FHS
Francis Holland Schools

Name of Policy	Anti-Bullying
Author	DSL Leads/Head of Junior School
Committee for Review & Approval	Safeguarding Sub-Committee
Date of Last Revision	December 2023
Date of Committee Approval	February 2024
Date of Next SLT Review	Autumn 2025
Date of Next Committee Review & Approval	Spring 2026
Regulation Number	Part 3 10
Regulation Description	Written policy to prevent bullying with regard to DfE Guidance Preventing & tackling Bullying July 2017
To be read in conjunction with:	Behaviour and Sanctions Policy
	Exclusions Policy
	Information Systems Policy
	Data Protection Policy
	Safeguarding and Child Protection Policy

Revision History	
This section should be completed by the reviewer each time this policy is reviewed	
Changes made	**Date**
[brief description of edits]	[Term and Year]
Minimal changes	Autumn 2021
Amendments to encouraging disclosures	Autumn 2023
Procedures amended Aims and Objectives moved to the start Prejudice-based and discriminatory bullying referenced Removal of outdated reporting arrangements	22/02/2024

Availability of this document:
Copies of this document are available at francisholland.org.uk/policies/ or on request from the school office, Francis Holland School (Regent's Park, Ivor Place, London NW1 6XR or Francis Holland School (Sloane Square), 39 Graham Terrace, London SW1W 8JF.

Application of this document:
This policy applies to both Sloane Square and Regent's Park, and to the EYFS as well as junior and senior schools. Where there are differences in procedures between the schools this has been clearly highlighted in the appendices

Contents

Anti-Bullying Policy

Context

Bullying is a complex issue, which we address both proactively through teaching students and reactively, by addressing any observations and reports of possible bullying. We seek to foster mutual respect and create a safe, caring community, where members feel free to voice their concerns. We expect all members of the school community to act in a considerate, respectful and courteous manner at all times.

Aims

The aim of our Anti-Bullying Policy is to clarify for pupils and staff that bullying is always unacceptable. We aim to foster an environment where independence is celebrated and individuals can flourish without fear; where every pupil has the right to be safe and happy in school, and to be protected when she is feeling vulnerable; where each individual member of the community is entitled to respect and courtesy and where victims and witnesses of bullying know that if they report a concern, they will be taken seriously and that action will be taken.

Objectives

- To clarify that bullying is unacceptable;
- To ensure that students and staff are clear about the roles that they can take in preventing bullying;
- To develop pupils' self-esteem and suggest strategies for assertiveness and dealing with difficult, upsetting or threatening situations;
- To ensure that pupils who experience bullying know how to report it and are confident of the Trust's ability and preparedness to help;
- To ensure that pupils who experience bullying are safeguarded and supported;
- To hold pupils who engage in bullying behaviour to account for their behaviour through appropriate sanctions and by taking steps to repair the harm that they have caused;
- To ensure that both victims and bullies are advised and supported, and to prevent recurrence.

All forms of bullying should be taken equally seriously and all are dealt with according to this policy.

Definition of Bullying

The Government defines bullying as behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying might: be a regular pattern of behaviour or a one-off incident. The relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online. It might be motivated by actual differences between children, or perceived differences. Bullying can make the lives of its victims a misery: it can cause serious psychological damage, undermining the victim's confidence and self-esteem and destroying their sense of security. At worst, bullying can be a factor in suicide. Additionally, those who conduct bullying or who witness it can also experience emotional harm; the impact on parents and Trust staff can also be significant. Bullying is a form of child-on-child abuse and as such will be treated as a child protection concern when there is reasonable cause to believe that a child is suffering or likely to suffer significant harm.

Bullying behaviour can be:

- **Physical** – any form of physical violence towards a person or a person's belongings;
- **Verbal** – name calling, insults, spreading rumours, laughing at another's expense;
- **Emotional** – exclusion, ignoring, manipulation;
- **Cyber-bullying** – any form of bullying that takes place. Types of cyber bullying include: harassment, denigration (eg. fake information), flaming (eg. goading arguments), cyber-stalking, malicious use of social media, taking images of members of the school community without consent and exclusion;
- **Sexualised** – making sexist assertions, coercing another to either share indecent images or participate in sexualised behaviours;
- **Discriminatory, prejudice-based bullying** – making homophobic, transphobic, biphobic, racist comments or behaviours or assertions based on another's sexual identity. Bullying related to special educational needs or disabilities; to appearance or health conditions;
- Bullying of young carers or looked after children or otherwise related to home circumstances;

Although bullying is not a specific criminal offence, there are criminal laws which apply to harassment and threatening behaviour, including the Protection from Harassment Act 1997, the Communications Act 2003, the Malicious Communications Act 1988 and the Public Order Act 1986.

The Malicious Communications Act 1988 addresses cyber-bullying: 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. Please also refer to the Information Systems Policy. The Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile phone, has been seized by a member of staff who has been formally authorised by the Head, that staff member can examine data or files, and delete these, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone.

Bullying away from Trust premises
The Trust takes seriously incidents of bullying which take place off Trust premises. Where such incidents are reported to Trust staff, they will be investigated and acted upon under provisions in the Education and Inspections Act (2006).

Possible Signs of Bullying
Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness or clinging to adults. They may show changes in their work pattern, lack concentration, try to take more time off school or even truant from school. We look out for such changes, communicate our concerns with parents and parents know to contact us if they have any concerns.

Encouraging Disclosure
It is important to create an atmosphere in the school where pupils who are being bullied, or others who know about it, feel that they will be listened to and believed, and that action will be swift but sensitive to their concerns. It should be clear that not telling about bullying actually protects the bully or bullies and sends the message that they can continue to bully the original victim and perhaps bully others too. Where pupils are concerned about bullying but do not wish to be identified, they may

report anonymously using 'Whisper' to make it easy for pupils to report bullying occurring inside and/or outside school.

Fostering an environment in which bullying is reported is important:

- To make clear to the pupil responsible for bullying behaviour what the results of her actions are, in order to help her stop behaving in this way, and to improve and develop as a person;
- To make the whole community aware of the need to tackle bullying swiftly and efficiently.
- To keep comprehensive records and continue monitoring, thus ~~to~~ enabling patterns to be identified and thereby aiding the prevention of bullying. The Trust will look into each single incident and make an appropriate record as this will assist the school to spot patterns and to ensure the single incident does not become the first of a series.

Sanctions

The Trust will always support victims of any form of bullying. Some individuals may see their hurtful behaviour as 'a joke' or 'banter'. Regardless of intention, these kinds of behaviour are unacceptable and have a negative impact on the victim. It is important that behaviour of this type is taken seriously and discussed with all the pupils involved. However, sometimes these behaviours can be corrected quickly with advice and without disciplinary sanctions. A pupil who does not respond appropriately to the advice of a teacher about their behaviour can expect a sanction. The sanction may involve an after school detention but any sanction available to the Trust may be used to correct, punish or remove a pupil who bullies, in or out of school. Suspension or even exclusion may be necessary in the case of severe and persistent bullying. For more information please see the Behaviour and Sanctions Policy.

Appendix: Anti-Bullying Procedures at Sloane Square School

Procedures for Junior (including EYFS) and Senior School

If bullying is suspected or reported, the Deputy Head Pastoral Senior or Head of Juniors will discuss the matter with all parties, individually or together as considered appropriate. Every effort will be made to resolve the issue through discussion while making it clear that behaviour which causes others distress is not acceptable. Records will be made of all steps taken. Such records also enable possible patterns to be identified in future and allow a clear picture of reported bullying situations throughout the school. The case will continue to be monitored, with support as necessary given to the student who has been bullied.

Procedures for Whole School

When a bullying incident occurs, we will investigate the issue and support the child(ren) involved. The following core principles will apply:

• Any child who is being bullied is encouraged to tell someone, write it down or report it on Whisper (Senior School) so that steps can be taken to stop the bullying
• If a parent or friend is informed, we ask that it is reported to a member of staff at the earliest opportunity
• Cases of suspected bullying will be investigated thoroughly and carefully as soon as possible. Investigations will usually be led by relevant Heads of Year (Senior School) or SLT (Junior School), although the wider pastoral team will be involved in more serious cases.
• All those involved will be given the opportunity to talk about the matter with an appropriate person and make a written account.
• A record of the investigation and its outcome will be kept on CPOMS
• Regular communication takes place with parents/carers
• Prejudice motivated bullying is treated extremely seriously

Interventions should include the opportunity for follow up to evaluate support and if necessary provide a further course of action and/or sanction, which may include:

• Attendance at a workshop
• Restorative session with a member of staff present and/or our Safer Schools' Officer
• A verbal reprimand and/or warning
• Detention (Senior School) Reflection Room (Junior School)
• Individual supervision at breaks and/or lunchtimes
• Suspension
• Exclusion from school

Parents will be routinely informed of any incidents of bullying and records kept. A bullying incident will be treated as a child protection concern when there is reasonable cause to believe that a child is suffering or likely to suffer significant harm.

Staff responsibilities and preventative strategies

We recognise that pupils may be reluctant to report bullying for fear of repeat harm. It is therefore important that staff show that that they can support pupils to prevent harm, that bullying is not tolerated and that there are solutions which work. Pupils need to receive a clear message that nobody ever deserves to be bullied.

Staff receive regular INSET to increase their awareness of bullying issues and preventative strategies. The Anti-Bullying Policy forms part of new Staff Induction and there are regular reminders of it in Staff Meetings. Form tutors also deliver elements of the PSHE programme which addresses bullying, assertiveness and related matters.

Additionally, staff seek to acknowledge and praise the successes and skills of individuals, in order to help them to develop their self-esteem and become less vulnerable to bullying.

Staff need to be sensitive to the possible effects of their communications with pupils, and aim at consistent fairness, in accordance with the Safeguarding and Child Protection policy. No member of staff should ever deliberately humiliate a pupil. (Please see the Code of Conduct).

How the question of bullying is addressed within the curriculum: By dealing with the topic of bullying within the Life Skills programme in a way which explores why it happens and gives alternative ways of behaving and dealing with difficulties; the Life Skills programme also deals with issues which may give rise to prejudice;

- By using creative learning through Art, Music and Drama to develop empathy and social skills;
- By raising awareness of the negative consequences of bullying in literature, historical events etc;
- By using teaching methods that encourage co-operative work in a variety of groupings so that students extend their relationships beyond a small group of friends;
- By holding assemblies that address issues which may give rise to prejudice, raise awareness of the school's anti-bullying policy and help to develop emotional literacy and to reinforce the school's values;
- By setting an example of harmonious community life, where appropriate care and concern are shown between members of staff and between students and staff;
- By every member of staff showing clear disapproval of any exclusive or unfriendly behaviour;
- When group work is undertaken in lessons, by organising groups to avoid exclusion of the vulnerable in the class.

Vigilance outside the classroom
Any instances of deliberate unkindness, exclusion, or overt bullying witnessed by a member of staff should be reported straight away to the form tutor or Head of Year. Teachers need to be particularly vigilant at times and in places where victims are more vulnerable and bullying is less easily seen, including:

- At breaks;
- When pupils move from one lesson to the next;
- In classrooms between lessons;
- In the playground;
- In locker rooms and toilets;
- In corridors and stairwells;
- In the dining room;
- Before the member of staff arrives for the start of the lesson and at the end.

To reduce the likelihood of bullying taking place in these areas, the following preventative measures have been put in place:

- The Staff Duty Rota ensures effective supervision at break time and lunchtime; reminders are given to staff at briefings about the importance of carrying out duties and members of the SLT checking from time to time to ensure that duty rota is effectively enforced;
- Guidance to staff about the necessity for punctuality to lessons and registration;
- The changing rooms are supervised before and after PE lessons;
- CCTV cameras in certain parts of the school;
- Restricted access, at school, to social networking websites e.g. Tik Tok, instagram;
- Restricted use of mobile phones in school.

Steps taken to combat cyber-bullying
To combat cyber-bullying, the school actively manages hardware, software and connectivity as part of our safeguarding procedures. Both staff and parent are reminded of the importance of vigilance in this respect. Access to social networking sites in school is restricted.

Appendix: Anti-Bullying Procedures at Regent's Park School

Procedures

If bullying is suspected or reported, the Head of Year – or Pastoral Deputy Head will discuss the matter with all parties, individually or together as considered appropriate. Every effort will be made to resolve the issue through discussion while making it clear to the bully that her behaviour is not acceptable, and has caused distress. Parents of both parties may be informed. Clear factual written records will be made of everything that has occurred to enable possible patterns to be identified in future. The situation will continue to be monitored with support as necessary given to the student who has been bullied.

Procedures

When a bullying incident occurs, we will investigate the issue and support the child(ren) involved. The following core principles will apply:
• Any child who is being bullied is encouraged to tell someone, write it down or report it on Whisper so that steps can be taken to stop the bullying
• If a parent or friend is informed, we ask that it is reported to a member of staff at the earliest opportunity
• Cases of suspected bullying will be investigated thoroughly and carefully as soon as possible. Investigations will usually be led by relevant Heads of Year, although the wider pastoral team will be involved in more serious cases.
• All those involved will be given the opportunity to talk about the matter with an appropriate person and make a written account.
• A record of the investigation and its outcome will be kept on CPOMS
• Regular communication takes place with parents/carers
• Prejudice motivated bullying is treated extremely seriously

Interventions should include the opportunity for follow up to evaluate support and if necessary provide a further course of action and/or sanction, which may include:
• Attendance at a workshop
• Restorative session with a member of staff present and/or our Safer Schools' Officer
• A verbal reprimand and/or warning
• Supervision
• Detention
• Suspension
• Exclusion from school

Parents will be routinely informed of any incidents of bullying and records kept. A bullying incident will be treated as a child protection concern when there is reasonable cause to believe that a child is suffering or likely to suffer significant harm.

Cyber-bullying procedures

If cyber-bullying is suspected, the same procedures are adhered to, however, it is important that the following factors are recognised and taken into account when implementing the part of or the whole anti-bullying procedure:
• **Evidence –** there should be evidence of occurrence from the target of the bullying;
• **Impact** – the scale, scope and timing (24/7 access) can be greater than in other forms of bullying;
• **Motivation** – sometimes, perpetrators (if peers) may not know they are in fact causing distress. If the perpetrator is not connected with the school, they can still access the victim in school hours.

In the event of the latter scenario, in consultation with the victim and parents, the police may be called to log the bullying.

Staff responsibilities and preventative strategies
We recognise that pupils may be reluctant to report bullying for fear of repeat harm. It is therefore important that staff show that they can support pupils to prevent harm, that bullying is not tolerated and that there are solutions which work. Pupils need to receive a clear message that nobody ever deserves to be bullied.

Staff receive INSET to increase their awareness of bullying issues and preventative strategies. The Anti-Bullying Policy forms part of new Staff Induction and there are reminders of it in Staff Meetings. Specialist PSHE teachers raise awareness of bullying as well as cyber-bullying. At certain times of the year, form staff and Heads of Years host assemblies regarding bullying or raise awareness in form times. All pupils and staff, upon arrival at the school sign a respective code of conduct relating to IT usage.

Additionally, staff seek to acknowledge and praise the successes and skills of individuals, in order to help them to develop their self-esteem and become less vulnerable to bullying. Staff need to be sensitive to the possible effects of their communications with pupils, and aim at consistent fairness, in accordance with the Safeguarding and Child Protection policy. No member of staff should ever deliberately humiliate a pupil. (Please see Code of Conduct).

Bullying is addressed through the curriculum:
- By dealing with the topic of bullying within the PSHE programme in a way which explores why it happens and gives alternative ways of behaving and dealing with difficulties;
- The PSHE programme also deals with issues which may give rise to prejudice;
- By using creative learning through Art, Music and Drama to develop understanding of feelings and develop pupils' social and emotional skills;
- By raising awareness of the negative consequences of bullying in literature, historical events etc;
- By using teaching methods that encourage co-operative work and a variety of groupings so that students extend their relationships beyond a small group of friends;
- By holding assemblies that raise awareness of the school's anti-bullying policy and help to develop emotional literacy;
- By the adults of the community striving to set an example of sympathetic community life, where appropriate care and concern is shown between each other and between students and staff.
- By every member of staff showing clear disapproval of any exclusive or unfriendly behaviour;
- When group work is undertaken in lessons, by organising groups to avoid exclusion of the vulnerable in the class.

Vigilance outside the classroom
- Any instances of deliberate unkindness, exclusion, or overt bullying witnessed by a member of staff should be reported straight away to the form tutor or Head of Year. Teachers need to be particularly vigilant at times and in places where victims are more vulnerable and bullying is less easily seen, including:
- At breaks;
- Travelling times between lessons;
- In classrooms between lessons;
- In the areas of the playground;
- In cloakrooms and toilets;
- In corridors and stairwells;
- In the dining room;
- Before the member of staff arrives for the start of the lesson and at the end.

To reduce the likelihood of bullying taking place in these areas, the following preventative measures have been put in place:

- Staff Duty Rota – to ensure effective supervision at break time and lunchtime;
- SLT monitoring the school to ensure duty rota is effectively enforced;
- Guidance to staff about the necessity for punctuality to lessons and registration;
- Reminders to staff at briefings about the importance of carrying out duties;
- Supervision of the changing rooms before and after PE lessons;
- CCTV cameras in certain parts of the school;
- Restricted access, at school, to social networking websites e.g. Tik Tok, instagram;
- Restricted use of mobile phones in school.

Staff should be sensitive to the possible effects of their communications with pupils and aim at consistent fairness.

Steps to combat cyber-bullying
To combat cyber-bullying, the school actively manages hardware, software and connectivity as part of our safeguarding procedures. Both staff and parents are reminded of the importance of vigilance in this respect. Access to social networking sites in school is restricted through the school's filtering system.