with the teaching focus specifically on inspirational people of black heritage.
- Celebration in Summer Term of Cultural Day
- Staff have undergone unconscious bias training
- HHS will from time-to-time put helpful advice for parents on the school website (eg Advice to parents about Cyberbullying)
- HHS subscribes to Tooled-Up education which provides parents with essential information, tips and advice for example on digital-hygiene and limiting the use of digital technologies.

REPORTING & SANCTIONING BULLYING, CYBERBULLYING & RACISM

All staff will challenge any abusive behaviour between peers that comes to their notice will report to the DSL immediately any issues of this nature.

All pupils are strongly encouraged to tell a member of staff if they feel they are being bullied /suffering racial abuse or if they know/think others are being bullied/suffering racial abuse.

All staff are trained in what to look for and how to investigate claims of bullying and racism including discussion with the victim, the alleged perpetrator, appropriate witnesses etc. A member of the SLT is always involved with these cases.

It is recognised that bullying and racial discrimination can be complex cases which need to be dealt with in a careful and thoughtful manner, this means ensuring the incident is dealt with seriously without over-reaction. The driving factor will be

- to bring these hurtful behaviours to an immediate and permanent end,
- to ensure that the perpetrator understands the unacceptable nature of their behaviour and the impact of their actions
- provide a deterrent effect

Disciplinary measures will be applied fairly, consistently and take into account the age, development of the child and any special educational needs/disabilities. Cases of bullying/racism will always be sanctioned in accordance with our Behaviour, Discipline and Sanctions Policy, where they fall in the 2 highest categories of misbehaviour, namely Level 4 or Level 5 (Level 5 being the highest level). This reflects the seriousness with which we consider these acts and convey a deterrent effect. In addition to this, acts of bullying/racism will always be recorded in our Serious Misdemeanour Log and parents asked to come into school to discuss what has occurred. Extra pastoral support will always be given to both the victim and the perpetrator.

CYBERBULLYING

Cases of cyberbullying will be dealt with by the school as effectively as possible.

- Give reassurance that the child has done the right thing by telling someone and inform parents.
- Make sure the child knows not to retaliate or return the message.

- Advise the child/family to keep relevant evidence for any investigation (taking screen capture shots, **not deleting messages**.)
- Check the child and parents know how to prevent it from happening again e.g. blocking contacts, changing contact details.
- Take action to contain the incident when content has been circulated: remove content where possible (eg the school's MS Teams account), ask parents to contact the host to get the content taken down, use disciplinary powers to confiscate phones if they are being used to cyber bully, ask the pupil who they have sent messages to.

For example, if a pupil is being bullied via their HHS MS Teams account, the school must immediately be told and effective action will be taken. However, the nature of cyberbullying is often such that the perpetrator is anonymous. These cases should be reported to the school but parents also need to report the abuse to the website/app concerned and the police if necessary. The school cannot act against another pupil without firm evidence that they are in fact perpetrators of the cyberbullying. The school will engage with the police and other agencies in circumstances where this is necessary.

- See Behaviour, Discipline and Sanctions policy.
- See Safeguarding Policy for further details about dealing with peer-on-peer abuse.
- See e-safety policy

RESPONSIBILITY OF ALL

We expect pupils, parents and staff to be anti-bullying and anti-racist. Pupils are taught that it is not sufficient to not bully and not be racist, and there is no such thing as the innocent bystander. This means having the courage to inform a member of staff or trusted adult if they see bullying / racist activity occurring.

The school works hard to ensure excellent pastoral care so that children feel able to talk to staff about things they have over heard. There is also a Suggestions Box into which children can post anonymous comments if they so wish.

The school engages with parents and endeavours to help provide them with useful information to help combat issues such as Cyberbullying, of which they may lack awareness. Parents must acknowledge that if they deem their child old enough to be online, they are by extension old enough to potentially be victims, or perpetrators, of cyberbullying.

Parents also play a key role in educating their children about not engaging in any form of behaviour that could be construed as bullying, cyber or otherwise

A partnership approach with parents will be encouraged with the school posting helpful material on the school website, mentions in the Bulletin and encouraging parents to make full use of the Tooled-Up education platform.

JURISDICTION OF THE SCHOOL

Under the Public Sector Equality Duty of the Equality Act 2010, schools and childcare providers must take steps to prevent and respond to discriminatory language. The School has the power to discipline pupils for misbehaving outside the School premises. Sections 90 and 91 of The Education and Inspections Act 2006 say that a School's disciplinary powers can be used to address Students' conduct when they are not on School premises and are not under the lawful control or charge of a member of School staff, but only if it would be reasonable for the School to regulate Students' behaviour in those circumstances. Schools have the powers to intervene in bullying incidents outside of the school ground including in the community and online. Where bullying outside of the School is reported to the School, it should be investigated and acted on.

COMPLAINTS/CONCERNS

- Parents are referred to the Complaints Policy should they feel that bullying /racist behaviour is not being addressed appropriately.
- Parents can contact the Anti-discrimination Governor directly on the email address speakup@hollandhouse.org.uk
- Parents of EYFS children may contact Ofsted directly (refer to Complaints Policy).

POLICY AVAILABILITY

Holland House Anti-Bullying and Anti-racism Policy is available on the HHS website & at the school office.

be told embarrassing things if they don't take part or they will send the images to everyone they know if they do not do it.

This is an offence called "grooming" in the UK and people who have been found guilty of "grooming" have been jailed. Remember: everyone you meet on the internet is a stranger and you need to keep personal things personal to you, don't share your secrets with other people and if anyone asks you to do anything that makes you feel uncomfortable then don't do it.

CEOP is [The Child Exploitation and Online Protection Centre](#) and they investigate cases of sexual abuse and grooming on the internet. You can report incidents by clicking the [red button](#) on the top right hand corner of the CEOP website. Although the police can get information from your computer's hard drive, it is helpful if you don't delete anything until the police have decided whether they need it as evidence.

When comments get abusive There are quite a few instant messaging apps including Snapchat, WhatsApp, Secret, Whisper and Instagram. They are a great way of sharing things with your friends and having fun. But if things turn nasty you can block people from seeing you are on line and you can save abusive conversations or print them out as evidence.

It's tempting to have a go back if someone makes a rude posting on your online space, social network or app but don't. This is called flaming and it just makes the problem worse. Abusive comments are very upsetting but the best way to deal with them is to get them removed by the website. Read our advice on [bullying on social networks](#) to find out how to remove comments.

Inappropriate images It's easy to save any pictures of anyone on any site and upload them to the internet. Make sure that you have the person's permission to take a picture and that they're happy for thousands of people to see it on the internet. Be wary of tagging and hashtags as this will send the picture out to a wider audience than you may have originally intended.

Don't upset people and then upload their pictures for other people to have a laugh. That could be harassment. Don't digitally alter pictures of people either because what you think is funny may be offensive to other people. Don't let anyone take pictures of you that might embarrass you.

Innocent bystander There is no such thing as an innocent bystander and if you have seen someone being bullied online, you can report it to the online site or app. Ignoring it may feel like the easiest thing to do but the person who is being subjected to that bullying may need your help and support to get it stopped. Most sites now have a report button which is something you can do and this will send the bullying comments to the site to investigate.

Additional guidance on reacting to cyberbullying

www.kidscape.org

www.wiredsafety.org