



**THE FROEBELIAN SCHOOL**  
**Anti-Bullying Policy**

The provisions in this document apply to all aspects of the school including the EYFS, Breakfast Club, Little Acorns, Homework and Activities Club, Summer Holiday Club, school trips and extra-curricular activities.

This policy is part of an integrated approach to helping our pupils to become good citizens and it should be read in conjunction with the following policies:

- Promoting Good Behaviour
- E-safety
- Admissions, Misbehaviour and Exclusions

**Aims and Objectives**

At the Froebelian School, we nurture a community that is based upon respect, good manners and fair play. We are committed to the provision of a safe and caring environment, as free as possible from disruption, violence and harassment. Such an environment is ideal for the growth and development of caring and considerate children. Staff treat pupils and parents with great care and respect and, in return, we expect pupils and parents to treat staff and each other with kindness and courtesy so that the whole school community can learn and work in a calm, orderly atmosphere.

We pride ourselves on the respect, tolerance and good order that prevails in school, having due regard to the age of the children. Parents and carers have an important role to play in supporting the school in maintaining high standards of behaviour. It is important that school and home have consistently high expectations of behaviour and that we work closely together.

We aim to help the whole school community share an understanding of bullying, and in particular of the measures taken to nurture kind, respectful behaviour and to prevent bullying in school. We will work in partnership with pupils and parents to deal effectively with bullying if it occurs. This policy, which will be accessible to parents and others on our website or c/o the School Office, sets out our ethos, measures and procedures for dealing with bullying.

**The School Code**

The School Code specifically includes the expectation that all pupils will maintain 'SAFE HANDS, SAFE FEET, SAFE VOICE'. As bullying behaviour can be physical and verbal (including online 'written' comments), the School Code supports our stance that bullying, harassment, victimisation, intimidation and discrimination will be taken very seriously and steps taken to deal with problems. We strive to treat all our pupils and their parents/carers fairly and with consideration and we expect them to reciprocate towards each other, the staff and the school.

**Background**

Bullying at school is a matter of great concern. It can make children's experience of school miserable and at times frightening. If bullying is not tackled as promptly as possible and in the right way, the consequences can be serious. Such consequences can include physical and emotional harm (which may cause psychological damage). In preparing this policy we have taken into account a variety of professional advice including the DfE guidance 'Preventing and tackling bullying' (4 July 2017).

In recent inspection reports the inspectors wrote the following comments about our school:

‘The personal development of the pupils is excellent. Pupils display a strong moral code from an early age. They understand right from wrong and they manage their own behaviour to a high level.’

‘Pupils get on well with everyone instinctively and respect is a cornerstone in the way in which pupils interact with one another.’

‘Pupils show a strong understanding about the need to stay safe. This includes awareness of online safety and cyber-bullying.’

‘The pupils’ excellent personal development begins and permeates down from the outstanding leadership and management. Their care for each individual within the community ensures the best outcome for the pupils.’

‘The pupils’ welfare, health and safety are particularly well looked after. The school is a safe environment. The pastoral care of pupils is excellent and they feel happy and extremely safe. All necessary measures have been taken to reduce the risks from fire and other hazards. Attendance and admission registers are efficiently maintained and organised. Pupils are well supervised during the day. Risk assessments are appropriately carried out for both in-school and out-of-school activities. High quality systems and policies are in place, including those for safeguarding, the promotion of good behaviour.’

### **Definition**

A widely adopted definition of bullying was put forward by the Scandinavian researcher, Olweus, in the early 1990s. This states that:

*Bullying is the repeated or long term exposure of a victim or victims to verbal or physical attack, or social ostracism, perpetrated by an individual or a group.*

Another, useful definition of bullying is that used by the NSPCC:

*Bullying is deliberately harmful behaviour repeated over a period of time, where it is difficult for those being bullied to defend themselves.*

Recent technological developments mean that bullying by abuse of the internet, social media, email and text messaging must be added to the various mechanisms through which bullying might be perpetrated. Bullying of members of staff, whether by pupils or parents/carers will also be treated seriously and may result in the use of sanctions including that of exclusion.

Examples of bullying will include behaviour that reflects the above definitions in a variety of forms including racial, religious, cultural, sexual/sexist, homophobic, disability (including those with special educational needs), cyber bullying (e.g. through the internet, social media, telephones and text messages) and bullying because the child is adopted or acts as a carer.

### **Staff Training**

The school recognises the importance of raising the awareness of staff through training, so that the principles of this policy are understood, legal responsibilities are known, action is defined to resolve and prevent problems, and sources of support are available. Staff training on this policy is periodic

and addressed in departmental briefings, whole staff briefings and other relevant training throughout the year.

When it is necessary to do so, school may invest in specialised skills to understand the needs of our pupils, including those with special educational needs or disabilities, and lesbian, gay, bisexual and transgender (LGBT) pupils.

### **Examples of Bullying**

The following are considered to be parts of bullying:

- Actions intended to hurt another person deliberately, both children and adults
- Acts of aggression repeated over a period of time
- Something hurtful that it is difficult for a victim to defend themselves against

In this context bullying is often experienced in one of three ways:

1. Physical abuse (e.g. hitting, kicking or taking belongings)
2. Verbal Abuse (e.g. name calling, offensive remarks)
3. Indirect abuse (e.g. spreading nasty rumours, sending malicious emails)

### **Symptoms of bullying**

It is important to be alert to the typical signs of potential bullying. These include the following (NB this is not an exhaustive list):

- Children who are reluctant to attend school and/or who are frequently absent
- Children who seem to have few friends and/or complain of being lonely
- Children who present physical problems (e.g. vomiting, stomach aches, bedwetting, sleeping difficulties)
- Children who display excessive anxiety, becoming withdrawn or unusually quiet
- Changes to established habits (e.g. giving up an activity without good reason)
- Unexplained cuts or bruises
- Displaying repressed body language and poor eye contact
- Being overly emotional (e.g. outburst of tears)
- Children who suddenly chose the company of adults

Please note that each case must be reviewed individually as the symptoms described above can result from causes other than bullying. Many of the symptoms mentioned above may also be observed in adults who suffer from bullying.

### **Sensitive Issues**

Bullying will sometimes take place on the basis of religion, ethnicity, gender, sexual orientation or disability. These are described, below, in more detail.

#### Racism

This can be presented in various ways, including name-calling, racist jokes and the wearing of offensive badges. It is important that the school ethos and curriculum promotes acceptance and tolerance, and that any potentially racist problems are treated very seriously.

#### Sexual bullying

This type of bullying can be seen in a variety of ways, commonly through innuendos or unwelcome comments, name calling and the distribution of pornographic material. In its most extreme form, sexual bullying involves assault.

Through the curriculum and by staff example, it is important that pupils see and understand equality and the proper conduct between genders.

#### Homophobia

This type of bullying centres around sexual orientation, whether homosexual (gay/lesbian), bisexual

or transgender. To challenge this, all staff must be aware of the need to deal with homophobic language, to treat victims with confidentiality and to explore issues of diversity and difference in a very positive way.

#### SEND, learning difficulties, disability and disfigurement

Pupils with special educational needs (e.g. dyslexia), learning difficulties, disabilities or disfigurement are often at greater risk of being bullied. The school ethos and curriculum needs to be inclusive and to celebrate different levels of achievement and ability. Classroom organisation and activities will be sensitive to different needs and vulnerable children will be helped to develop confidence and assertiveness.

#### **Cyber Bullying**

The Froebelian School believes that everyone in the school community has the right to learn and to teach in a supportive and caring environment without fear of being bullied. We are committed to helping all members of the school community to benefit from information and communication technology, whilst understanding its risks, and to equip children with the knowledge and skills to be able to use it safely and responsibly. The school's E-Safety Policy explains what procedures are in place to safeguard children online, how it monitors the use of ICT in school and how the school teaches children the importance of keeping safe online. Our E-Safety Lead is Mr Mike Finan.

Cyber bullying includes sending or posting harmful or upsetting text, images or other messages, using the internet, mobile phones or other communication technology. It can take many forms, but can go even further than face to face bullying by invading home and personal space and can target one or more people. It can take place across age groups and target pupils, staff and others. It can include threats and intimidation, harassment, defamation, exclusion or peer rejection, impersonation and unauthorised publication of private information or images. It can include messages intended as jokes, but which have a harmful or upsetting effect.

Cyber bullying may be carried out in many ways, including:

- Threatening, intimidating or upsetting text messages;
- Threatening or embarrassing pictures and video clips via mobile phone cameras;
- Silent or abusive phone calls or using the victim's phone to harass others, to make them think the victim is responsible;
- Threatening or bullying emails, possibly sent using a pseudonym or someone else's name;
- Menacing or upsetting responses to someone in a chat-room;
- Unpleasant messages sent during instant messaging;
- Unpleasant or defamatory information posted to blogs, personal websites and social networking sites (e.g. Facebook)

In some cases this type of bullying can be a criminal offence.

#### **Procedures:**

1. Staff must be responsive to allegations of bullying. The member of staff who is first contacted by a pupil takes initial responsibility for investigating the incident. It is essential that pupils are confident that all allegations are taken seriously and acted upon. Alleged incidents of bullying must always be investigated and recorded to enable patterns to be identified. The form teacher is responsible for completing part one of the Anti-Bullying form in confidence, which will then be passed to the Deputy Head for consideration and possible investigation/further action if deemed appropriate. The Deputy Head will be responsible for completing part two.

. Likewise, if incidents of bullying are reported by parents, this must be referred to the appropriate

form teacher and again an Anti-Bullying form should be completed in confidence and sent on to the Deputy Headteacher. The incident must always be investigated and recorded to enable patterns to be identified. The form teacher is responsible for keeping a copy, in confidence, and for ensuring that a senior member of staff is informed.

2. When the matter is very serious, the Deputy Headteacher or Headteacher will assume responsibility and this will always be the case if a member of staff, complains of being bullied.
3. When serious incidents occur, the parents of the bully and the victim will be informed.
4. If it is appropriate, the parents of the child who has been bullying and those of the victim shall be asked to come to school for meetings to ensure that there is a satisfactory outcome.
5. Investigations should also be made to find the reasons for the bully's behaviour. Attempts shall be made to correct the behaviour of the bully or bullies.
6. The victims of bullying should receive extra support and help for developing ways in dealing with bullying or similar types of intimidation.
7. The bully or bullies concerned will make an apology and other appropriate measures may be taken. Sanctions which reflect the seriousness of an incident and convey a deterrent effect (such as fixed-term or permanent exclusion) may be necessary in cases of severe and persistent bullying.

#### **Record-keeping**

Alleged incidents of bullying must always be investigated and recorded to enable patterns to be identified. The form teacher is responsible for completing part one of the Anti-Bullying form in confidence, which will then be passed to the Deputy Head for consideration and possible investigation/further action if deemed appropriate. The Deputy Head will be responsible for completing part two.

If allegations of bullying are substantiated through investigation or are clearly indicated in recorded patterns of events and behaviour over time, these will be added to the school's central anti-bullying log by the Deputy Head.

#### **Child Protection**

Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, staff should report their concerns to the Designated Safeguarding Lead. Even where safeguarding is not considered to be an issue, school may decide to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child doing the bullying.

#### **Preventative Measures (including roles and responsibilities):**

1. The School Council (governors) and all members of staff will be made aware of this policy. Staff will also receive additional advice and training on bullying which will be reviewed on a regular basis. A copy of the policy will also be available to all parents and prospective parents on the School website or from the School Office.
2. The Anti-Bullying Policy will be reinforced by the Headteacher, Deputy Headteacher/Key

Stage Two Leader, the Key Stage One and EYFS Leaders, through assemblies and other opportunities.

3. All members of staff will use opportunities such as assemblies, story-time, circle-time, RE and PSHEE to reinforce anti-bullying and to encourage children to show respect, kindness and tolerance.
4. Peer pressure will be motivated against bullying behaviour, and the children are made aware through our PSHEE lessons using the Jigsaw Scheme, weekly ethos themes and assembly programme what to do and who to talk to if they feel they are being bullied. The school also promotes anti-bullying messages by marking the annual National Anti-Bullying Week.
5. The playgrounds are supervised carefully to promote social skills, imaginative games and co-operative play.
6. Pupils should be reminded regularly of the School Code, 'SAFE HANDS, SAFE FEET, SAFE VOICE'.
7. Pupils who are found to be guilty of bullying should be reminded that a written record of the incident will be kept and that this may be used in the future if serious incidents re-occur.
8. Staff and older pupils, particularly those with Captain status, must be aware of the dangers of bullying.
9. Areas where bullying seems a greater risk should be supervised very carefully and effectively. When carrying out playground supervision, members of staff should be proactive in deflecting situations involving verbal abuse or otherwise over-enthusiastic physical games.
10. Persistent offenders should be deprived of break-times and other sanctions imposed if suitable at the discretion of the Deputy Headteacher or Headteacher. All sanctions will be reasonable and proportionate but may include, if necessary, the ultimate sanction of exclusion (fixed term or permanent).
11. All pupils must be encouraged to accept their own responsibility for bringing to the attention of staff any incidents of bullying they experience or become aware of others experiencing.
12. Questionnaires may be used to help identify any bullying trends or potential hot-spots (i.e. times or places where bullying may be more likely).
13. Parents are encouraged to support tolerance, respect and mutual understanding. It is particularly important for parents to use discretion when dealing with allegations and grievances, and to ensure that children do not hear overt criticism of staff or other parents and children.

### **Conclusion**

Bullying is likely to continue to occur even in a community, such as the Froebelian School, where our ethos and standards are fundamentally at odds with deliberate unkindness. For that reason, we will remain vigilant and respond as soon as possible when we become aware that potential bullying may have happened. It is imperative that all pupils feel free from bullying within the school.

This policy is reviewed regularly by the Headteacher, in consultation with the DSL, E-Safety Lead and governing body, in the light of experience, research and good practice.

Policy Date: September 2018

Policy Review Date: September 2021

Signed (Headteacher): 

Signed (Chair of Governors): 