

# ANTI-BULLYING / DRB POLICY

Holland Park School | 2025-2026

Date of Review	July 2025			
Reviewed by	Billy Egleton   Vice Principal			
Approved by	Executive Principal	Governing Board		
Date of Approval	August 2025	August 2025		
Date of Next Review	July 2026			
Location	TEAMS	✓	Website	✓

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## 1. Introduction

At Holland Park School we believe that every child has the right to feel safe and secure to learn in an environment where bullying is not tolerated. We aim to create and maintain an ethos in which students feel safe to report bullying and confident in our ability to deal with bullying quickly and effectively. We aim to take all claims of bullying extremely seriously, resolve individual issues promptly, fairly and with a view to teaching positive behaviours for the future.

The aim of our anti-bullying policy is to ensure that students learn in a supportive, caring and safe environment without fear of being bullied.

## 2. What is bullying?

### 2.1 Definition

Bullying is defined as deliberately hurtful behaviour, normally repeated over a period of time, where it is difficult for those being bullied to defend themselves. Bullying is characterised by intimidation where the bully has power over another person; it does not have to be repeated with the same victim to be bullying. Bullying can be invisible and silent; it can socially isolate victims. Bullying is sustained, deliberate and targeted. However, bullying may also be a one-off incident where the effect of one person's actions on another causes distress. Bullying may also be as a direct or indirect result of a group of individuals contributing to the physical and or emotional distress of one or more individuals.

Different means of bullying include:

- Physical (including sexual)
- Verbal (spoken and written, via any means)
- Emotional bullying (including exclusion, use of silence, the formation of cliques, spreading rumours)

### 2.2 Bullying can:

- be motivated by prejudice against particular groups, for example, on grounds of special educational need, race, gender, religion and belief, sexual orientation, disability.
- physical (e.g., hitting, kicking, theft, extortion, deliberate damage to property).
- verbal (e.g., name calling, racist, homophobic and other discriminatory remarks, spoken and written, via any means).
- emotional bullying (e.g., spreading rumours, social exclusion, use of silence, the formation of cliques).
- cyberbullying (including via texting, social networking sites, mobile phones, digital media, email, camera-enabled devices, image sharing websites such as Snapchat, Instagram, YouTube or Flickr, among others).
- It can involve manipulating a third party to tease or torment someone.

It can involve complicity that falls short of direct participation. Although bullying is not a specific criminal offence, there are criminal laws which apply to harassment and threatening behaviour.

Bullying is the wilful, conscious desire to hurt, threaten, frighten or upset someone else. To do this the perpetrator usually has to have some sort of power over the victim, a power not always easily recognisable. Some forms of bullying are illegal and should be reported to the police and become a Child Protection issue.

These include:

- violence or assault
- theft
- repeated harassment or intimidation, e.g., name calling, threats and abusive phone calls, emails or text messages
- hate crimes

For further information on the threshold of reporting a bully to outside agencies, please refer to <https://www.gov.uk/bullying-at-school/reporting-bullying>.

## 3. Cyberbullying

### 3.1. Definition

Cyberbullying may be defined as 'the use of electronic communication, particularly mobile phones and the internet, to bully a person, typically by sending messages of an intimidating or threatening nature: children and adults may be reluctant to admit to being the victims of cyberbullying'.

It can take a number of different forms: threats and intimidation, harassment or 'cyber-stalking' (e.g., repeatedly sending unwanted texts or instant messages), vilification/defamation, exclusion/peer rejection, impersonation, unauthorised publication of private information/images and 'trolling' (abusing the internet to provoke or offend others online). It can be an extension of face-to-face bullying, with technology providing the bully with another route to harass their target.

However, it differs from other forms of bullying in several significant ways:

- by facilitating a far more extreme invasion of personal space. Cyberbullying can take place at any time and intrude into spaces that have previously been regarded as safe and personal.
- the potential for anonymity on the part of the bully. This can be extremely distressing for the victim.
- the potential for the bully to play very rapidly to a larger audience so the scale and scope of cyberbullying can be greater than for other forms of bullying.
- through the knowledge that the data is in the world-wide domain, disproportionately amplifying the negative effect on the victim, even though the bully may feel his/her actual actions had been no worse than conventional forms of bullying.
- the difficulty in controlling electronically circulated messages as more people get drawn in as accessories. By passing on a humiliating picture or message a bystander becomes an accessory to the bullying.
- the profile of the bully and target can be different to other forms of bullying as cyberbullying can take place between peers and across generations. Teachers can be victims and age and size are not important.
- many cyberbullying incidents can themselves act as evidence, so it is important the victim saves the information.

## 3.2 Cyberbullying and the Law

Bullying is never acceptable, and the school fully recognizes its duty to protect all of its members and to provide a safe, healthy environment for everyone.

## 3.3 Education Law

- The Education and Inspections Act 2006 (EIA 2006) outlines some legal powers which relate more directly to cyberbullying. Head teachers have the power 'to such an extent as is reasonable' to regulate the conduct of pupils when they are off the school site.
- The Act also provides a defence for staff in confiscating items such as mobile phones from pupils.

## 3.4 Civil and Criminal Law

There is not a specific law which makes cyberbullying illegal, but it can be considered a criminal offence under several different acts including Protection from Harassment Act (1997), Malicious Communications Act (1988), Communications Act (2003) Obscene Publications Act (1959) and Computer Misuse Act (1990).

## 3.5 Preventing Cyberbullying

As with all forms of bullying the best way to deal with cyberbullying is to prevent it happening in the first place. There is no single solution to the problem of cyberbullying, but the school will do the following as a minimum to impose a comprehensive and effective prevention strategy. Refer to the responsibility table in the next section to understand the roles and responsibilities of adults in preventing bullying (including cyberbullying) at Holland Park School.

As a cyberbullying deterrent strategy, the school will confiscate the mobile or electric devices of the students who take part in a cyberbullying incident from one week to longer. This is part of the home-school agreement and students are reminded of it every half term in assemblies and in PSHE lessons when appropriate.

## 3.2 Guidance for Staff

Guidance on safe practice in the use of electronic communications and storage of images is contained in the Staff Code of Conduct. The school will deal with inappropriate use of technology in line with this Code of Conduct which could result in disciplinary procedures. If staff suspect or are told about a cyberbullying incident, they must inform the pastoral team who must follow the protocol outlined below:

### 3.6.1 Mobile Phones

- Ask the pupil to show you the mobile phone.
- Note clearly everything on the screen relating to an inappropriate text message or image, to include the date, time and names.
- Make a transcript of a spoken message, again record date, times and names.
- Tell the pupil to save the message/image – perhaps as a screenshot.
- Consider carefully whether the phone should stay in your possession during the investigation – it may be necessary to give this to the police should the matter be a criminal offence.

- Inform the Designated Safeguarding Lead immediately and pass them the information that you have – this may include handing over the mobile phone itself.
- Normal procedures to interview pupils and to take statements will then be followed particularly if a child protection issue is presented.
- Computers
- Ask the pupil to get up on-screen the material in question.
- Ask the pupil to save the material and/or take a screenshot and save this.
- Print off the offending material straight away.
- Make sure you have got all pages in the right order and that there are no omissions.
- Inform a member of the Senior Leadership Team and pass them the information that you have.
- Normal procedures to interview pupils and to take statements will then be followed particularly if a child protection issue is presented.

## 4. Statutory framework and other guidance

### 4.1 What does the policy comply with?

- DfE Guidance 'Preventing and Tackling Bullying' July 2017
- DfE Guidance 'Behaviour and Discipline in Schools' July 2013
- DfE Guidance 'Safe to learn, embedding anti - bullying work in Schools' .

### 4.2 Statutory Obligations

Schools are required to follow statutory obligations with regard to behaviour which establish clear responsibilities to respond to bullying. In particular, section 89 of the Education and Inspections Act 2006:

- provides that every school must have measures to encourage good behaviour and prevent all forms of bullying amongst students. These measures must be part of the school's behaviour policy which must be communicated to all students, school staff and parents.
- gives head teachers the ability to discipline students for poor behaviour that occurs even when the student is not on school premises or under the lawful control of school staff.

### 4.3 Other relevant legal frameworks

This Policy also adheres to:

- Education and Inspections Act 2006
- Equality Act 2010
- Children Act 1989
- Education Act 2011
- School Standards and Framework Act 1998
- Independent School Standard Regulations 2010

## 4.4 Criminality

Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986.

## 5. Links to other policies

The Anti-Bullying / DRB policy should be read in conjunction with our other policies.

- Safeguarding Policy
- Behaviour for Learning Policy
- Admissions Policy
- Exclusions Policy

## 6. Anti-bullying principles

### 6.1 Framework

The following framework underpins the Anti-Bullying Policy at Holland Park School, which:

- Ensures that perpetrators of bullying have appropriate sanctions and take responsibility for their actions.
- Is fair, open and transparent.
- Ensures that the school community is safe, nurturing and focused on learning.
- Explicitly teaches tolerance and respect for others.
- Puts learning at the centre of every decision.

## 7. Roles and responsibilities for implementation

Students	<ul style="list-style-type: none"><li>• Report any suspicion of bullying to an adult immediately either in person or ask a classroom teacher to call Learning Walk to collect them.</li><li>• Walk away from any potentially dangerous or threatening situation and tell an adult immediately (including threatening situations online)</li><li>• Treat everyone in the school community with respect and be mindful of others' feelings. at all times</li></ul>
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All staff	<ul style="list-style-type: none"> <li>• Be alert to signs of bullying, including a change of pattern in behaviour (including friendship groups), attendance, punctuality, achievement, contributions in lessons and around the school</li> <li>• Be available for children to talk through issues with on the same day or report to someone who is available where this is not possible</li> <li>• Be mindful of seating plans, and groupings in lessons and activities that might lead to bullying</li> <li>• Be proactive on all duties, and noticing any children who seem isolated or withdrawn</li> <li>• Pass on concerns or issues immediately to the relevant pastoral leader</li> <li>• Use the Behaviour policy consistently at all times</li> <li>• Use any opportunity to reinforce expectations about positive behaviour and good relationships</li> <li>• Where requested investigate an incident of bullying fairly, expediently and without bias</li> <li>• Record all incidents on Arbor under the DRB drop down incidents.</li> <li>• Log incidents as taught in training.</li> <li>• Clearly state what was said and what you did to resolve the issue.</li> </ul>
Heads of Years, Assistant Principals for KS3, KS4, Vice-Principal for pastoral and DSL	<ul style="list-style-type: none"> <li>• Be responsible for ensuring all incidents of bullying are investigated in a timely and fair manner, and that appropriate action is taken</li> <li>• Review the Anti-Bullying Policy annually</li> <li>• Monitoring patterns in incidents relating to bullying, and Present annual report to SLT</li> <li>• Be responsible for gathering feedback from students about personal safety and bullying, in order to refine policy and practice</li> <li>• Maintain communication and bullying logs</li> <li>• Ensure all staff are trained that they are aware of their responsibilities by providing clear guidance on the use of technology within school and beyond</li> <li>• Ensure that at the beginning of each term, cyberbullying is revisited in Year Assemblies and that pupils know how to report a concern. (Including Childline 0800 11 11 or the thinkuknow website: <a href="http://www.thinkuknow.co.uk">www.thinkuknow.co.uk</a>).</li> </ul>
Head of PSHE	<ul style="list-style-type: none"> <li>• Be responsible for ensuring the relevant PSHE curriculum areas are taught in class, including cyberbullying) through assemblies and through the wider curriculum offer.</li> </ul>
SLT member for Parental Engagement	<ul style="list-style-type: none"> <li>• Ensuring the 'Anti-Bullying' is on the agenda at Parents' Forums at least twice per year</li> <li>• Collating parent voice feedback about student safety and bullying to refine policy and practice.</li> </ul>

Principal	<ul style="list-style-type: none"> <li>• Overall responsibility for safety and care of all students (in the school and outside the gates)</li> <li>• Responsible for ensuring all staff are trained in all aspects of the Anti-Bullying Policy</li> <li>• Ensure that staff are on duty in all areas of the school during breaktimes and before and after school.</li> </ul>
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## 8. Tiered Approach

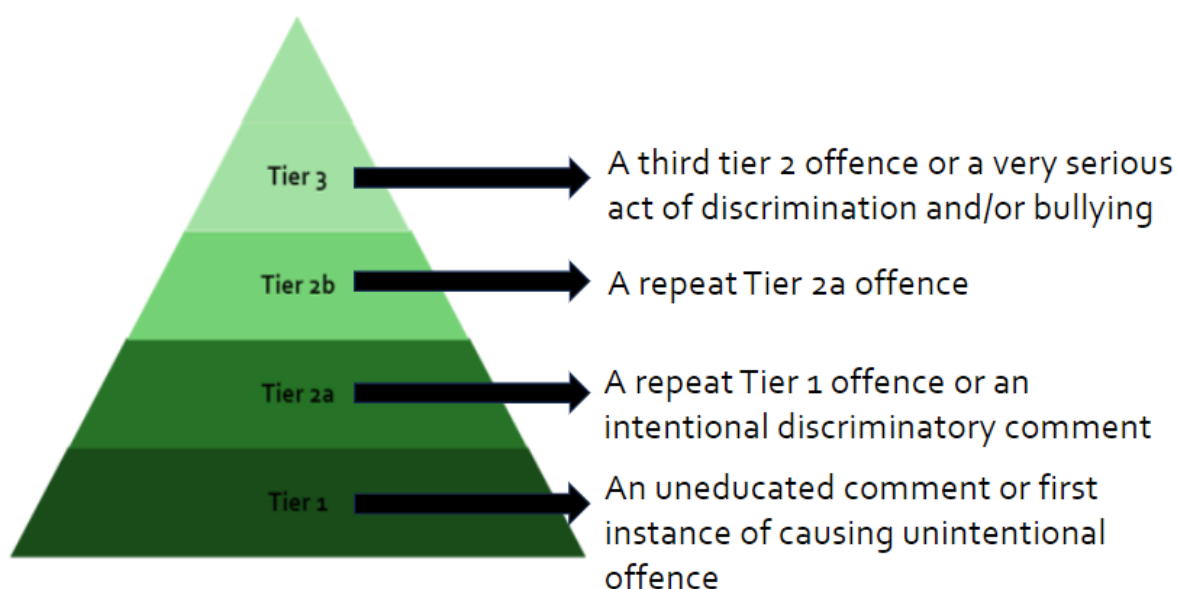
### 8.1 What is the Holland Park School tiered approach to tackling DRB?

When teachers hear, see or have any incidents of discrimination, racism or bullying reported to them; they are required to log the incident on Arbor. They do this by logging an incident and selecting a DRB category from the drop-down list (all of the protected characteristics are available for discrimination, along with categories for bullying and racism).

Staff are asked to write specific information into the comments box, specifically:

1. Overview of the incident
2. What they heard (if they witnessed the incident themselves)
3. What they said to the student
4. What the student's response was

These four pieces of information (along with the child's DRB log history) allow the Head of Year to determine which tier the incident falls into. An overview of the tiers can be seen below:



## 8.2 Sanctioning DRB incidents

Tier 1: Conversation with Head of Year or appropriate member of the pastoral team. If the student shows remorse and understands the comment was unacceptable no further sanction will be issued.

Tier 2a: Twilight detention and parental phone call with Head of Year.

Tier 2b: Internal Exclusion, DRB workpack and meeting with Head of Year.

Tier 3: The school reserves the right to use the most severe sanctions when tackling the most serious racism, discrimination, or bullying incidents. The student and parents will be required to attend a meeting with the schools Safeguarding Manager or DSL alongside their Head of Year. Referrals to outside agencies are likely and students may have to attend educational programmes on the topics they have made inappropriate remarks about.

## 9. Implementation

### A Prevention

#### 9.a.1 Application

Holland Park School is an inclusive, safe environment where any form of discrimination is opposed. The consistent application of the School's Behaviour policy ensures that all children have an equal and fair chance to thrive and learn in an atmosphere of respect and dignity.

#### 9.a.2 Prevention

We expect the entire community of Holland Park School to be united in our drive to eradicate all forms of bullying. We recognise that prevention and education is the most positive and effective means of eliminating bullying from our community.

#### 9.a.3 Praise

At Holland Park School, we praise positive behaviour and recognise and promote examples of caring, co-operative relationships. We are role models in all that we do and demonstrate our respect for every member of the community through every interaction every day.

#### 9.a.4 Teach

We explicitly teach positive behaviour and attitudes of respect, care and tolerance through our PSHE curriculum, assemblies, roll calls and events.

### B Intervention

#### 9.b.1 Reporting

Children must recognise that the academy will not tolerate bullying. Any reported incidence of bullying must be investigated swiftly, robustly and impartially.

#### 9.b.2 Responding

When an incident of bullying is reported we:

- make it easy for students to report bullying including bullying which may have occurred outside of school, by being clear that students can report bullying to any

- member of staff without fear of further bullying or discrimination.
- take any report of bullying seriously and investigate it thoroughly.
  - implement sanctions for any student found to have bullied another student. This might include loss of privileges, detention, external exclusion, depending on the nature, severity and context of the bullying (see the Behaviour Policy).
  - work with perpetrators using a restorative justice approach to help them to take responsibility for their actions, to repair the harm done and to ensure there is no repetition.
  - ensure the perpetrators sign the “Anti-bullying student-school agreement” and that there are further consequences if there is a breach of this agreement.
  - work closely with the parents/carers of the perpetrator and inform them of the outcome of the investigation.
  - support the victims of bullying, by for example, making sure there is an adult who is their first point of contact to express ongoing concerns, and use interventions such as a counsellor or mentoring, where appropriate.
  - record all instances of bullying in line with the Behaviour policy and identify and respond to patterns of bullying at our pastoral meetings.

### 9.b.3 Escalating

If we feel that an offence may have been committed, the police will be informed by the principal.

### 9.b.4 Child Protection

A bullying incident is addressed as a child protection concern when there is ‘reasonable cause to suspect that a child is suffering or is likely to suffer, from significant harm’ (Children Act 1989). When this is the case, the Safeguarding Officer will follow the procedures outlined in the Child Protection Policy.

### 9.b.5 Outside of School

Where bullying outside the school is reported to staff, it is investigated, and appropriate action taken.