Anti-Bullying Procedure

Legal Status:
- Prepared with reference to DfE Preventing and Tackling Bullying: Advice for school leaders and governors.
- Having regard for the guidance set out in the DfE (Don’t Suffer in Silence booklet)

Applies to:
- Whole School including Early Years Foundation Stage (EYFS).

To be read with:
- Anti-bullying Policy and Procedures
- Behaviour Management Policy including Sanctions, Rewards, and Exclusions
- Equality And Diversity including Equal Opportunities and Racial Harassment
- Safeguarding Policy And Procedures including Child Protection
- E-Safety Policy including ICT Acceptable Use
- PSHCE

Available from:
- The School Office and website

Monitoring and Review:
- To be continuously monitored and reviewed by the Headteacher and the chair of trustees.
- The Trustees will formally review this policy by no later one year from the date shown below or earlier if changes in legislation, regulatory requirements or best practice guidelines so require.

Signed:       Date:
Headteacher
Frederick Hugh House

Ant-Bullying Procedure

Aims and Objectives
• Bullying is wrong and damages individual children either emotionally, physically or a combination of both. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.
• We aim to produce a safe and secure environment where all can learn without anxiety and measures are in place to reduce the likelihood of bullying.
• This policy aims to produce a consistent response to any bullying incidents that may occur.
• Trustees; Headteacher; employees; children and parents should have an understanding of what constitutes bullying, through appropriate training etc.
• All Trustees and staff should know what the school policy is on bullying, and follow it when bullying is reported.
• To ensure that parents and the School community are aware of the students’ right to be protected from physical, written and oral abuse or intimidation.
• To create and maintain a non-violent and non-threatening atmosphere in the school by, inter alia, regular staff training and through educational opportunities that arise such as PSHCE lessons, English lessons, circle time, the involvement of guest speakers and assemblies.
• To raise awareness of staff through training, taking action to reduce the risk of bullying at times and in places where it is most likely.
• To increase the sensitivity of the school community to incidents of bullying.
• To provide counselling/ help for victims of bullies and for bullies themselves.
• Bullying will not be tolerated.
• We aim to make all those connected with the school aware of our opposition to bullying and we make clear each person’s responsibilities with regard to the eradication of bullying in our school.

Statement of Intent
Our School is committed to providing a caring, friendly, safe and secure environment for all of our children so they can learn in a relaxed and secure atmosphere, without anxiety. Bullying is unacceptable at our school. We do all we can to prevent it, by developing a School ethos in which bullying is regarded as unacceptable. We aim to make all those connected with the School aware of our opposition to bullying, and we make clear each person’s responsibilities with regard to the minimisation of bullying in our School.

If bullying does occur, all children should be able to tell and know that incidents will be dealt with promptly and effectively. We are a TELLING School. This means that anyone who knows that bullying is happening is expected to tell the staff. Posters to this effect are displayed in the school. All adult members of our school community should be vigilant to recognise where bullying is taking place, and deal with it thoroughly and with sensitivity.

Frederick Hugh House is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.
Anti-Bullying Procedure

Bullying – the Nature of the Problem
“Bullying is conduct intended to cause hurt either physically or psychologically carried out by one or more children, which is unprovoked and continues over a long period”. However, we teach children how to avoid hurtful behaviour, even where there is no bullying intent.

It may be further defined as the deliberate and repeated attempt to humiliate, threaten, frighten or hurt someone by means of verbal or physical abuse, and could also include racial, religious, cultural, sexual/sexist, homophobic, disability and cyber (social websites, mobile phones, text messages, photographs and e-mail) bullying. A feature of bullying in schools is that its existence is not always immediately known or suspected by those in authority. The school recognises the seriousness of bullying in causing psychological damage and even suicide.

Definition of Bullying
Bullying is any kind of systematic behaviour which shows lack of respect for another’s feelings and seeks to devalue them, whether this is intended or not. It also takes place on a regular basis. The school does not tolerate bullying and strategies are in place to deal with the very first signs. Children are encouraged to tell their class teacher (or any other member of staff) immediately if they feel they are being bullied. Attention should be paid even to minor incidents (an unpleasant remark for example) and dealt with by the staff as swiftly as possible. Small scale harassment is thus not allowed to develop into bullying.

Bullying behaviour might include:
• Hitting, kicking, pushing, spitting
• Name calling, taunting, teasing, insulting, “snide” remarks, putting people down. This could include comments mocking disabilities, or of a homophobic, sexist or racist nature.
• Intimidating, isolating or exclusion from a group.
• Spreading rumours or writing unkind notes (including cyber i.e. social networking, email or text or message)
• Taking, damaging or hiding belongings.

Bullying can be:
• Emotional (indirect bullying) - being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures), deliberately excluding from social groups or an activity by refusal to sit next to/ talk to/ work with others & refusal to follow staff instructions to do the above, or malicious rumours, e-mails or text messages
• Physical harm or its threat – jostling, serious fighting, pushing, kicking, hitting, taking or hiding belongings, punching or any use of violence; deliberately destroying or damaging work or possessions or removing personal property, use of weapons/threatened use of weapon (or any object which could be used as a weapon), intimidation through physical gestures and actions;
Anti-Bullying Procedure

- Cyber – not occurring face to face but rather through electronic means including, but not limited to, through social networking, email, instant messaging, by mobile phone including through text messages, photographs both real and manipulated etc. For more details of this see the specific ICT-Based forms of abuse (including Cyber Bullying) Policy;
- Racist - racial taunts, graffiti, gestures;
- Cultural – focusing on and/or playing off perceived cultural differences etc.;
- Sexist – because of, or focusing on gender;
- Sexual - unwanted physical contact or sexually abusive comments;
- Homophobic - because of, or focusing on the issue of sexuality;
- Religious – Attacking faith, belief, religious practice or custom;
- Disability – remarking upon, drawing attention to, or discriminating against persons with physical disabilities or learning difficulties;
- Verbal - name-calling, sarcasm, spreading rumours, teasing, humiliating others, threatening others, inciting others to humiliate and threaten others; and
- Written – on paper.

We believe that all children and staff should be able to work and play without any fear of being bullied by any other person. Bullying is not tolerated and all accusations are to be taken seriously and dealt with. There is a comprehensive policy on bullying in the policy document file in the school office.

ICT-Based Forms of Abuse (including Cyber-Bullying)
(This section of the policy was specifically prepared with reference to DFE guidance.)

Introduction
Information and communication technology (ICT)-based forms of child physical, sexual and emotional abuse can include bullying via mobile telephones or online (internet) with verbal and visual messages. This annex focuses on child sexual abuse. However, the procedure will be followed in other instances of ICT-based abuse e.g. physical abuse (such as, children being constrained to fight each other or filmed being assaulted).

Recognition and Response
The impact on a child of ICT-based sexual abuse is similar to that for all sexually abused children, however, it has an additional dimension, as there is a visual record of the abuse. ICT-based sexual abuse of a child constitutes significant harm through sexual and emotional abuse. Recognition and response is recognizing a situation where a child is suffering, or is likely to suffer, a degree of physical, sexual and / or emotional harm (through abuse or neglect) which is so harmful that there needs to be compulsory intervention by child protection agencies into the life of the child and their family.
Anti-Bullying Procedure

All adults (volunteers, staff) working with children, adults and families will be alerted to the possibility that:

- A child may already have been/is being abused and the images distributed on the internet or by mobile telephone;
- An adult or older child may be grooming a child for sexual abuse, including for involvement in making abusive images. This process can involve the child being shown abusive images;
- An adult or older child may be viewing and downloading child sexual abuse images.

Chat Room Grooming and Offline Abuse
Our staff will need to be continually alert to any suspicious activity involving computers and the internet. Grooming of children online is a faster process than usual grooming, and totally anonymous. The abuser develops a ‘special’ relationship with the child online (often adopting a false identity), which remains a secret to enable an offline meeting to occur in order for the abuser to harm the child.

E-Safety
The Child Exploitation and Online Protection Centre (CEOP) brings together law enforcement officers, specialists from children's charities and industry to tackle online child sexual abuse. CEOP provides a dedicated 24 hour online facility for reporting instances of online child sexual abuse. The main concern for teachers is the safe and effective supervision of pupils using the internet in school.

However, many pupils now use the internet at home for homework and socialising, therefore the staff will need to help the parents understand the positive ways in which the internet can be used but also some of the associated risks. The website www.becta.org.uk outlines clearly the requirements of a school to control the pupil’s internet viewing and instate ‘Acceptable Use Policies’.

Cyber-Bullying
“Cyber-bullying is an aggressive, intentional act carried out by a group or individual, using electronic forms of contact, repeatedly over time against a victim who cannot easily defend him or herself.”

We recognise that the advent of cyber-bullying adds a new and worrying dimension to the problem of bullying as there no safe haven for the person being bullied. Unlike other forms of bullying, cyber-bullying can follow children and young people into their private spaces and outside school hours. Cyber-bullies can communicate their messages to a wide audience with remarkable speed, and can often remain unidentifiable and unseen.

Seven categories of cyber-bullying have been identified:

- **Text message bullying** involves sending unwelcome texts that are threatening or cause discomfort;

*Frederick Hugh House is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.*
Anti-Bullying Procedure

- **Picture/video-clip bullying via mobile phone cameras** is used to make the person being bullied feel threatened or embarrassed, with images usually sent to other people. ‘Happy slapping’ involves filming and sharing physical attacks;
- **Phone call bullying via mobile phone** uses silent calls or abusive messages. Sometimes the bullied person’s phone is stolen and used to harass others, who then think the phone owner is responsible. As with all mobile phone bullying, the perpetrators often disguise their numbers, sometimes using someone else’s phone to avoid being identified;
- **Email bullying** uses email to send bullying or threatening messages, often using a pseudonym for anonymity or using someone else’s name to pin the blame on them.
- **Chat room bullying** involves sending menacing or upsetting responses to children or young people when they are in a web-based chat room;
- **Bullying through instant messaging (IM)** is an Internet-based form of bullying where children and young people are sent unpleasant messages as they conduct real-time conversations online;
- **Bullying via websites** includes the use of defamatory blogs (web logs), personal websites and online personal polling sites. There has also been a significant increase in social networking sites for young people, which can provide new opportunities for cyber-bullying.

Because of the anonymity that new communications technologies offer, anyone with a mobile phone or Internet connection can be a target for cyber-bullying. Furthermore, bullies can reach much larger numbers within a peer group than they can with conventional bullying. Vindictive comments posted on a website, for instance, can be seen by a large audience, as can video clips sent by mobile phone.

Most cyber-bullying is done by students in the same class or year group. Although it leaves no visible scars, cyber-bullying of all types can be extremely destructive. We will offer parents’ information sessions on the dangers of cyber-bullying and on-line child protection issues at regular intervals.

Research has found that:
- Between a fifth and a quarter of students have been cyber-bullied at least once over the previous few months;
- Phone calls, text messages and email are the most common forms of cyber-bullying;
- There is more cyber-bullying outside school than in;
- Girls are more likely than boys to be involved in cyber-bullying in school, usually by phone;
- For boys, text messaging is the most usual form of cyber-bullying, followed by picture/video clip or website bullying; Picture/video clip and phone call bullying are perceived as the most harmful forms of cyber-bullying;
- Website and text bullying are equated in impact to other forms of bullying;
- Around a third of those being cyber-bullied tell no one about the bullying.

*Frederick Hugh House is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.*
Anti-Bullying Procedure

Why is it Important to Respond to Bullying?
Everybody has the right to be treated with respect. Bullying children need to learn different ways of behaving. The School has a responsibility to respond promptly and effectively to issues of bullying. Bullying is an extremely serious matter it can cause psychological damage and even lead to suicide. It is worth remembering that in certain cases bullying can constitute harassment and threatening behaviour and as such is in principle subject to criminal sanctions, demonstrating how serious it is.

The Role of the Head Teacher
It is the responsibility of the Headteacher to:
• implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of and understand the school policy and know how to identify and deal with incidents of bullying;
• ensure that all staff (both teaching and non-teaching) are clear about their responsibilities in relation to anti-bullying work in the school;
• ensure that all children know that bullying is wrong and that it is unacceptable behaviour in this school;
• draw the attention of children to this fact at suitable moments such as assemblies;
• ensure that all children are aware of how to report bullying incidents;
• ensure that events are held throughout the school year which can prompt awareness and further understanding of bullying, for example Anti-Bullying Week;
• ensure that all staff receive sufficient training to be equipped to identify and deal with all incidents of bullying;
• set the school climate of mutual support and praise for success so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

The Role of the Teacher
• All the staff in our school takes all forms of bullying seriously and seek to prevent it from taking place.
• Teachers keep their own records of all incidents that happen in their class and that they are aware of in the school. Information recorded will include the date and type of incident along with any action taken.
• If teachers witness an act of bullying, they will either investigate it themselves or refer it to the Headteacher.
• Teachers do all they can to support any child who may be being bullied.
• If a child is being bullied over a period of time, after consultation with the Headteacher, the teacher informs the child’s parents.
• We also record all incidents of bullying that occur outside lesson time, either near the school or on the children’s way between school and home.
• Any adult who witnesses an act of bullying should also record it.
Anti-Bullying Procedure

• When any bullying has taken place between members of a class, the teacher will deal with the issue immediately. This may involve counselling and support for the victim and sanctions for the offender.
• Time is spent talking to the child who has done the bullying, explaining to them why their action was wrong and how they should change their behaviour in the future.
• If a child is repeatedly involved in bullying, teachers will inform the Headteacher. We then invite the child’s parents into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the Head Teacher may contact external support agencies.
• All members of staff routinely attend training, which enables them to become equipped to deal with incidents of bullying and behaviour management.
• Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all.
• We use drama, role-play, stories etc. within the curriculum to raise awareness of the school’s anti-bullying policy and to help pupils understand the feelings of bullied children and to practise the restraint required to avoid lapsing into bullying behaviour. Bullying and issues around bullying will be explored during PSHCE and may also be covered adhoc in other lessons.
• Circle time is used to praise, reward and celebrate the success of all children and thus to help create a positive atmosphere.

The Role of Parents
• Parents, who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child’s class teacher immediately.
• If they are not satisfied with the response, they should contact the Headteacher.
• Parents have a responsibility to support the school’s Anti-Bullying Policy and actively encourage their child to be a positive member of the school.

The Role of Pupils
• Pupils are encouraged to tell anybody they trust if they or anyone they know are being bullied and if the bullying continues, they must keep on letting people know.
• Pupils are invited to tell us their views about a range of school issues, including bullying, during form time.

Procedure for Dealing with Incidents Involving Bullying
Teachers in our School take bullying seriously, and intervene to prevent incidents. Staff should be alert to possible warning signs in children such as distress, work difficulties, illness, and problems relating to irregular attendance.
Anti-Bullying Procedure

We keep an Incident Logbook in the School Office and any instance of bullying should be reported in the log book. It is particularly important that incidents involving bullying are recorded since this will establish if a pattern is apparent. The Headteacher receives all entries in the Behavioural Incidents and Record of Sanctions Log and monitors trends, taking appropriate action as necessary. They should also be mindful of tact and be sensitive for the sake of the children and of the school.

All instances of suspected bullying should be recorded in writing and immediately passed to the Headteacher who will investigate the matter, and seek to resolve each situation, as appropriate, in consultation with colleagues. All disclosures, whether from a pupil, a parent or a member of staff, should be taken seriously and treated with sensitivity. The victim should be made aware that his/her safety is considered to be of paramount importance. Parents will always be informed if their child has been found to be either a victim or a perpetrator of a bullying incident.

Victims, alleged bullies and witnesses should be interviewed separately. In the course of this procedure, enquiries should be made to ascertain whether or not the alleged bully has been involved in similar incidents involving this or other pupils, thus enabling patterns or behaviour to be established. All relevant teachers and therapists should always be informed. Consultation with the Headteacher will determine the most appropriate approach to deal with the incident.

Action should then be taken with regard to each of the following:

• If possible, the children will be reconciled after the incident/incidents have been investigated and dealt with. Each case will be monitored to ensure repeated bullying does not take place.
• The bully (bullies) may be asked to apologise. Sanctions and support for the bully in accordance with the behaviour management policy.
• Informing the parent of the victim, the bully and possibly others involved.
• Formerly recording the incident on the student(s) files.
• Giving general information to all staff, through daily staff briefing and staff meetings, or incidents of bullying, mentioning the type of incident and the individuals involved.
• Giving relevant feedback and reminders about appropriate behaviour to students.
• In serious cases, exclusion will be considered.
• All cases will be recorded so as to allow for the identification of patterns in bullying.
• Those thought to be responsible need as much help as the victim if the cycle of bullying is to end.
• Bullying should be seen and dealt with in the context of our overall School Behaviour Policy document.
• The school has a cyberoam in place to prevent children or staff accessing inappropriate material online in school.
Anti-Bullying Procedure

Sources of Information
• DfE – Safe to Learn – Embedding Anti-bullying work in schools
• ChildLine in Partnership with Schools (CHIPS) - 020 7239 1000
• www.childline.org.uk/schools.asp
• Kidscape www.kidscape.org.uk/professionals/professionalsindex.shtml
• The Anti-Bullying Alliance www.ncb.org.uk/aba/
• Teachernet www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/
• www.ofsted.gov.uk/publications/index.cfm?fuseaction=pubs.summary&id=3235

Anti-Bullying Code

Principles
• Every person has the RIGHT to feel secure and happy at Frederick Hugh House. Our School Community will not tolerate any unkind actions or remarks.
• Any unkind actions or comments will be called bullying.
• No child should suffer verbal abuse.
• No child should suffer physical violence.
• No child should feel victimised by another.
• Every child has a RESPONSIBILITY to ensure that harassment is not tolerated.
• Every child is ENTITLED to the respect of others.
• Staff guarantee to take bullying seriously and deal with each incident appropriately and discreetly.
• Persistent offenders may be excluded, in extreme cases, permanently.
• We are a ‘telling’ School – bullying is too serious not to report.
• Bullying is one aspect of behaviour which causes hurt and anxiety to children. Bullying is an issue which often causes parents some concern.
• A child is considered to be a bully if she/he knowingly commits unkind acts towards another individual.
• Bullying may include:-
  • Physical harm or threat of physical harm.
  • Destroying, damaging or hiding property.
  • Spreading rumours.
  • Name calling or teasing.
  • Deliberately excluding someone from an activity.
• Any child or children who willfully cause distress to other children will be accused of bullying.
• Although bullying implies intent, accidental incidents of this sort are to be taken seriously, requiring appropriate educational responses
Anti-Bullying Procedure

Golden Rules

• To be gentle
• To be kind
• To be helpful
• To say please and thank you
• To play together well
• To be happy we are all different
• To do good listening
• To do good taking turns
• To try our best

Frederick Hugh House Song
(to the tune of Twinkle Twinkle Little Star)

Gentle Helpful Kind and True
At the house of Frederick Hugh
Sharing caring as we play
Helping others through the day
We say please and thank you
At the house of Frederick Hugh