



FARRINGTONS
SCHOOL

ANTI-BULLYING POLICY

Updated – September 2024
Revised by: SPA
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WHOLE SCHOOL ANTI-BULLYING POLICY

The Anti-Bullying Policy and the Anti-Cyberbullying Policy should both be understood in the context of the Child Protection Policy, Staff Code of Conduct and the Behaviour Policy. In developing this policy Farringtons School has taken advice from students and staff and used Preventing and Tackling Bullying (2017) and Cyberbullying: Advice for headteachers and school staff (2014) as points of reference.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1069688/Preventing_and_tackling_bullying_advice.pdf

KCSIE 2023 states "Governing bodies and proprietors should ensure there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare. These policies should include individual schools and colleges having: a behaviour policy, which includes measures to prevent bullying (including cyberbullying, prejudice-based and discriminatory bullying)"

1. Introduction and Aim

1.1 The aim of this policy is to ensure that all students and staff are able to learn /work in an environment where they feel safe, secure and happy.

1.2 We understand bullying to be behaviour by an individual or group, that intentionally hurts another individual or group either physically or emotionally.

1.3 In bullying, there is a conscious desire to frighten, hurt or threaten. Bullying is deliberately harmful behaviour, usually persistently repeated over a period of time; The Department for Education defines 'What is Bullying?' on page 8 of the following document from July 2017:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf

1.4 Bullying can take many forms, including:

- teasing or name calling
- verbal intimidation
- malicious gossip
- prejudice-based - when bullying behaviour is motivated by prejudice based on an individual's actual or perceived identity; it can be based on characteristics unique to a child or young person's identity or circumstance. More guidance on Prejudice-based bullying can be found at <https://respectme.org.uk/bullying/prejudice-based-bullying/>
- racial, homophobic, biphobic, transphobic, religious, disablist, cultural or sexual / sexist harassment, SEN / learning difficulties or disabilities and targeting high academic achievers
- harassment of others who may be wearing a face mask in school

- extortion
- emotional abuse
- ostracism – isolation of a student from a friendship or peer group
- damaging or stealing the property of the victim
- physical or sexual abuse
- inappropriate messaging and emailing
- sending offensive or degrading images or videos by phone or via the internet, or posting these on social networking sites (e.g. Facebook, Twitter, YouTube)
- Child on Child abuse – see 1.8 and 1.9

1.5 Bullying can seriously damage a person's confidence and sense of self-worth, and they will often feel that they are at fault in some way. It can lead to serious and prolonged emotional damage for an individual. Those who conduct the bullying or witness the bullying can also experience emotional harm, and the negative impact on parents and school staff can be significant.

1.6 Bullying can take place between students, between students and staff, or between staff; by individuals or groups; face-to-face, indirectly or by using a range of cyberbullying methods. This policy provides an overall framework for managing all types of bullying behaviour. There is no 'hierarchy' of bullying, all forms of bullying should be taken equally seriously and dealt with appropriately.

1.7 Children can abuse other children (often referred to as child on child abuse) and it can take many forms. It can happen both inside and outside of school/college and online. It is important that all staff recognise the indicators and signs of child on child abuse and know how to identify it and respond to reports.

1.8 All staff at Farringtons should understand, that even if there are no reports in Farringtons it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding Child on Child abuse they should record on MyConcern and speak to the Designated Safeguarding Lead (or a Deputy DSL).

It is essential that all staff at Farringtons understand the importance of challenging inappropriate behaviours between peers, many of which are listed below, that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

1.9 Child on Child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse; Note: All cases of Sexual Violence and Sexual Harassment will be recorded on the SVSH Register by the DSL
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery);
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

2. We recognise that signs and effects of bullying may be:

- Anxiety about going to school / truancy from lessons
- Changes in behaviour, including eating habits, interactions with peers or staff and possibly an increase in visits to the Medical Centre or Wellbeing Room
- Loss of concentration or deteriorating school work
- Depression and / or loss of confidence
- In the worst cases self-harming, attempted or completed suicide. Unwillingness to discuss and share aspects of home life

3. What the school does to prevent bullying:

The School ethos and culture of celebrating diversity and challenging prejudice is an essential part of our strategy to prevent bullying. The School also aims to be proactive in preventing bullying by educating pupils through curriculum opportunities like (but not limited to) our Relationships & Sex Education programme, PSHE Programme, Chapel, Year Group Assemblies, participation in Anti-Bullying Week (typically November each year) and IT lessons.

To prevent prejudice-based bullying, Farringtons uses a whole school approach.

We look at the culture of the whole school and consider:

- what Farringtons is required to do under the Public Sector Equality Duty
- creating a school culture that reflects safety and inclusivity
- celebrating difference
- using the language of diversity
- including and involving all pupils – we are a talking and listening school
- Regular surveys eg. site-security pupil survey
- empowering staff and students

The anti-bullying message therefore permeates throughout our school community and environment, however when bullying does occur Farringtons will ensure that it:

- Acts quickly when incidents are reported
- Supports all those involved
- Trains all students and staff to act when they see situations that are a cause for concern
- Staff are expected to act as role models and to avoid using sarcasm, making derogatory or humiliating comments to students
- All staff undertake e-safety training with the Online Safety Alliance.
- Monitors incidents to look for trends about when and where bullying takes place
- Supervises areas of the school at critical times
- Use of CCTV within the School grounds and buildings to help with the prevention of bullying
- Use of MyConcern to monitor behaviour issues which fall under the safeguarding and prevent duty eg. racist behaviour
- Talks to the FPA
- Reminds students of their right (and responsibility) to tell
- Buddies are allocated at times of transition e.g. all new students in any year group or when students are experiencing difficulties
- Encourages students to discuss their views on school life at the Student Council in the Senior School and Prep School
- Raises awareness of bullying, for example, during anti-bullying week
- Bullying issues are addressed throughout the school; particularly in English, Drama, Wellbeing, History and RS lessons
- Assemblies
- Use of iSAMS to monitor and tackle behaviour trends
- Use of Smoothwall filtering and monitoring to tackle online bullying

All allegations of bullying will be taken seriously and will normally be dealt with in accordance with the below procedure.

4. Reporting Bullying

- 4.1 We want everyone to feel safe to report bullying incidents. A student who is encountering problems, either a bully or a victim, is encouraged to talk about any such problems with those who can help; e.g. in the Prep School, the class teacher or any

other member of staff to whom the child feels comfortable talking; in the Senior School, Sixth Form Prefects, School Counsellor, Tutor, Housemistress / Housemaster, Head, or any other staff member she or he chooses.

- 4.2 The person who first receives the report from a student is required to inform the Tutor and Head of Key Stage as soon as possible. Where the child is deemed to be at risk, then information should be passed to the Designated Safeguarding Lead (see Child Protection and Safeguarding Policy).
- 4.3 The pastoral team around the pupil being bullied, in consultation with the Head as appropriate, will agree the best course of action to support all the children involved but throughout the incident the student being bullied must feel supported by staff and must feel that she or he was right to report the bullying.
- 4.4 The student should be encouraged to speak to their parents; in the Prep School, due to the young age of the children, parents will be contacted so that the school and home can work in partnership to resolve the issue.
- 4.5 Teaching staff will be informed of the incident if it is deemed appropriate on a 'need to know basis'.
- 4.6 The student or students allegedly doing the bullying will then be questioned individually by the most appropriate member of staff.
- 4.7 Depending on the age of the children and the specific circumstances of the bullying a meeting, if appropriate, may be arranged between the student being bullied and the students doing the bullying in the presence of the investigating member of staff in order to bring the bullying out into the open. The student or students who are bullying will be expected to make a full apology to the person they have bullied.
- 4.8 The pastoral team around each of the students involved, including the School Counsellor if appropriate, will ensure there is continued support and guidance to deal effectively with any further repercussions of the bullying being reported
- 4.9 Parents of all concerned will be contacted, given the facts and, if appropriate, invited to a meeting in school.

5. Recording of incidents

- 5.1 A concern or incident should be recorded through 'My Concern' (Appendix 1) and updated following the full investigation of a bullying incident.
- 5.2 Sanctions will be given according to the Behaviour Policy and in serious incidents or for persistent bullying the sanction may be expulsion from school.
- 5.3 A bullying incident will be regarded as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' (Children Act 1989). Where this is the case, after the Head has been involved, it may be necessary to make a report to the Social Services and in certain cases the Police.

6. Support to Victims and Bullies

- 6.1 In all cases where anyone reports bullying they will be told of the outcome. Where serious action is taken pupils and staff will always be informed and the situation explained.
- 6.2 The victim will be carefully monitored and encouraged to talk about his / her reactions and, especially any repercussions. Victims will be given support and encouragement by the school. The bullies will be given a fair hearing and any issues arising will be addressed. They will be helped in finding mechanisms to see that there is no recurrence of the problem(s).

7. Conclusion

- 7.1 If the problem of bullying is not dealt with firmly it can seriously harm the prospects of a small minority of vulnerable, isolated and frightened pupils who are the victims of bullying behaviour, with incalculable and even tragic consequences.
- 7.2 Pupils who feel threatened must be able to report their fears in the knowledge that the bully will be firmly dealt with.
- 7.3 Strong sanctions such as exclusion may be necessary in cases of severe and persistent bullying. As a last resort, students may be expelled from the school and the reasons notified to the School Governors.
- 7.4 Above all, if bullying is allowed to go unchallenged, the bully, the victim and all the pupils and staff will suffer from the school's failure to deal with a problem that adversely affects the whole school environment and prevents it from being a protective, caring and positive support to those within it.

8. Appeals Process

- 8.1 If a parent or guardian would like to make an appeal regarding the way an incident of bullying has been investigated and resolved by the school, then this may be done by following the School's Complaint's Policy which is available on the school website.

Appendix 1

MyConcern can be accessed at <https://myconcern.education>.

Staff should login using their school email address and raise a concern using the Report a Concern icon.

[Home School (1234567)]

Profiles ▾ Audit Trail Resources ▾ Admin Reports ▾ Help

Report a Concern

Name(s) of Pupil(s)

☐ Please add the Pupil(s) who are the subject of this concern and add any other Pupil(s) you want associated to it.

Concern Summary

Send Concern to

Concern Date/Time

Details of Concern

Location of Incident

☐ **Is this Concern urgent?**

Action Taken

Attachment

Anti-Bullying Advice for Parents

Farringtons School has an Anti-Bullying Policy and several methods of dealing with bullying in school if it arises. A child is being bullied when they are exposed to negative actions on the part of one or more other pupils.

Bullying can take many forms and can include the following:

- Name calling and teasing
- Threats and extortion
- Physical violence
- Damage to someone's belongings
- Leaving pupils out of social activities deliberately and frequently
- Spreading malicious rumours
- Bullying by mobile phone WhatsApp, text messages, email or internet websites

Parents and families have an important part to play in helping schools deal with bullying:

- Discourage your child from using bullying behaviour at home or elsewhere. Show them how to resolve difficult situations without using violence or aggression
- Watch out for signs that your child is being bullied, or is bullying others. Parents and friends are often the first to detect that a problem exists. Don't dismiss it. Contact the school immediately if you are worried
- Monitor closely your child's use of the internet and mobile phone
- Ensure access to social networking sites such as Facebook, SnapChat, TikTok and Twitter are only used by children of the correct age and used appropriately (accounts are only permitted for those aged 13 and above)

If your child has been bullied, these can be emotional situations, please do try to keep an objective view on the incident

- Calmly talk to your child about their experience
- Make a note of what they say, particularly who was said to be involved: how often the bullying has occurred; where it happened and what has happened
- Reassure your child that they have done the right thing to tell you about the bullying
- Explain to your child that should further incidents occur they should report them to a teacher immediately
- Make an appointment to contact your child's tutor or class teacher

When talking to teachers:

- Try to stay calm and understand that the teacher may have no idea that your child is being bullied or may have heard conflicting accounts of an

incident

- Be as specific as possible about what your child has said
- Ask how you can help
- Stay in touch with the school and let us know if things improve as well as if the problems continue.

If your child is bullying other children

Many children may be involved with bullying other pupils at some time. Often parents are not aware that their child is involved in bullying.

Children sometimes bully because:

- They don't know it is wrong
- They are copying older brothers or sisters or other people in the family whom they admire
- Their friends encourage them to bully
- They are going through a difficult time and are acting out their aggressive feelings on others

To stop your child bullying:

- Talk with your child; explain that what they are doing is unacceptable and makes other children unhappy
- Discourage other members of your family from bullying behaviour or from using aggression or force to get what they want
- Make an appointment to see your child's tutor or class teacher and discuss how you and the school can stop them bullying others
- Regularly check with your child how things are going at school
- Give your child lots of praise and encouragement when she / he is co-operative or kind
- Monitor use of mobile phones and the internet

What if you just want to talk to someone?

Remember you probably have friends who may be able to help you or an older student to whom you feel you can turn to. The Assistant Head (Pastoral and Boarding), Houseparent, Tutors or other members of staff always want to help.

Turn to anyone you feel you can talk to comfortably.

There may be times when you feel you cannot talk to a member of staff - this is perfectly alright.

Remember you can always talk, telephone or write to any of the following people:

- Friends and other students in the house
 - Tutor
 - Housemaster or Housemistress
 - Member of staff on duty
 - Any member of staff you trust
 - Mr Jackson, Head
 - Mr Palacios, Assistant Head (Pastoral & Boarding)
 - Mr Boyjoonauth, Head of Prep School (Designated Safeguarding Lead)
 - Mrs Jo Cryan, Deputy Head of Prep School
 - Mrs Heidi Harry Head of Early Years (Deputy Safeguarding Lead)
 - Staff in the Medical Centre
 - Mrs Grindley, School Counsellor
 - Miss Farrant Mental Health & Wellbeing Lead
 - Your parents / Guardians
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- Child Line 📞 0800 1111
 - Children's Commissioner 📞 0800 5280731
 - The Samaritans 📞 08457 90 90 90
 - Cruse Bereavement Line 📞 0844 4779400
 - OFSTED 📞 0300 123 4666
 - www.thinkuknow.org