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SECTION 3.3 – ANTI-BULLYING POLICY

Statement of Intent

Self-respect and respect for others form one of the foundations on which Frensham has developed and grown as a school. Therefore, any behaviour that damages that respect or replaces it with fear will meet with strong disapproval and often will result in disciplinary action.

The aim of the anti-bullying policy is to ensure that students can learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable. We are committed to providing a caring, friendly and safe environment for all students so they can learn in a relaxed and secure atmosphere. If bullying does occur, all students should be able to tell and know that incidents will be dealt with promptly and effectively.

Bullying is a safeguarding concern and the DSL oversees all reported cases of bullying and works to ensure that these are followed up appropriately by relevant pastoral staff in school. The DSL maintains a bullying log of all incidents where there is any suggestion of bullying, whether it is concluded that this is bullying or not and reports all incidents logged to the Head and pastoral leads.

Why do we need an Anti-Bullying Policy?

Persistent bullying can severely inhibit a student's ability to learn effectively. The negative effects of bullying can have an impact on a person for their entire life. Frensham Heights wishes to promote a secure and happy environment free from threat, harassment and any type of bullying behaviour. Therefore, this policy promotes practices within the school to reinforce our vision and to remove or discourage practices that negate them.

What is Bullying?

At Frensham we consider the term "bullying" to mean any deliberate or unkind behaviour that is repeated and targeted and intended to cause another person unhappiness, whether this be in person or via technology.

Bullying occurs when an individual or a group uses strength or power to hurt, either physically or emotionally, but intimidating or demeaning others. Bullying can take many forms including emotional, physical, racist, homophobic, transphobic, verbal or online. It is usually persistent, can be covert and is a conscious attempt to hurt, threaten or frighten someone. 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.

Bullying can take many forms including:

- Physical bullying which can include kicking, hitting, pushing and taking away belongings.
- Verbal bulling which includes name calling, mocking and making offensive comments.
- Emotional or 'non-verbal' bullying which includes isolating or excluding an individual or spreading rumours about them.
- Online or Cyber-bullying where technology is used to hurt an individual – for instance messaging or posting messages/images on the internet or any form of social media
- Racist bullying occurs when bullying is motivated by racial, ethnic or cultural prejudice
- Sexual bullying or harassment is where someone makes unwanted physical contact or makes sexually abusive or offensive comments
- Homophobic or biphobic bullying occurs when bullying is motivated by a prejudice against lesbian, gay or bisexual people
- Transphobic bullying occurs when bullying is motivated by a prejudice against people who identify as trans
- Disablist bullying occurs when bullying is motivated by a prejudice against people with any form of disability
- Sexist bullying occurs when bullying is motivated by a prejudice against someone because of their gender

Frensham Heights has a Use of Technology policy which all students agree to which attempts to help students to recognize the inappropriate nature of online or cyber-bullying.

What Bullying is not
Many distressing behaviours are not examples of bullying, even though they are unpleasant and often require teacher intervention and management.

There are three socially unpleasant situations that are often confused with bullying.
- Mutual conflict situations – In mutual conflict situations there is an argument for disagreement between students but not an imbalance of power. Both parties are upset and usually both want a resolution to the problem. However, unresolved mutual conflict sometimes develops into a bullying situation with one person becoming targeted repeatedly for retaliation in a one-sided way.
- Social rejection or dislike – unless the social rejection is directed to towards someone specific and involves deliberate and repeated attempts to cause distress, exclude or create dislike by others, it is not bullying.
- Single episode acts - single episodes of nastiness or physical aggression, are not the same as bullying. If a student is verbally abused or pushed on one occasion they are not being bullied. Nastiness or physical aggression that is directed towards many different students is not the same as bullying.

Whilst these situations are not classified as bullying, they can be unkind and can still leave to sanction following the school's behaviour policy. It would be expected that students can report these incidents to a member of staff, who in turn will deal with them appropriately.

Signs of Bullying

Changes in behavior that may indicate that a student is being bullied can be seen in the table below. Of course, many of these can also be symptomatic of a range of adolescent problems. However, staff who encounter these symptoms in a pupil should follow up to see what the underlying cause might be. If they are uncomfortable in doing this, then they should seek support and advice from another member of staff (Pastoral Leads, Safeguarding Team, House Staff, Deputy Head, Health Centre nurses, School Counsellor)

Attendance:	Academic:
- Reluctance or avoidance in attending school or a certain lesson - Continued lateness for school; - Reluctance to leave school; - Constant use of the library at break times; - Arriving at class at the same time as the teacher.	- Poor work; - Poor concentration in class; - Reluctance to participate in class discussions; - Snide remarks from the other members of the class.
Physical:	Emotional:
- Tiredness; - Loss of appetite; - Unexplained bruises and injury; - Torn clothing. - Displaying repressed body language and poor eye contact	- Unexplained changes in behaviour; - Loss of confidence, irritability; - Mood swings; - Lethargy; - Sudden outbursts of temper.
Social:	Other
- Isolation from peers in class and at play time; - Preference for the company of adults or older/younger students; - Reluctance to attend social gatherings or events with large groups	- Books bags or belongings 'mysteriously' disappear or are damaged - Talking of running away to friends - Difficulty in sleeping or experiencing nightmares

Some reasons why people bully
- Desire to appear powerful
- Unhappiness
- Feelings of inadequacy
- Difficulties at home
- Learned behaviour (perhaps they too have been bullied)
- Poor decisions/making genuine mistakes

For very young children (EYFS) Frensham understands that the main reasons that they may engage in excessive hurtful behavior are that:

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- they do not feel securely attached to someone who can interpret and meet their needs - this may be in the home, and it may also be in the setting.
- their parent, or carer in Early Years, does not have skills in responding appropriately, and consequently negative patterns are developing where hurtful behaviour is the only response the child has to express feelings of anger;
- the child is exposed to levels of aggressive behaviour at home and may be at risk emotionally, or may be experiencing child abuse; and
- the child has a developmental condition that affects how they behave.

Bullying which occurs outside school premises

Staff members have the power to discipline pupils for misbehaving outside the school premises. Sections 90 and 91 of the Education and Inspections Act 2006 say that a school's disciplinary powers can be used to address pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff, but only if it would be reasonable for the school to regulate pupils' behavior in those circumstances. This may include bullying incidents occurring anywhere off the school premises or online.

Where bullying outside school is reported to school staff, it should be investigated and acted on. The Head should also consider whether it is appropriate to notify the police or anti-social behavior coordinator in their local authority of the action taken against a pupil. If the misbehavior could be criminal or pose a serious threat to a member of the public, the police should always be informed.

While school staff members have the power to discipline pupils for bullying that occurs outside school, they can only impose the disciplinary sanction and implement that sanction on the school premises or when the pupil is under the lawful control of school staff, for instance on a school trip.

How to get help

Relationships at Frensham are such, that we are confident that every student in the school has a positive relationship with at least one member of staff (teaching or support) that they feel that can turn to for support, advice or to report a concern to. At Frensham this could be:
- A tutor
- Head of Year
- Pastoral Lead
- A member of the residential team/boarding staff
- A teacher
- The Health Centre
- The Deputy Head – or another member of SLT
- The school counsellor
- Any adult who works in the school
- Anonymous Reporting Tool

In addition, external support is also promoted through posters offering advice and support through:
- Childline

- Sue Millerchip – our "Independent Listener" (An ex-colleague who has offered their services to support students who may feel unable to talk to someone in school in the first instance)
- Office of the Children's Commissioner (for students who are boarders)

Students can feel confident that any of the above will listen to their problem. Students who have been bullied will be supported by:
- Offering an immediate opportunity to discuss the experience with a member of staff of their choice
- Reassuring the student that they are not alone
- Offering continuous support
- Restoring self-esteem and confidence

Students who have bullied will be helped by:
- Discussing what happened
- Discovering why the student became involved
- Establishing the wrongdoing and need to change
- Informing parents or guardians to help change the attitude of the student
- Offering continuous support

Anti-Bullying Procedures
It is made clear that bullying in any form is unacceptable. It will be taken seriously and dealt with promptly.

A bullying incident should be treated as a child protection concern when there is reasonable cause to believe that a child is suffering or is likely to suffer significant harm

Staff responsibilities:
1. To listen to all parties involved in incidents
2. To take appropriate action or to refer to Tutor/Head of Year/SLT as appropriate. All records of bullying to be held securely by DSL on the bullying record and on CPOMS
3. To investigate incidents promptly and as fully as possible
4. To inform a Deputy Head (and/or DSL) of concerns (email or in person)
5. To model the values our school believes in from the mission statement
6. To promote the use of interventions which are least intrusive and most effective
7. To record formal communications in the appropriate student files
8. To communicate with the parents of the victim and bully, incidents of persistent and/or serious bullying
9. To promote open management styles which facilitate communication and consultation within the school and relevant outside agencies when appropriate
10. To attend any anti-bullying session or CEOP based training as part of Staff Conference and as directed by the Head or Deputy Head

Responses will vary depending on the nature of the incident but may include:
- Formal notes made of the incidents which are held on a student's file/central record

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- Parental involvement/communications
- Gating (time out from the community) at break/lunch
- Internal suspension – time out from the community during the school day
- External suspension – time away from school
- Permanent exclusion
- Counselling
- Use of a report or monitoring card
- Involvement of external agencies
- Monitoring or mentoring by Tutor/Head of School / Assistant Head of School
- Peer support/peer mentoring
- Conversation/mediation where appropriate

Boarding

The school is aware that boarders may potentially face additional issues with bullying as boarders who are being bullied (offline) cannot escape their bullies for long periods of time as they are not going home as often. In these cases, extra support and action is taken to support these children as needed. The pastoral team works closely with the Heads of Boarding and House to ensure children are safe.

Boarders are given time when they can access their phones devices to contact home, but this is limited and controlled with boarders gaining increased access as they move up through the school. Boarders received education in Horizons (PSHE) lessons on issues around online or cyber-bullying. The school's Wi-Fi filter and monitoring systems are also in place to support boarders to reduce risk of online or cyber-bullying.

Anti-Bullying Strategies

As a school, we are committed to

- Appropriate and timely promotion of anti-bullying messages in Morning Talks, Tutor Time and Notices and Horizons lessons (PSHE)
- A duty rota for staff so they patrol key areas during break, lunchtime and after school
- Questions about bullying in our annual student questionnaire to gauge student views on how safe they feel in school
- Horizons (PSHE) lessons on anti-bullying as part of the curriculum and additionally as required/needed
- An anonymous reporting tool regularly publicised and available to all students to use
- Strong teacher-student relationships so students feel comfortable in reporting any issues
- CEOP trained staff (Child exploitation online protection)
- Information leaflets/posters for students and parents about online safety

> **It is the responsibility of all members of our community to be vigilant for the signs of bullying and to do all we can to maintain the supportive and positive atmosphere of the school; which is valued by all.**

Further support

Visit the websites:

https://www.nspcc.org.uk
www.kidscape.org.uk
https://www.ceopeducation.co.uk/