



34 CROFT ROAD  
HOLLYWOOD  
BT18 0PR

028 90 428 029

[info@hollywood-steiner.co.uk](mailto:info@hollywood-steiner.co.uk)

## ANTI-BULLYING POLICY

Policy no: 3  
Version: 1 Date: January  
2021  
Date of review: January 2023

### **Rationale**

At the Hollywood Steiner School, we believe that bullying behavior of any kind by any member of the School community to any other member(s) is completely unacceptable. Everyone within the School, regardless of individual differences including, but not limited to, culture, race, religion, beliefs, sexual orientation, gender orientation, appearance, ability, or disability, have the right to learn in a safe, caring, and nurturing environment; one which is free from the threat of harm, both physical and emotional. All members are valued, and their rights protected. In all elements of School life, both inside and outside of the classroom, the School endeavors to promote positive relationships. Furthermore, the School aims to create an environment in which students, parents/guardians and staff feel comfortable to report any bullying incidents which they feel are taking place.

### **Principles**

At the Hollywood Steiner School, our principles in relation to Anti-Bullying are to:

- educate our School community of what constitutes bullying behavior
- make the students and parents/guardians fully aware as to how to raise any bullying concerns
- ensure that any bullying behavior is reported to by students and parents/guardians
- respond to all reported instances of bullying behavior appropriately
- support students who have been targeted by bullying behavior

- guide those students who engage in bullying behavior to adopt a more conscientious and empathetic attitude
- ensure robust monitoring and review procedures are in place following incidents of bullying behavior
- provide up to date training for staff and governors

### **Definition of Bullying:**

#### **The School uses the legal definition of bullying for Northern Ireland as defined in the 2016 Anti-Bullying Act:**

- (1) In this Act ‘bullying’ includes (but is not limited to) the repeated use of:
- (a) any verbal, written or electronic communication,
  - (b) any other act, or
  - (c) any combination of those,

**by a pupil or a group of pupils against another pupil or group of pupils, with the intention of causing physical or emotional harm to that pupil or group of pupils.**

#### **(2) For the purposes of subsection (1), ‘act’ includes omission.**

The phrase ‘is not limited to’ in the definition above gives the School the legal discretion to define a one-off incident as bullying behavior. This may be particularly the case when the behavior takes the form of electronic communication. For example, repetition can occur through the repeated viewing and sharing of a post even if there is only one post.

The phrase ‘**emotional harm**’ is defined as distress or anxiety intentionally caused by scarring, humiliating, or affecting a student’s self-esteem.

The phrase ‘**physical harm**’ is defined as intentionally hurting a student causing injuries such as bruises, broken bones, burns or cuts.

The term ‘**omission**’ is defined as where a student is deliberately left out and where there is a willful failure to include a student. Examples could include purposefully excluding a student from a group of friends’ activities or group work in lessons.

### **Terminology**

In line with the new legislation as mentioned above, the School will now apply the following language when reviewing bullying behavior: ‘student displaying bullying behavior’ and ‘student(s) experiencing bullying behavior’. Previous language which used to include ‘bully’, ‘victim’ and ‘perpetrator’ is no longer considered appropriate. In the School, we believe that it is important to avoid labelling and stereotyping individual students and to focus instead on the behaviors.

### **Vulnerable Students**

The School acknowledges that any student can experience bullying behaviors. Additionally, the School is aware that some groups of students are potentially more vulnerable than others to this behavior. Vulnerable groups may include pupils with special educational needs and/or disabilities, members of the School’s LGBTQAI+ community and students from ethnic minorities. To ensure that all pupils are made aware about the impact of bullying, the Personal Development curriculum throughout the School educates students as part of preventative measures.



## Anti-Bullying

### Preventative Measures

The School has in place several measures to promote inclusion and prevent bullying behaviors. At the core of this lies the School's ethos of acceptance of all members of the School community through celebration of differences as well as similarities.

In addition, the following measures are in place:

- Consistent implementation of the Positive Conduct Policy, including the promotion of positive behavior
- The creation and maintenance of positive relationships
- Creation and maintenance of an ethos which promotes aspiration, achievement, and restoration
- Promotion of the welfare and wellbeing of students
- Provision of effective guidance and support
- Reduction/removal of barriers to learning
- A robust and relevant Personal Development Program
- Whole school awareness of and participation in national Anti-Bullying initiatives such as Anti-Bullying Week/Anti-Bullying Ambassadors
- An expectation that all members of the School community work collaboratively to prevent bullying
- A 'Restorative' approach to behavior management
- Appropriate and relevant staff training

### Roles and Responsibilities

All members of the School community have an active role to play ensuring that bullying behavior is addressed.

When an incident is reported or observed by a **Member of Staff**:

- **member of staff** investigates
- records and passes details on to school rep or Headteacher
- interviews pupils involved
- determines a course of action
- pupil experiencing bullying behavior supported; pupil displaying bullying behavior spoken to/sanctioned, parents informed, record in file



## Anti-Bullying

When an incident is reported or observed by a **Parent**:

- **parent** contacts the School and speaks to the class teacher or Headteacher
- class teacher or Headteacher investigates report and determines course of action
- pupil experiencing bullying behavior supported; pupil displaying bullying behavior spoken to/sanctioned, parents informed, record in file.

When an incident is reported or observed by a **Pupil**:

- **pupil** informs member of staff
- records and passes details on to school rep or Headteacher
- interviews pupils involved
- determines a course of action
- pupil experiencing bullying behavior supported; pupil displaying bullying behavior spoken to/sanctioned, parents informed, record in file.

### **Procedures for Reporting Bullying**

Any member of the School community can report bullying behavior. This can be done in person, via telephone or in writing.

Upon receipt of the communication, the appropriate procedures, as outlined above, will take place.

Both the Positive Conduct Policy and Anti-Bullying Policy apply to behavior which takes place:

- on the School site
- during school trips, external events, or extra-curricular activities
- when a student is accessing education elsewhere e.g., at another school, EOTAS center, FE College
- work experience/community placement

When a bullying incident is reported and when investigated, it is deemed not to be bullying, then the positive conduct policy will be applied. The School will introduce both parties involved to participate in a restorative conversation to talk about the incident, the impact that the incident had and the way forward. When a bullying incident is reported and when investigated, it is deemed to be bullying, then the anti-bullying policy will be applied. The School will further explore the situation and apply the appropriate sanctions required.



## Anti-Bullying

### Recording Information

Alleged bullying behavior inside and outside of the School **must be recorded in the bullying concerns file in the School office**. This will be done by either the class teacher, school rep or Headteacher.

It is a legal requirement to include the following information in every recorded instance:

- where the incident occurred
- the motivating factors (where known)
- the methods (i.e., verbal, written, electronic or a combination of some/all)
- how it has been addressed

The reasoning behind recording information is to ensure that pupils are looked after, feel safe and a positive learning environment is maintained.

Recording information allows the School to:

- identify patterns of behavior
- promote inclusive practice by identifying and meeting the needs of individuals and groups
- evaluate the effectiveness of positive behavior management strategies
- ensure that intervention, strategies, and procedures are implemented effectively
- track instances of bullying behavior

### Processing Information

When an alleged bullying incident has been reported to the School, it will be investigated. When there is a first instance of bullying being reported, the **class teacher** will start the proceedings and investigate. They will gather all the appropriate information from students involved and/or students who have information about the incident. All students that are spoken to will be listened to, respectfully. Upon hearing all the necessary information, the School will keep parents/guardians and staff members informed, when appropriate.



## Anti-Bullying

The **Bullying Concern Assessment Form (Appendix 1)** will be completed by the **class teacher** of the student who allegedly is displaying bullying behavior.

Upon reviewing all the information/evidence that has been gathered, the **class teacher, along with the school rep** will come to a final decision as to whether the behavior being investigated meets the legal criteria of bullying as laid out in the definition at the start of this policy

Any bullying behavior displayed towards a pupil who has **Special Educational Needs** will involve the **SENCO**.

The School recognizes that not all socially unacceptable behavior is bullying behavior. Equally, not all unacceptable behavior online is cyber bullying. All members of the School community must participate in the development of the shared understanding of what does and does not constitute bullying behavior

As such, the School recognizes the need to work on an on-going basis with students and parents/guardians to help them understand the implications of bullying behavior.

Alleged bullying and/or socially unacceptable behavior which the School decides does not meet the legal criteria of bullying will be dealt with through the School's Positive Conduct Policy. Alleged bullying behavior which the School decides does meet the legal criteria of bullying will be dealt with through the Anti-Bullying Policy and the remainder of the **Bullying Concern Assessment Form** will be completed and recorded on file along with any other written evidence collated by either the **class teacher, school rep or Headteacher**.

Any parent/guardian who is unhappy with how an incident has been dealt with by School staff should contact the **Headteacher** who will deal with the issue in line with the **School's Complaints and Concerns Policy**.

### **Monitoring and Evaluation**

This policy will be reviewed every two years. This policy will be supported by appropriate training where required.



Anti-Bullying

**(APPENDIX 1)**

**Bullying Concern Assessment Form (part 1)**

The definition of Bullying as laid out in the Addressing Bullying in School Act (Northern Ireland 2016).

Definition of "Bullying"

1. In this Act "bullying" includes (but it is not limited to) the repeated use of

- 1. Any verbal, written or electronic communication
- 1. Any other act, or
- 1. Any combination of those,

By a pupil or a group of pupils against another pupil or group of pupils, with the intention of causing physical or emotional harm to that pupil or group of pupils

1. For the purposes of subsection (1), "act" includes omission

**Incident Date:** \_\_\_\_\_

<b>Pupils Involved</b>	<b>Role</b>	<b>Incident Date</b>	<b>Gender</b>	<b>DOB</b>	<b>Class</b>

Outline of incident(s): Attach all written accounts/drawings of incident(s) completed by targeted pupils, witnesses (i.e., other pupils, staff) including date(s) of events and record on file in the school office.



### Anti-Bullvina

Incident	Comment
<b>Bullying concern</b>	

Socially unacceptable behavior becomes bullying behavior when, based on the information gathered, the criteria listed below have been met

The school will treat any incident which meets these criteria as bullying behaviors

<b>Is the behavior intentional?</b>	YES/NO
<b>Is the behavior targeted at a specific pupil or group of pupils?</b>	YES/NO
<b>Is the behavior repeated?</b>	YES/NO
<b>Is the behavior causing physical or emotional harm?</b>	YES/NO
<b>YES, the above criteria have been met and bullying behavior has occurred</b>	<b>Inform the Headteacher and complete part 2.</b> Refer to the Positive Conduct Policy.
<b>NO, the above criteria have not been met and bullying behavior has not occurred</b>	Record the incident in the file in the school office and refer to the Positive Conduct Policy.

Agreed by \_\_\_\_\_

Position \_\_\_\_\_

On \_\_\_/\_\_\_/\_\_\_





Anti-Bullying

**Bullying Concern Assessment Form (part 2)**

**Who was targeted by this behavior?**

Select one or more of the following:

**Individual to individual 1:1**

**Individual to group**

**Group to individual**

**Group to group**

**In what way did the bullying behavior present?**

Select one or more of the following:

**Physical (includes for example, jostling, physical intimidation, interfering with personal property,**

**punching/kicking**

**Any other physical contact which may include use of weapons**

**Verbal (includes name calling, insults, jokes, threats, spreading rumors)**

**Indirect (includes omission, isolation, refusal to work with/talk to/play with/help others)**

**Electronic (through technology such as mobile phones and internet)**

**Written**

**Other Acts**

Please Specify: \_\_\_\_\_

**Motivation (underlying themes):** this is not a definitive list

Select one or more of the following:

**Age**

**Appearance**

**Breakdown in peer relationship**



## Anti-Bullvina

Cultural

Religion

Political Affiliation

Community background

Gender Identity

Sexual Orientation

Family Circumstance (pregnancy, marital status, young care status)

Looked After Status (LAC)

Disability (related to perceived or actual disability)

Pregnancy

Race

Not known

Other

Policy Review History			
Version	Revision Author	Summary of Changes	Date Approved
1.0	Peter Chambers		January 2021

