



Anti-Bullying Procedure

Statement of Intent

Holmleigh Park High School is committed to providing a safe, supportive and respectful environment where all students are free from bullying. Bullying in any form is unacceptable and will not be tolerated. Staff, students and parents/carers are expected to uphold this standard, and we actively challenge any behaviour that falls short of our expectations.

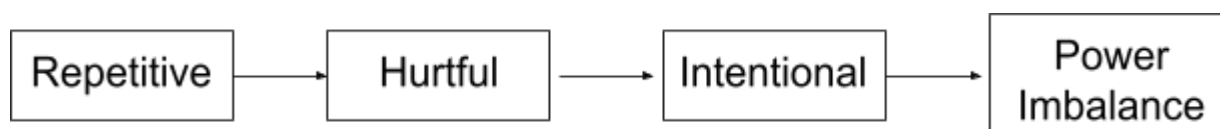
Any child or adult who becomes aware of bullying must report it to a member of staff. All concerns are taken seriously and acted upon immediately. Incidents are recorded on QuickContact, communicated to the relevant Head of Year, and managed with clarity, fairness and sensitivity for all involved. All parties involved will be informed of any incidents and investigations.

What is bullying?

We recognise that many children and young people will experience conflict in their relationships with other children and young people, and as a school, we are committed to developing empathy and the skills to manage relationships in a peaceful way that does not harm others. **Not all unkind behaviour is bullying, and it is important to define bullying, so that we can correctly identify and address bullying behaviour.**

The definition of bullying is:

*“The **repetitive, intentional hurting** of one person or group by another person or group, where the relationship involves an **imbalance of power**. It can happen face-to-face or online”*



Please use the flowchart below as a starting point to work out if you, or another person, are experiencing unkind behaviour or bullying:

IS IT UNKIND BEHAVIOUR OR BULLYING?

Bullying is the repeated, intentional hurting of one person or group by another person or group.

This intentional hurt can be through words or actions, in person or online.

Is a person or group of people **deliberately** hurting you through their words or actions?

NO

YES

Has this person or group accidentally hurt you with their words or actions?

Has this happened multiple times?

NO

YES

NO

YES

Great!
Keep having a lovely day!

Even if it was an accident, it is best to speak with a teacher so they are aware and can check you're ok.

If this has only happened once, it may not be bullying. It may be unkind behaviour.
Speak with a teacher to check this.

If it's ongoing, it might be considered bullying.

Please refer to *'Tackling Bullying Together'* to see how we can help stop the bullying.

Tell a teacher ASAP.

Actions/consequences for bullying / unkind behaviour will be issued.
The actions/consequences will be determined by the Year Team and/or the Pastoral Team.
Actions/consequences include: Warnings, Restorative Conversations, OSP, IR, OR, Suspension etc.
For details about the meaning of these consequences, please see the behaviour policy.

Why is it important to respond to bullying?

Bullying has well-documented short-term and long-term effects on children and young people. It can severely impact wellbeing, attendance, engagement and academic achievement, and is associated with increased risk of mental health difficulties, including anxiety and depression. For these reasons, bullying is unacceptable and will always be addressed promptly, consistently and effectively.

Within our school community:

- Everyone has the right to be treated with respect.
- Everyone has the right to feel safe, valued and supported.
- No one deserves to be the target of bullying.

Children who engage in bullying behaviour must be supported to learn more positive and respectful ways of interacting with others.

National research identifies certain groups of children as being at increased risk of bullying, including children with SEND, looked-after children, children from minority ethnic groups or faiths, young carers, LGBT children and those perceived to be LGBT. We remain alert to these vulnerabilities and respond with appropriate sensitivity and vigilance.

Types of bullying behaviour

Bullying can present in a range of forms, including:

- **Emotional:** excluding, isolating, tormenting, threatening behaviour, humiliating others, ridicule, manipulation or coercion
- **Verbal:** name-calling, sarcasm, spreading rumours, belittling, use of derogatory or discriminatory language
- **Physical:** pushing, poking, kicking, hitting, punching or any form of violence
- **Extortion:** demanding money or goods through threats or intimidation
- **Online:** misuse of social media or digital platforms, harmful messaging or calls, sharing or manipulation of images/videos, online exclusion
- **Racist:** racial slurs, taunts, discriminatory gestures or graffiti
- **Sexual:** unwanted physical contact, inappropriate touching, sexually abusive comments, exposure to inappropriate images or content
- **Homophobic or biphobic:** bullying relating to actual or perceived sexual orientation
- **Transphobic:** bullying relating to actual or perceived gender identity
- **Disability-related:** bullying linked to a child's disability (physical and/or mental), learning difficulty or additional need, including derogatory language, mocking, exclusion or targeting due to perceived difference

Bullying tends to be a group behaviour:

Bullying often occurs within a group context. Research by Christina Salmivalli (1996) demonstrated that bullying is not limited to the actions of a single "bully" and a single "victim." Instead, a range of participant roles—both active and passive—can influence how



situations develop and how effectively they are resolved. This understanding informs our whole-school approach, ensuring that we address not only individual behaviours but also the wider social dynamics that enable bullying to occur.

Preventing Bullying

We foster a clear understanding that bullying, in any form, is unacceptable. We believe that preventing bullying is the responsibility of our whole school community, and when there are incidents of bullying, we will work together to deal with the situation and to learn from what has happened.

In our school, we do this by:

- Involving the whole school community in developing and understanding our anti-bullying policy, including a child-friendly version.
- Promoting a positive, respectful and inclusive ethos through assemblies, PSHE and e-safety education.
- Ensuring all staff, including playground and midday supervisors, are trained to recognise and respond to bullying.
- Creating a safe, supportive environment where diversity is valued and positive relationships are strengthened.
- Providing targeted support to individuals or groups to develop social understanding and skills where needed.
- Responding promptly to concerns by securing the safety of the child, taking action to stop the bullying and considering any safeguarding implications.
- Offering reassurance to the child that they have been listened to and that appropriate action will follow.
- Establishing the roles of all individuals involved and applying the behaviour policy consistently to ensure the bullying stops.
- Working with all parties to prevent recurrence and restore relationships where appropriate.
- Reflecting on incidents to inform future preventative work and staff training.

Reporting bullying

In our school, children are encouraged to talk to staff when they are unhappy or have concerns. Children in our school understand that they have a right to feel and be safe and a responsibility to support others to feel and be safe.

Children are encouraged to report bullying to:

- A trusted adult
- Their Form Tutor and/or their PSHE teacher
- Their class teacher/TA
- The correct Year Team
- Peer mentors (such as Sixth Form Prefects)

Children are taught that it is important to talk to a trusted adult if bullying is taking place inside or outside of school.



Parents are also encouraged to report concerns and bullying to the correct Year Team.

When children report their concerns, our staff are trained to LISTEN and to BELIEVE. We involve children as far as possible in finding solutions.

Please see the flow chart below for details as to how we tackle bullying at Holmleigh Park High School:

We monitor and review all bullying incidents to determine any patterns or trends that may require further action.

On a regular basis, we give children the opportunity to provide feedback on how safe and happy they feel at school. We do this through student questionnaires and School Council meetings.

Staff who handle a bullying incident are required to complete a bullying incident report, and are required to monitor incidents of bullying. This should be completed as soon as possible. Any safeguarding concerns are to be logged on CPOMS.

Procedures for parents:

- If a parent has any concerns about their child, they should speak to a member of the Year Team immediately.
- If a parent thinks bullying is the issue, the matter should be referred to the Year Team, who will investigate, provide an outcome and monitor the situation closely.
- If a parent feels unable to talk to a member of the Year Team, they can make an appointment to speak directly with the Senior Leadership Team link for the year group.
- The school will work with both the child and the parents to ensure that any bullying is stopped and that support is given where needed.
- Parents should not confront the bully or their parents. This can complicate the situation and distress the children involved.
- Parents should not encourage their child to confront the bully directly. This could cause more harm to all children involved.
- The school will deal directly with all children involved and their parents.
- Parents will be kept informed of any actions the school is taking.
- If parents feel that their concern has not been dealt with appropriately, they should follow the school's complaints policy.
- All members of the school community, including children, staff, parents and governors, are expected to treat everyone with dignity and respect at all times. This includes both face-to-face contact and online.

TACKLING BULLYING TOGETHER

Bullying is the repeated, intentional hurting of one person or group by another person or group.

This intentional hurt can be through words or actions, in person or online.

WHO SHOULD I TELL IF I AM BEING BULLIED?

Tell a member of **staff** straight away

Tell a member of your **Year Team** straight away

Tell a **trusted adult** straight away

The staff member or trusted adult will inform your Year Team

WHAT HAPPENS NEXT?



Year Team gathers your statement, verbal and/or written. Investigation begins.



A statement is gathered from the bully, verbal and/or written.



Relevant CCTV, video or photographic evidence is reviewed.



Relevant witness statements, verbal and/or written are also gathered.



The parents/carers and children of all involved are informed of the type of incident.



If a bullying outcome is not found, an unkind behaviour incident is logged on a central system.



If a bullying outcome is found, a bullying incident is logged on a central system.



Parents/carers of both victim and bully are spoken with to inform the investigation is taking place.

Consequences for bullying / unkind behaviour are issued in line with the behaviour policy.

Actions/consequences for bullying / unkind behaviour will be issued. The actions/consequences will be determined by the Year Team and/or the Pastoral Team. Actions/consequences include: Warnings, Restorative Conversations, OSP, IR, OR, Suspension etc. For details about the meaning of these consequences, please see the behaviour policy.

What is not bullying?

When considering concerns about bullying, it is important that pupils, parents and staff have a shared understanding of what does not constitute bullying.

While all unkind or inappropriate behaviour is taken seriously and addressed by the school, not all negative interactions meet the definition of bullying. Misunderstanding this distinction can lead to confusion about how incidents should be managed and supported.

Bullying is defined as deliberate, repeated behaviour that involves an imbalance of power, where the intention is to cause harm, distress or humiliation.

It is also important to help children understand the difference between:

- deliberate and accidental actions
- one-off incidents and repeated behaviour
- conflict between equals and behaviour that involves misuse of power

Although the impact on the recipient is always important and taken seriously, an incident is only considered bullying where there is intentional, repeated behaviour and a power imbalance.

Understanding what is not bullying helps ensure that concerns are responded to appropriately and that pupils are supported in developing resilience, communication skills and positive relationships.

Examples of behaviour that are not bullying:

The following behaviours are not considered bullying in isolation. However, Holmleigh Park High School will still address these behaviours, support pupils involved, and intervene where necessary to prevent escalation.

Not liking someone

It is normal for individuals not to get along with everyone. Expressing dislike, while unkind, does not in itself constitute bullying unless it becomes repeated, targeted and involves an abuse of power.

Accidental physical contact

Accidentally bumping into someone, or unintentional contact during play or sport, is not bullying. Context and intent are key. Pupils are taught to apologise and resolve accidents calmly.

Wanting things done a certain way



Occasional “bossy” behaviour or insisting on doing things one way is common, particularly in younger pupils. While this may need guidance and support, it is not bullying unless it becomes repeated, targeted and controlling.

A single joke or comment

A one-off joke or comment, even if it causes offence, is not bullying. Friendly joking should be mutual and stop immediately if someone is upset. Repeated, deliberate jokes intended to cause distress may become bullying.

Arguments or disagreements

Arguments are a normal part of social interaction and do not constitute bullying on their own. However, disagreements can escalate into bullying if one party deliberately targets another using threats, humiliation or exploitation of vulnerability.

Expressing opinions or feelings

Communicating displeasure or expressing feelings (e.g. “I felt upset by what you said”) is not bullying. Healthy communication may involve disagreement and reflection on behaviour.

Isolated incidents of unkind behaviour

Single incidents of harassment, aggression or intimidation do not meet the definition of bullying, which requires repetition. However, such incidents are taken seriously and addressed promptly.

Our approach

All unkind or inappropriate behaviour is unacceptable and will be addressed in line with our behaviour and safeguarding policies. While not all incidents are classified as bullying, all concerns raised will be listened to, investigated and responded to appropriately. ***Please see the ‘Tackling Bullying Together’ flowchart, we follow the same process for investigating, logging and reporting for unkind behaviour.***

Pupils are encouraged to report concerns early and to speak to a trusted adult so that issues can be resolved before they escalate.