



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

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### **Introduction:**

At Froebel House, we believe that all members of the community have the right to an environment free from intimidation, humiliation and hurt. We all share a responsibility to foster a culture of trust and mutual respect, plus promote and restore relationships. Any form of bullying and/or prejudicial behaviour is unacceptable and will not be tolerated.

Our school does not discriminate against any child or adult on the grounds of race, disability, gender, age, gender reassignment, pregnancy, maternity, religion or belief, sex, or sexual orientation. We embrace the individuality of all our community members and comply fully with the Equality Act 2010.

### **Definition:**

There is no legal definition of bullying. However, it's usually defined as behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, for example because of race, religion, gender or sexual orientation

Bullying can take many different forms such as:

**Emotional:** being unfriendly, excluding, tormenting, ridicule, humiliation

**Verbal:** name-calling, sarcasm, spreading rumours, threats, teasing, mimicry, making rude remarks, making fun of someone. This may be directed towards gender, ethnic origin, physical/social disability, personality etc.

**Physical:** pushing, kicking, hitting, punching, throwing things at someone, spitting, or any other form of physical violence, taking or hiding someone's things

**Damage to property or theft:** pupils may have their property stolen or damaged

**Racist:** racist taunts or comments, graffiti, making fun of someone's culture or religion

**Cyber bullying** is a different form of bullying and can happen all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click. Cyber bullying can be individual or group behaviour that includes hurtful texts, spreading rumours through social networking sites and assuming false identity to cause harm or mischief. Prevention is better than cure therefore; we embed good safe IT practice into all our teaching and learning. Please refer to the school's E-Safety policy.

**Homophobic** because of, or focussing on the issue of sexuality

**Any unfavourable** or negative comments, gestures or actions made to someone relating to their disability or special educational need.

Low-level disruption and the use of offensive language can also have a significant impact on its target. If left unchallenged or dismissed, as banter or horseplay, it can lead to reluctance to report other behaviour. Early intervention can help to set clear expectations of the behaviour and help stop negative behaviour escalating.

We also acknowledge that children with SEND, may be more susceptible to all forms of bullying, and are more likely to be targeted due to difficulties they can face in communicating what has happened to them. Therefore, we make certain that SEND children are responded to carefully when they have or show signs of concern.

### **Bullying can also be a one-off incident.**

#### **Bullying is not:**

It is important to understand that bullying is **not** the odd occasion of falling out with friends, name calling, arguments or when the occasional trick or joke is played on someone. It is bullying if it is done several times on purpose.

Children sometimes fall out or say things because they are upset. When occasional problems of this kind arise, it is not classed as bullying. It is an important part of a child's development to learn how to deal with friendship breakdowns. We all have to learn to deal with these situations and develop social skills and repair friendships.

#### **Signs of bullying:**

Victims of bullying may be unusually secretive and reluctant to tell.

- **Physical Signs** - damaged clothing with no convincing explanation.
- **Emotional Signs** - Apparent changes in personality, constant anxiety/nervousness, depression or tearfulness for no apparent reason, lack of confidence, negative self-image, hostility and defensiveness.
- **Behavioural Signs** - Withdrawn, poor concentration, disruptive, challenging, bullying behaviour.
- **General**  
Frequently 'lose' money/possessions, appears tired and lethargic and avoids entering/leaving school without others.  
Potential victims may have certain characteristics that can be recognised by teachers, enabling them to intervene at the early stage of any situation.
- **Characteristics** of a victim/potential victim may include:-
  - being new to the school/class;
  - being 'different' – background, speech, appearance;
  - being successful educationally (particularly academically);
  - having low self-esteem;
  - being anxious, quiet, nervous, passive, losing control easily;
  - being quick tempered;
  - being an isolate, having no friends;
  - being on the outside of groups;
  - being over emotional, tearful;
  - Lacking in concentration, causing deterioration of work.

## **Prevention:**

At Froebel House School we aim to create an ethos of good behaviour where pupils and staff treat each other with respect. We educate children to develop self-discipline and empathy through example on daily basis through discussion, PSHE and assemblies.

## **Procedures for responding to incidents/allegations of bullying:**

When any bullying has taken place, a member of staff will deal with the issue immediately and undertake the following actions:

- Discuss with the victim. This will require patience and understanding.
- Identify the bully/bullies. Obtain witnesses, if possible, and record their response.
- Confront the bully with the detail and ask them to tell the truth. Make it clear that bullying is not acceptable at Froebel House.
- Record the incident on the 'Incident Form' and pass to the Headteacher.
- Inform the parents of the incident and those involved.
- Outcome:
  - Use age appropriate sanction (refer to sanction section)
- Continue to monitor the victim and record on the 'Incident Form'
- As a last resort, if the incident(s) continue, consider utilizing the behavior policy and implementing its consequences to the full.

## **Bullying outside school premises:**

Head teachers have a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89 (5) of the Education and Inspections Act 2006 gives head teachers the power to regulate pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff. This can relate to any bullying incidents occurring anywhere off the school premises, including online.

Where bullying outside school is reported to school staff, it will be investigated and acted on. The head teacher will consider whether it is appropriate to notify the Police. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police will always be informed.

## **Sexual Harassment:**

- Sexual comments
- Sexual "jokes" or taunting
- Physical behaviour
- Online conduct

Research shows that the most vulnerable groups at risk of sexual harassment include girls, LGBT+, children perceived as LGBT or SEND.

Sexual harassment creates an atmosphere that, if not challenged, can normalise inappropriate behaviour. These behaviours should never be tolerated, passed off as 'banter' or part of growing up.

Sexual harassment is likely to: violate a child's dignity, make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Any reports of Sexual Harassment at Froebel House School will be taken seriously, and the school will apply appropriate sanctions.

### **Sanctions:**

Encouragement of good behaviour is our main aim but occasionally this will not be enough, and we may have to take further action to prevent bullying behaviour. We will apply the most appropriate sanction depending on the nature and/or severity, plus the age or maturity of the child. Sanctions may include:

- Gaining support of parents
- Reminding children of our ethos and rules
- Loss of merits and a note on the card recording the reason for loss of merits.
- Withdrawal of break and/or lunchtime privileges
- Withholding participation in school events that are not an essential part of the curriculum.

In very rare cases, where bullying behaviour has become violent or completely unacceptable, despite all our efforts, a fixed term or permanent exclusion from school will be considered.

### **Responsibility of Pupils:**

- Not to bully others
- Pupils must recognise that being a **"bystander"** is not acceptable and understand how their silence supports bullying and makes them in part responsible for what happens to the victim of bullying.
- To tell a trusted adult, for example a member of staff or parent/carer if they are 'bullied' at school or away from school (online).
- Pupils involved in the incident will be required to discuss the incident with a member of staff.
- Pupils are expected to adhere to the anti-bullying policy.

### **Responsibility of the Headteacher:**

The Headteacher is responsible for implementing the anti-bullying policy and will ensure that:

- bullying is addressed as an issue in the curriculum
- all staff receive training that addresses bullying behaviour

### **Responsibilities of Staff:**

- To model appropriate behaviours
- Provide a safe, secure learning environment for our pupils

- Watch for early signs of distress in pupils. Offer support to the pupil and outline what will happen.
- Encourage all pupils to be a positive resource in countering bullying and take time to discuss problems thoroughly.
- To promote a climate of trust and respect for all .

### **Role of Parents:**

Parents have an important role to play, we ask parents to:

- Understand, as per the definition that real bullying is an action that is **usually** repeated, ongoing and involves an imbalance of power.
- To watch for signs that their child may be being bullied signs may include: an unwillingness to attend school, a pattern of headaches or stomach aches. Early contact with the school is essential at this point.
- If you think your child is being bullied inform your child's class teacher to ensure a co-operative approach that includes home and school. It is unacceptable for a parent to independently take the correction of another child into their own hands.
- **DO NOT** encourage your child to hit back or respond verbally.
- Take a balanced and informed approach, keeping in mind that it may be a complex or ongoing issue.
- Encourage their child, if they are being bullied, to tell a member of staff in school and to report the incident as soon as it occurs.

### **Complaints:**

If parents/carers are not satisfied with the response to any reports of bullying, they should contact the Headteacher in the first instance.

### **Internal Policies:**

This policy should be read in conjunction with the following policies:-

- Attendance
- Behaviour
- Child Protection & Safeguarding
- Complaints
- E-Safety (Online Safety)
- Looked After Children
- PSHE
- Special Educational Needs & Disability
- Supporting Children with Medical Needs

## **National Guidance:**

The following national guidance should also be referred to:

- DfE: Keeping Children Safe in Education. Statutory Guidance for schools and colleges – Sept 2018
- DfE: Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies – July 2017

**Produced by:** Mr. A Roberts, Headteacher

***Date issued:*** September 2018

***Date review:*** September 2019 (or sooner, if local or national guidance changes)