**FREDERICK HUGH HOUSE**  
**Anti-bullying Policy**  
*This Policy, which applies to the whole school, is publicly available on the School website and on request a copy may be obtained from the School Office. All employees should read this policy in conjunction with our Staff Code of Conduct.*

In Frederick Hugh House the term ‘staff’ is inclusive of all staff and also applies to students on placement, contractors, agency staff, volunteers, the Proprietor and Board of trustees.

**Monitoring and Review:** This policy is subject to continuous monitoring, refinement and audit by the Headteacher. The Trustees will undertake a full annual review of this policy and procedures, inclusive of its implementation and the efficiency with which the related duties have been discharged. This discussion will be formally documented in writing. Any deficiencies or weaknesses recognised in arrangements or procedures will be remedied immediately and without delay.

Signed:  
Date Reviewed: December 2016

<table>
<thead>
<tr>
<th>Tanya Jamil</th>
<th>Anne Marie Carrie</th>
<th>Amanda Barclay</th>
<th>Bill Brown</th>
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<tr>
<td>Headteacher</td>
<td>Chair of Trustees</td>
<td>Designated Trustee</td>
<td>Education Trustee</td>
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This policy will be reviewed no later than December 2017 or earlier if changes in legislation, regulatory requirements or best practice guidelines so require.

**Applies to all:**
- activities undertaken by the school inclusive of those outside of the normal school hours and away from the school site;
- who, work, volunteer or supply services to our school - that is all staff (teaching and support staff), students on placement, the Proprietors and volunteers working in the school.

**Designated Member of Staff responsible for Anti-Bullying**  
The Member of Staff with overall responsibility for Anti-bullying in the whole school is Tanya Jam (Headteacher), who also has oversight of Pastoral Care at the school including Behaviour Management.

**Introduction**  
At Frederick Hugh House we seek to create a culture in which bullying of any kind, either against students or adults is not accepted by any member of the school. Our school community is based upon respect, good manners and fair play. We are committed to providing a safe and caring environment that is free from disruption, physical threats, verbal taunts, violence, victimisation and any form of harassment so that every one of our students can develop their full potential. We are therefore strongly committed to the avoidance of bullying in all its forms. We provide a clear framework for dealing with incidents of bullying, ensuring that bullies are dealt with swiftly and firmly. Our straightforward procedures make it easy to report bullying, including cyber bullying and bullying outside of school.

We expect our students to treat members of staff with courtesy and co-operation so that they can learn in a relaxed, but orderly, atmosphere. All students should care for and support each other. Our school prides itself on its respect and mutual tolerance. Parents/guardians have an important role in supporting Frederick Hugh House in maintaining high standards of behaviour. It is essential that school and home has consistent expectations of behaviour and that they co-operate closely together. This policy is available to parents of students and prospective students on the school website, on request and for perusal in the school office during the school day. It is also provided to staff prior to their commencing duties at Frederick Hugh House. Records are kept to evaluate the effectiveness of the approach or to enable patterns to be identified.

**Aims and Objectives**
- Bullying is wrong and damages individual children emotionally, physically or in 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

*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 students fulfil their potential.*
Definition of Bullying: Bullying can be defined as a deliberate, unprovoked and a repeated (over time) action, to intentionally hurt, humiliate, threaten, frighten or hurt an individual or group physically or emotionally. However, at times a single incident can have precisely the same impact as persistent behaviour over time. Bullying often involves an imbalance of power, leaving someone feeling helpless to prevent or stop the behaviour. It can lead to feelings of distress, fear, isolation, loneliness and a lack of confidence in those who are at the receiving end. It may occur directly or through cyber-technology such as social websites, mobile phones, text messages, photographs and e-mail. 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 both physical and emotional bullying in causing psychological damage and even suicide. The term ‘bullying’ is commonly associated with acts of violence, but non-physical bullying is experienced by most students at some period during their school career. If our staff feel that an offence may have been committed, we will seek assistance from the police.

Bullying may involve complicity that falls short of direct participation, such as the manipulation of a third party to tease or torment someone. It may be overt and intimidating, but is often hidden and subtle. 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 both physical and emotional bullying in causing psychological damage, eating disorders and self-harm, and can even lead to suicide.

Bullying can be:

- **Emotional (indirect bullying) including isolation of others by a refusal to co-operate with them and exclusion** - 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/ co-operate with others and refusal to follow staff instructions to do the above, or malicious rumours, e-mails or text messages, and also exclusion from play/discussions etc. with those whom they believe to be their friends.

- **Physical harm or its threat including the abuse of personal property** – 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/threatening use of weapon (or any object which could be used as a weapon), intimidation through physical gestures and actions.

- **Cyber** – not occurring face to face but rather through electronic means including, but not limited to, social networking sites, internet and intranet sites, email, instant messaging, by mobile phone including through text messages and phone calls, photographs both real and manipulated and so on. For more details of this see the specific ICT-Based forms of abuse (including Cyber Bullying) Policy.

- **Racist** - Bullying directed at individuals of a certain race, culture, ethnicity, language, faith, community, national origin or national status. The distinctive feature of racist bullying is that the victim is attacked not as an individual but as the representative of a family, community or group. This is an area where schools are required to keep statistics about incidents.

**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.

**Bullying – Child Protection Related Issues**

A bullying incident is treated as a child protection concern when there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm. In such cases the school reports its concerns to the Royal Borough of Kensington and Chelsea by telephone on 0207 361 3013 during office hours or the out of hours Duty Team (evenings and weekends) on 0207 361 3013. Any kind of bullying is unacceptable.

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• **Cultural** – focusing on and/or playing off perceived cultural or other similar differences.
• **Sexist** – covers a wide range of behaviour from name calling to physical sexual assault. It is the use of sexual language or negative stereotyping on the basis of gender.
• **Sexual** - is unwanted or inappropriate physical contact or sexual innuendo.
• **Homophobic** - This is bullying which is directed towards people who are openly gay, bisexual, are perceived as gay, or show characteristics. Heterosexual young people subject to homophobic bullying are more reluctant to report it as this may enforce the stereotypical way that they are already viewed by others, so sensitivity and positive support is required for victims.
• **Perceived Status** – This is bullying that can be related but not limited to grade level, physical size, appearance and economic status.
• **Religious** – Attacking faith, belief, religious practice or custom.
• **Special Educational Needs and Disability** – remarking upon, drawing attention to, or discriminating against persons with physical disabilities or learning difficulties or other identified special educational needs such as emotional and behavioural disabilities (EBD) and Specific Learning Difficulties (SLD) - (Dyslexia, Dyscalculia and Dyspraxia).
• **Verbal** - name-calling, sarcasm, spreading rumours, making snide comments, teasing, humiliating others, threatening others, inciting others to humiliate and threaten others and
• **Written** – spreading rumours, writing, printing unkind or malicious on paper or excluding someone from social groups.

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. Bullying can take place between student and student, staff and staff and student and student. We consider the pastoral care of the staff and children to be of prime importance. In class this role largely rests with the class teacher. It is school policy that any misdemeanour will be dealt with by the member of staff present when it occurs, whether in the playground, classroom, bathroom or any part of the school. A common code of behaviour is expected from everyone in the school (see Behaviour Policy). All staff and volunteers at Fredrick Hugh House are expected to treat each other with a professional level of respect.

**Signs of Bullying**

The term ‘bullying’ is commonly associated with acts of violence, but non-physical bullying is experienced by most students at some period during their school career. All staff must be alert to the signs of bullying. These may include:
• unwillingness to return to school;
• displays of excessive anxiety, lacking concentration, becoming withdrawn or unusually quiet;
• failure to produce work, or producing unusually bad work, or work that appears to have been copied, interfered with or spoilt by others;
• books, bags and other belongings suddenly go missing, or are damaged;
• a change in established habits (e.g. giving up music lessons, change to accent or vocabulary)
• psychological damage and diminished levels of self-confidence;
• feigning illness, with frequent visits to reception with symptoms such as stomach pains, headaches and so on;
• unexplained cuts and bruises;
• frequent absences, erratic attendance and late arrivals to class;
• nervousness and jumpy when an electronic message is received;
• asking for extra pocket money or starts stealing money (to pay bully)
• choosing the company of adults
• displaying repressed body language and poor eye contact, difficulty in sleeping, experiences nightmares;
• verbal taunts;
• students sitting on their own and students left out of activity groups during lessons or play activities and
• talking of suicide or running away.

Although there may be other causes for some of the above symptoms, a repetition of, or a combination of these possible signs of bullying should be investigated by parents and teachers. Students who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school. Students must be encouraged to report bullying in schools. All school staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with school policy.
Possible Consequences of Bullying could include:
The school recognises the seriousness of both physical and emotional bullying in causing psychological damage such as: Sadness; Feeling anxious and insecure; Feeling unhappy and lonely; Low self-esteem; Negative self-image; Looking upon themselves as failures - feeling stupid and unattractive; Feeling ashamed; Schoolwork begins to suffer; Reluctance to attend school; Lack of trust in adult life; Health problems - depression, sleeping difficulties, anxiety attacks; Most serious cases - suicide.

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 Frederick Hugh House Anti-bullying Policy is dovetailed with the Behaviour Management and Safeguarding – Child Protection Policies (with support for the victim and the bully) and makes it clear what the sanctions are for bullying. At Frederick Hugh House we implement disciplinary sanctions which reflect the seriousness of an incident and convey a deterrent effect. If necessary strong sanctions, such as exclusion, would be used in cases of severe and persistent bullying. It is incumbent on Frederick Hugh House to have clear policies which are communicated to parents, students and staff, along with creating an environment of good behaviour and respect, with helpful examples set by staff and older students. Integral to our policy is involving parents and making sure students are clear about the part they can play to prevent bullying, including when they find themselves as bystanders. Handling of a bullying incident is given much thought to ensure that the facts are fully known, agreed and understood by the victim(s). Bullying instances are reported and recorded so that patterns can be identified.

The Role of the Headteacher
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 Staff Team (Teachers, Therapists and Support Staff)
• All the staff in our school take 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.
• When any bullying has taken place between members of a class, then staff 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 Headteacher 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.
• We 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 students understand the feelings of bullied children and to practise the restraint required to avoid lapsing into bullying behaviour.

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• Bullying and issues around bullying will be explored during PSHEE and may also be covered adhoc in other lessons.
• Assembly and Reflection are used to praise, reward and celebrate the success of all children and thus to help create a positive atmosphere.
• Feelings and emotions are explored in Social Communications Groups.

We use educational elements such as personal, social and health education (PSHEE), assemblies, projects, drama, stories, literature, with discussion of differences between people and the importance of avoiding prejudice-based language.

E-safety - Cyber-Bullying Preventative Measures (Also please refer to the E-safety policy).
In accordance with legislative requirements we have a whole school approach to e-safety including online radicalisation. This includes annual update training for staff regarding e-safety. The school also organises annually an awareness session for parents with regards to e-safety. We expect all students to adhere to the safe use of the internet as detailed in our e-safety policy. The active management of hardware, software and connectivity and vigilance of teachers and parents has an active part to play in the protection of students from Cyber-Bullying incidents. Students will have access to technologies that have both positive and negative potential. Our policy of the use of technology within the school setting and beyond is understood and respected by staff and it is important the students and the wider school community also respect this policy. Within our e-safety policy, we have clearly defined roles and responsibilities for online safety as part of the school’s wider safeguarding strategy and how this links with other safeguarding policy (please refer to safeguarding policy cited in related documents). There is clear guidance on the use of technology in the classroom and beyond for all users within the school’s e-safety policy (please refer to e-safety policy including ICT acceptable use policy). The school’s e-safety policy also delineates detail into the school’s technical provision and infrastructure, including the safeguards in place to filter and monitor inappropriate content and alert the school to safeguarding issues (please refer to e-safety policy). Our staff receive training into the professional development of safeguarding techniques that include online safety (please refer to e-safety and safeguarding policies). It is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender. If our staff consider that an offence may have been committed, we will seek assistance from the police.

Staff Training
We raise awareness of staff through training, so that the principles of the anti-bullying policy are understood, legal responsibilities are known, action is defined to resolve and prevent problems and sources of support are available. We thoroughly appreciate the need to understand our children with their special educational needs and disabilities, and also lesbian, gay, bisexual and transgender (LGBTQ+) students as well as those from different religions, race and culture.

Involvement of Parents (including clear policies communicated to parents)
• We have clear policies communicated to parents, students and staff to create a helpful environment of integrity and respect.
• 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 Students
• Students 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.
• Students are invited to tell us their views about a range of school issues, including bullying, during assemblies, circle time, Good Morning time, PSHEE &C and other class times.

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. 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 Bullying Report Book and Serious Sanctions Book 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 student, 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.

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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 students, thus enabling patterns of behaviour to be established. The staff whole team should always be informed. Consultation with the Headteacher will determine the most appropriate approach to deal with the incident. Parents will always be informed if their child has been found to be either a victim or a perpetrator of a bullying incident.

The bully (bullies) may be asked to apologise. Sanctions and support for the bully and the victim in accordance with the behaviour management policy will be implemented. In severe cases, exclusion may be considered.

**Good Practice for Staff:**
- Be continually aware, watchful and available promoting good behaviour and encourage the care of others.
- Ensure students are appropriately supervised.
- Report all cases of bullying to the Headteacher.
- Parents’ involvement and cooperation can be sought and parents of students involved will be kept informed.

**Classroom Management**
Teachers’ classroom management will link strongly to the School Behaviour Policy. This includes a positive ethos with emphasis on the dignity of each child, on praise and reward rather than punishment with the skills of self-discipline being learned early in life. All students will know that their teacher is the person to whom they can talk in confidence. Students will be given the opportunity in class to discuss bullying and how to deal with it.

Children will be encouraged to discuss how they get on with others and how to form positive attitudes towards them. This includes a review of what friendship really is and how to treat everyone with dignity and respect. Teachers will be aware that they can radically affect the incidence of bullying and that it must always be taken seriously.

**Playground Management**
The teacher on duty and playground supervisors should be patrolling the playground area and constantly monitoring the behaviour of students. In the case of minor misbehaviour – a child will be given the chance to apologise to the victim – this may stop the situation getting out of hand. The supervisors will report bullying to the teacher on duty, who in turn will act in accordance with the agreed policy. 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 email reporting system, and staff briefing/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 filters in place to prevent children or staff accessing inappropriate material online in school.

In the event of bullying taking place among the staff, the Headteacher should be informed and appropriate decisions made with possible reference to the relevant school Employment Policies and Procedures. Accusations of bullying of a child by members of staff will be investigated thoroughly also. Each child is treated fairly and with respect. Members of staff to whom disclosures are made should initiate the following procedures themselves and/or consult with the relevant staff as appropriate. All disclosures, whether from a student, a parent, a member of staff or a volunteer should be taken seriously and treated with sensitivity. The victim(s) should be made aware that their safety is considered to be of paramount importance.

**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
In writing this policy, specific to Frederick Hugh House the following legal status documents, related documents and references have been taken into consideration.

**Legal Status**
- Prepared with reference to: Advice for parents and carers on cyberbullying (DfE - November 2014), Cyberbullying: Advice for headteachers and school staff (DfE - November 2014), Preventing and tackling bullying: Advice for headteachers, staff and governing bodies (DfE - October 2014) and School support for children and young people who are bullied (DfE - March 2014)
- Has regard to the Equality Act 2010 and the Public Sector Equality Duty

**Related Documents:**
- Anti-Bullying Students Information Sheets
- The School Rules, What to do if you are Worried
- Positive Behaviour Management Policy (including Sanctions, Rewards, and Exclusions)
- Single Equalities Policy (equality and diversity including equal opportunities and racial harassment)
- Safeguarding - Child Protection Policy and Procedures (including Preventing Extremism and Radicalisation)
- E-Safety Policy including ICT Acceptable Use and ICT-Based Forms of Abuse (including Cyber-Bullying)
- Personal, Social, Health, Economic Education (PSHEE) and Citizenship
- Spiritual, Moral, Social and Cultural (SMSC) Development