



Anti-bullying Policy

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This policy forms part of the FHS Promoting Positive Behaviour Policy.

Other relevant FHS policies include:

- Safeguarding policy
- Equality policy
- Promoting Positive Behaviour policy
- E-Safeguarding policy

Rationale

Bullying is not acceptable behaviour at Frederick Holmes.

Frederick Holmes School is committed to providing an environment where all have the right to learn and teach free from harm and intimidation.

Each member of the school community is valued and respected and has basic rights. We follow our statement of values based around the principles that we 'Have a commitment to diversity in all staff, volunteers and young people... and we recognise the rights of all individuals to mutual respect, acceptance of others without biases based on differences of any kind.'

Bullying is viewed as an act of aggression, causing pain, discomfort or embarrassment to another. It includes name calling, territorial ownership, physical violence, emotional hurt, put downs, exclusion, demands for money or possessions. Bullying can be planned or unintentional, by individuals or by groups, of a continual or isolated nature.

The aim of the policy is to prevent bullying of any sort and to ensure that everyone can operate in a supportive, caring and safe environment without fear of being bullied. All members of the community, including teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is and be familiar with the School policy on bullying: therefore the aim of the policy is to help members of the school community to deal with bullying when it occurs and, even more importantly, to prevent it. Bullying is an antisocial behaviour which affects everyone; it is unacceptable and it will not be tolerated. Everyone in the community has a responsibility to report any incident of bullying that comes to their attention and these reports will always be taken seriously.

Frederick Holmes School will act in accordance with the National Context:

- **The Children and Families Act 2014** relates to all work with children and young people.
- **Tackling Bullying : Listening to the views of Children and Young People DfES 2003** states that “It is an essential aspect of consulting and supporting children and young people to reduce bullying. Consulting with pupils on the development of anti-bullying strategies should be considered an ongoing commitment on the part of schools, and not a one off exercise”.
- **The SEN Code of Practice 2014)** expects that the school ‘meets the needs of children with SEN’.
- **The Race Relations (Amendment) Act 2003** includes a requirement for all schools to keep a racist incident/harassment record which is sent to the Local Authority each term.
- **The Human Rights Act 1998** states that ‘All forms of discrimination are prohibited (Article 14).
- **The School Standards and Framework Act 1998** states that ‘The headteacher shall determine measures to be taken with a view to preventing all forms of bullying among pupils’ 61(4) (b).
- **DFE Preventing and tackling bullying 2017**
- **DFE Supporting children and young people who are bullied: advice for schools 2014**
- **Keeping Children Safe in Education, DFE, Sept 2023**

Definition of Bullying.

Bullying may be defined as any deliberately hurtful behaviour, usually but not exclusively repeated over a period of time, which intentionally hurts another pupil or group physically or emotionally. It is often difficult for those being bullied to defend themselves, and it is often motivated by prejudice.

Examples of unacceptable bullying behaviour include:

- Physical (including sexual) assault
- Verbal abuse, by name calling, teasing or making offensive remarks
- Racist abuse
- Homophobic
- Gender related
- Intolerance of those with different faiths and beliefs
- Cyber-bullying, which is defined as the use of ICT by an individual or group in a way that is intended to upset others. Examples include using social websites, mobile phones, text messaging, photographs, video and e-mail (please also see E-safeguarding policy)
- Indirect emotional tormenting by excluding from social groups or spreading malicious rumours

Bullying may involve complicity that falls short of direct participation by, for instance, manipulating a third party to tease or torment someone. It may be overt and intimidatory but is often hidden and subtle. It includes actions or comments that are racist, religious or cultural, homophobic, transphobic, sexist, sexual or which focus on disabilities or other physical attributes (such as hair, colour or body shape) or any reference to Special Educational Needs and/or disability.

The seriousness of bullying cannot be emphasised enough. Bullying is among the highest concerns that parents have about their children's safety and well-being at school. Bullying is also a primary concern of children and young people themselves. Bullying makes the lives of its victims a misery: it undermines their confidence and self-esteem and destroys their sense of security. Bullying impacts on its victims' attendance and attainment at school, marginalises those groups who may be particular targets for bullies and can have a life-long negative impact on some young people's lives. It can be psychologically damaging and, at worst, it has been a factor in pupil suicide. It is acknowledged that bullies may have complex reasons for their behaviour and may well need help. It should also be recognised that the consequences of being allowed to 'get away with it' can be detrimental to them as well as to their victims. All pupils deserve the opportunity to be helped to understand what acceptable behaviour is. Pupils are educated through PSHE, assemblies, and the wider curriculum to raise awareness, with discussions of differences between people and the importance of avoiding prejudice. There are criminal laws that apply to harassment, assault and threatening behaviour. If staff feel that a criminal offence may have been committed they should seek assistance from the police.

Sexual Harassment

The Ofsted report identified that many children had experienced bullying (Child on Child Abuse) in the form of sexual harassment.

Sexual harassment creates an atmosphere that, if not challenged, can normalise inappropriate behaviour and provide an environment that may lead to sexual violence.

- When a report of sexual harassment is made, a factual record should be made.
- The victim will be reassured that they are being taken seriously and that they will be supported and kept safe. The victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. The victim must not be made to feel ashamed for making a report.
- The DSL should be made aware immediately, and along with Senior Leaders, a decision made on most appropriate course of action, as per the school's Anti-Bullying or Behaviour policy. It is important to take into account the wishes and feeling of the alleged victim.
- Parents of all the children concerned will be contacted and informed of the nature of the incident.

- Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis. The risk and needs assessment should consider:
 - the victim, especially their protection and support;
 - the alleged perpetrator; and
 - all the other children (and, if appropriate, adult students and staff) at the school or college, especially any actions that are appropriate to protect them.
- Pastoral support will be offered to all affected parties.
- Where cases are proven, appropriate sanctions, as outlined in the behaviour policy, will be applied.
- Decisions, reasons for decision, actions and outcomes should be accurately recorded and retained.

Frederick Holmes School believes:-

All pupils and staff have a right to co-exist in a safe and harm-free environment. This includes all types of harm; physical and psychological.

Pupils and staff have a right to have any fears treated seriously, and be listened to if they have any concerns

Acts of bullying can be greatly reduced in an educated, cooperative, fair and supportive environment.

Frederick Holmes School aims to:-

Help counter bullying, by staff being able to:

- provide information to pupils of the unacceptable nature of bullying via the curriculum and play activities
- be receptive and supportive to victims of bullying
- model appropriate behaviour consistently
- ensure an ongoing induction program of new pupils and staff
- having a member of staff experienced in restorative practice
- regularly review Anti-Bullying policy's appropriateness

Help counter bullying, by parents being able to:

- treat their child's fears seriously
- not make early judgements
- support their child emotionally – let them know that the situation is unacceptable and will improve
- familiarise themselves with the school policy on Anti-bullying

- teach their children traditional values – honesty, tolerance and right and wrong
- be prepared to learn more by attending information sessions

Implementation of Anti-Bullying Policy

To facilitate the implementation of the Anti-Bullying Policy staff will actively:-

- advise pupils of more appropriate behaviours - bullying will not be tolerated!
- report incidents on FHS Serious Incident Form
- follow guidelines in FHS Promoting Positive Behaviour Policy
- follow-up any reported incidents, including parent contact
- provide feedback to the staff member who reported original incident
- monitor ongoing relationships between pupils
- provide support as require
- undertake additional training or professional development to better manage bullying situations
- implement the Anti-Bullying Policy in a fair and consistent manner

To further facilitate the implementation of the Anti-Bullying Policy

Pupils can help by:

- Telling someone who can help
- Supporting the bullied pupil
- Taking a strong position and telling the bully their behaviour is not appropriate
- Not joining in
- Not letting the bully's threats put you off
- Reporting any attempt to repeat bullying behaviour

Dealing With A Bullying Incident:

Pupils who are reported for a first bullying incident will meet with their teacher and are informed that their behaviour is unacceptable. More appropriate behaviour will be suggested. Appropriate action may include an apology, a commitment not to re-offend, and an explanation of possible consequences if behaviour is repeated. The member of staff involved will request that the pupil's name is written in the Bullying Register maintained by the Head Teacher. Any incidents are also recorded on the school CPOMS.

Pupils who are reported for a second bullying incident will attend a meeting involving the classroom staff and parent(s)/carer(s).

Pupils who are reported for a subsequent offence will be removed from class immediately and attend a meeting involving their parent(s)/carer(s), appropriate school staff and the Assistant Head Teacher or Head Teacher. Appropriate action may include those listed above and also in-school suspension or exclusion and a contract. Likely outcomes may include the formation of a support group consisting of the classroom team, AHT and a pupil nominated by the offender.

Useful Websites:

www.hullcc.gov.uk/childrenandyoungpeople/index.php local website offering a directory of services within the city.

www.anti-bullyingalliance.org has links to many websites

www.childline.org.uk offers advice on setting up a peer support programme. Tel: 0800 1111

www.bullying.co.uk has lots of useful advice for combating bullying

www.lifebytes.gov.uk gives 11-14 year olds lots of fun and interesting facts about health related matters.

www.stoptextbully.com has advice on the different forms of bullying, especially electronic ways.

<http://www.bbc.co.uk/radio1/onelife/personal/bullying/> provides information on what bullying is, what we can do to prevent and gives people the chance to talk about their own experiences of bullying.

<http://www.kidscape.org.uk/professionals/racistbullying.shtml> provides information on what racist bullying is and how it can be tackled.