



## **FROEBEL HOUSE SCHOOL ANTI-BULLYING POLICY**

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### **1. Introduction**

At Froebel House School, we are committed to fostering a safe, inclusive, and respectful environment where every member of our community feels valued and free from intimidation, humiliation, or harm. We believe that safeguarding is everyone's responsibility, and we aim to create a culture of vigilance where bullying and prejudicial behaviour are unacceptable and will not be tolerated. Our ethos promotes mutual respect, trust, and the restoration of relationships, ensuring all pupils can learn in a supportive environment.

This policy aligns with our commitment to the Equality Act 2010, ensuring no child or adult is discriminated against on the grounds of race, disability, gender, age, gender reassignment, pregnancy, maternity, religion or belief, sex, or sexual orientation. We embrace individuality and diversity within our community. This policy is available on our school website and upon request.

### **2. Equality Statement**

Froebel House School is dedicated to promoting equality and diversity. We ensure that all pupils and staff are treated fairly and respectfully, regardless of their background or characteristics. Our practices comply with the Equality Act 2010, fostering an inclusive environment where everyone can thrive.

### **3. Definitions**

Bullying is defined as behaviour that is:

- Repeated, though a one-off incident may also constitute bullying.
- Intended to cause physical or emotional harm.
- Often targeted at specific groups based on characteristics such as race, religion, gender, sexual orientation, or disability.

Forms of bullying include:

- Emotional: Being unfriendly, excluding, tormenting, ridiculing, or humiliating.
- Verbal: Name-calling, sarcasm, spreading rumours, threats, or making derogatory remarks related to gender, ethnicity, disability, or personality.
- Physical: Hitting, kicking, pushing, spitting, or any form of violence; taking or hiding possessions.
- Damage to Property or Theft: Stealing or damaging a pupil's belongings.
- Racist: Taunts, graffiti, or comments mocking someone's culture or religion.
- Homophobic: Targeting individuals based on their actual or perceived sexuality.
- Disability-Based: Negative comments or actions related to a person's disability or special educational needs (SEND).
- Cyberbullying: Bullying via mobile phones or online platforms (e.g., email, social media, instant messaging), including hurtful texts, spreading rumours, or assuming false identities to cause harm.
- Sexual Harassment: Unwanted sexual comments, jokes, taunting, or physical behaviour, including online conduct, that violates a child's dignity or creates a hostile environment.

Bullying is not: Occasional fallouts, arguments, or one-off jokes among friends. These are part of a child's social development and are addressed through our behaviour policy to teach pupils how to resolve conflicts and repair relationships.

## 4. Key Contacts

Name	Role	Contact details
Mr Denton	Designated Safeguarding Lead (DSL)	01482 342272
Mr Doré	Deputy DSL(s)	01482 342272
Mr Denton	Designated Teacher for LAC and PLAC	01482 342272
Becky Edlin	Education Safeguarding Manager	Becky.Edlin@hullcc.gov.uk 07925 397524
Alicia Rose	Children's Social Care	alicia.rose@hullcc.gov.uk 01482 614328
Front door / Referral	EHASH – Early Help	01482 448879
Jacquie Edhouse	LADO	01482 613372 Mobile: 07710119092
David Williamson	Virtual School	01482 615 606
Katy Stevenson	PREVENT Hull	01482 615593; 07887710592

We are part of Hull local authority. We follow The Hull Safeguarding Children Partnership (HSCP). Further detail can be found here <https://www.hullcollaborativepartnership.org.uk/hull-safeguarding-children-partnership/multi-agency-safeguarding-arrangements#:~:text=The%20Hull%20Safeguarding%20Children%20Partnership,young%20people%2C%20and%20their%20families>

## 5. Roles and Responsibilities

### 5.1 Designated Safeguarding Lead (DSL) and Deputies

- Take lead responsibility for safeguarding and anti-bullying initiatives.
- Be available during term time to discuss concerns with staff.
- Lead on referrals to children's social care, the Channel Programme, the Disclosure and Barring Service (DBS), or the police as required.
- Act as a point of contact with safeguarding partners and liaise with the Headteacher, SENCO, and other relevant staff.
- Promote parental engagement in safeguarding and anti-bullying efforts.
- Ensure records are maintained in line with Keeping Children Safe in Education (KCSIE) 2025.
- Update training every two years and ensure staff are aware of local safeguarding policies.

### 5.2 All Staff

- Receive regular safeguarding and anti-bullying training, including online safety.
- Understand the referral process for safeguarding concerns and local early help procedures.
- Report concerns promptly to the DSL without promising confidentiality to pupils.
- Reassure victims that their concerns are taken seriously.
- Exercise professional curiosity, recognising that abuse and bullying may not always be reported.

### **5.3 Pupils**

- Refrain from bullying others.
- Report bullying incidents to a responsible adult immediately.
- Support a culture of respect and inclusion.

### **5.4 Parents**

- Monitor for signs of bullying (e.g., reluctance to attend school, physical or emotional changes).
- Contact the class teacher promptly if bullying is suspected.
- Encourage children to report bullying without retaliating.
- Avoid taking independent action against other children.

## **6. Responding to and Recording Concerns**

When bullying is reported, staff will:

1. Discuss the incident with the victim sensitively, ensuring patience and understanding.
2. Identify the alleged bully and obtain witness statements, if possible.
3. Confront the bully, making it clear that bullying is unacceptable.
4. Record the incident on the school's MyConcerns system and pass it to the Headteacher.
5. Investigate thoroughly, involving both the victim and the alleged perpetrator.
6. Apply age-appropriate sanctions (see Section 8) in line with our behaviour policy.
7. Monitor the situation and involve external agencies (e.g., police, children's social care) if necessary.
8. Consider escalation to the behaviour policy if bullying persists.

Records will include:

- A clear summary of the concern.
- Details of how the concern was addressed.
- Actions taken, decisions made, and outcomes.

Pupils can report concerns via any paid member of staff e.g. class teachers, teaching assistants or the DSL. All reports are treated seriously, with feedback provided to pupils where appropriate.

## **7. Online Safety**

We recognise that the use of technology has become a significant component of many safeguarding issues, including child-on-child abuse. We recognise that children need to be safeguarded from potentially harmful and inappropriate online material and the school's role within this. At Froebel House School we do not allow students to use the internet. Online harms can include exposure to misinformation, disinformation and conspiracy theories, which may contribute to safeguarding risks such as radicalisation, exploitation or emotional harm. Schools should be alert to these risks when educating pupils about online safety and when assessing emerging safeguarding concerns. Our approach to online safety is framed by four main areas of risk:

- content: being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism
- contact: being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults

with the intention to groom or exploit them for sexual, criminal, financial or other purposes’

- conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying
- commerce - risks such as online gambling, inappropriate advertising, phishing and or financial scams.

To address the risks above, as a school we will:

- Not allow students to access the internet via computers during the school day.
- Teach students about online safety through computing and PSHE JIGSAW lessons and other relevant subjects
- Inform parents about what the potential online safety issues there are for their children.
- Train all staff on online safety, including filtering and monitoring
- Train all staff in online safety, including at induction

We have clear guidance for our school community on acceptable use of technology and the use of mobile phones and smart technology and our behaviour policy and staff code of conduct aligns with this. This includes students not being allowed to access online content for lessons. No mobile phones are allowed in school.

## **8. Sanctions**

Sanctions aim to promote positive behaviour but may be applied based on the severity, frequency, and age of the child involved. Possible sanctions include:

- Parental involvement to reinforce school ethos.
- Loss of merits or privileges (e.g., break or lunchtime activities).
- Exclusion from non-curricular school events.
- In extreme cases, fixed-term or permanent exclusion, following the behaviour policy.

## **9. Children Potentially at Greater Risk of Harm**

We recognise that children with SEND, those who are or are perceived to be LGBT, or those with social workers may be more vulnerable to bullying. Staff are trained to:

- Monitor these pupils closely for signs of bullying.
- Address communication barriers that may prevent reporting.
- Provide tailored support, such as pastoral care, mentoring, or counselling.
- Liaise with social workers or external agencies to ensure pupil safety.

Our PSHE curriculum and RSE lessons promote inclusion and address barriers faced by vulnerable groups.

## **10. Records and Information Sharing**

Bullying records are maintained in line with KCSIE 2025 and the Data Protection Act 2018, including:

- Comprehensive summaries of incidents.

- Details of follow-up actions and resolutions.
- Outcomes and decisions.

Information is shared with local agencies as needed to safeguard pupils. Private fostering arrangements are reported to the local authority.

## **11. Site Safety**

Staff ensure the school site is secure, checking visitor identities and issuing badges. Unacceptable behaviour threatening safety is addressed promptly, potentially leading to access restrictions or involvement of safeguarding partners.

## **12. Child-on-Child Abuse**

In line with our strong commitment to safeguarding, at Froebel House School we believe that all children have a right to learn in a safe environment and take a whole-school approach to child-on-child abuse which includes preventative work, appropriate responses, and a zero-tolerance approach to abuse.

Our staff recognise that children of any age or gender can be capable of abusing other children, which can happen both inside and outside of school and online. This behaviour will be dealt with in line with our Behaviour Policy.

This child-on-child abuse can include, but is not limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between children (also known as teenage relationship abuse)
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence and harassment
- causing someone to engage in sexual activity without consent
- consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery)
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- upskirting which is a criminal offence
- initiation-type violence and rituals

All the above are examples of abuse and should never be tolerated or passed off as "banter," "just having a laugh", "boys will be boys" or "part of growing up", as this can lead to a culture of unacceptable behaviours and an unsafe environment for children.

We recognise that the gendered nature of child-on-child abuse makes it more likely that girls will be victims and boys perpetrators but all reports will be taken seriously. All concerns should be passed onto the DSL (or a deputy).

We minimise the risk of child-on-child abuse through our extensive PSHE JIGSAW curriculum and pastoral programmes, including assemblies and other key messages. e.g PCSO visits, NSPCC visits. All staff understand the importance of challenging inappropriate behaviours between peers and their role in preventing and responding to child-on-child abuse. Our staff understand that even if there are no reports of child-on-child abuse in our school, it does not mean child-on-child abuse is not happening-it may be the case that it is just not being reported. The Early Help and Safeguarding Hub (EHaSH) in Hull is the centralized "front door" for all concerns about a child or young person who may be vulnerable or at risk. It serves as the single point of contact for both professionals and members of the public to report a concern.

Any cases of child-on-child abuse will be thoroughly investigated, with the victim always being taken seriously and both the victim and alleged perpetrator given appropriate support. Support will take the child's wishes into account and may include increased support, a mentor, access to counselling and a referral to external services. We will liaise with the police and children's

social care as necessary. Where there has been a report of sexual violence, an immediate risk assessment will be made, considering the needs of the victim, the alleged perpetrator, and our other pupils. All allegations of child-on-child abuse will be recorded in our safeguarding files. In cases where nudes or semi-nudes have been shared, we follow guidance given to schools and colleges by the UK Council for Internet Safety (UKCIS): Sharing nudes and semi-nudes (December 2020).

### **13. Bullying Outside School Premises**

Under Section 89(5) of the Education and Inspections Act 2006, the Headteacher may address bullying occurring off school premises, including online. Reported incidents are investigated, and the police may be involved if the behaviour poses a serious threat.

### **14. Prevention**

We foster a culture of respect through:

- PSHE lessons, assemblies, and participation in national awareness weeks.
- Teaching pupils to develop self-discipline and resolve conflicts.
- Promoting fundamental British values (democracy, the rule of law, individual liberty, and mutual respect and tolerance for those with different faiths and beliefs) and inclusion.

### **15. Complaints**

If parents are dissatisfied with the response to bullying concerns, they should contact the Headteacher. Further escalation can follow the school's complaints procedure.

### **16. Related Policies**

This policy should be read alongside:

- Behaviour Policy
- E-Safety Policy
- SEND Policy
- PSHE Policy
- Supporting Children with Medical Needs Policy

### **17. National Guidance**

- Keeping Children Safe in Education (2025)
- Preventing and Tackling Bullying (DfE, July 2017)
- Cyberbullying: Advice for Headteachers and School Staff
- Working Together to Safeguard Children

**Appendix 1: Types of Abuse and Safeguarding Concerns**