Simul autem et crescere luceat
Together we grow and shine

Fountain Head House School

Anti-bullying Policy

Review due	January 2026
Last review	January 2024
Reviewed by	Thereza de Lucca Headteacher
Approved by	Julie Smith Chair of the School Board

Contents	Page

Context

Fountain Head House School is a co-educational school for up to 80 pupils in the age range 4 to 16 years, for pupils with identified Special Educational Need and Disability (SEND) through their EHCP.

Fountain Head House School offers provision for neuro-divergent children, including autistic pupils; pupils with communication and interaction needs; sensory processing needs; global developmental delay; attention deficit hyperactivity Disorder (ADHD). Social, emotional and mental health needs may compound difficulties in some instances but will not be the primary area of need.

Typically, pupils at Fountain Head House School have a rate of acquisition and/or degree of retention of knowledge and educational skills across all National Curriculum Core Subjects significantly below age related expectations (ARE). The majority of pupils might have been out of education for periods of time and/or experienced trauma in their lives.

We believe that all children have the right to a high level of education which provides continuity and sequential progression taking into account pupils' starting points, individual strengths, talents and needs. The Fountain Head House School curriculum is planned to meet each pupil's individual EHCP outcomes through adaptive approaches which take into consideration age and developmental appropriateness.

At FHHS, we are committed to providing a safe and caring environment that is free from disruption, violence and any form of bullying or harassment so that all pupils can develop their full potential. We expect our pupils to treat each other and members of staff with courtesy and co-operation so that they can learn in a relaxed and orderly atmosphere.

FHHS prides itself on its respect and mutual tolerance. Parents and carers have an important role in supporting our school in maintaining high standards of behaviour. It is essential that school and home
have consistent expectations of behaviour and that they co-operate closely together.

Bullying, harassment, victimisation and discrimination are not tolerated. We treat all pupils, parents and carers fairly and with consideration and we expect them to reciprocate towards each other, the staff and the school.

Any kind of bullying is unacceptable. This policy applies to all pupils in the school, and has been written with regard to the Department for Education (DfE) guidance *Preventing and Tackling Bullying:*
Advice for School Leaders, Staff and Governing Bodies, July 2017.

Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour, including any incidents of bullying
- Provide a consistent approach to promoting understanding and acceptance with clear messages that any form of bullying is unacceptable

Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- Preventing bullying - GOV.UK (www.gov.uk), 2017
- Behaviour and discipline in schools: advice for headteachers and school staff, 2016
- Behaviour in schools: advice for headteachers and school staff 2022
- The Equality Act 2010
- Keeping Children Safe in Education

It is also based on the Special Educational Needs and Disability (SEND) Code of Practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

Understanding Behaviours in the Context of SEND

Recognising the impact of SEND on behaviour, including bullying

The school recognises that pupils' behaviour, including bullying, is impacted by a Special Educational Need or Disability (SEND).

When incidents of bullying arise, we will consider them in relation to a pupil's SEND. Decisions on whether a pupil's SEND had an impact on an incident of bullying will be made on a case-by-case basis. For example, it is possible that a pupils might appear to be directing bullying behaviours to another pupil when, in fact, the behaviours relate to sensory overload (e.g. a pupil with hearing over-sensitivity might find another pupils vocalisations too loud and distressing).

When dealing with bulling related behaviours from pupils with SEND, the school will balance their legal duties when making decisions about enforcing the Anti-bullying Policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- All pupils have an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of bullying behaviours, and put in place support to prevent these from occurring.

Definitions

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Intentional and deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Although bullying can occur between individuals it can often take place in the presence (virtually or
physically) of others who become the 'bystanders' or 'accessories'.

There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.
Bullying can take place between:
• young people
• young people and staff
• between staff
• individuals or groups
Certain groups of pupils are known to be particularly vulnerable to bullying by others: these may include pupils with special educational needs such as learning or physical disabilities; young carers, Children Looked After, those from ethnic and racial minority groups and those young people who may be perceived as lesbian, gay, bisexual, transgender or questioning their gender role.

Cyber-bullying

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content with a click. It can involve social networking sites such as Facebook, emails and mobile phones, used for SMS messages and as cameras. The wider search powers included in the Education Act 2011 give teachers stronger powers to tackle Cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones. Separate advice on teachers' powers to search (including statutory guidance on dealing with electronic devices) is available on the DfE website.

Bullying can include

TYPES OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence

TYPES OF BULLYING	DEFINITION
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites
Prejudice-based and discriminatory, including: • Racial • Faith-based • Culture • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based • Appearance or health • Children Looked After • Young Carers	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)

Signs of Bullying

Changes in behaviour that may indicate that a pupil is being bullied include:

- Unwillingness to return to school
- Displays of excessive anxiety, becoming withdrawn or unusually quiet
- Books, bags and other belongings suddenly go missing, or are damaged
- Change to established habits
- Diminished levels of self-confidence
- Frequent visits to the school office first aider with symptoms such as stomach pains, headaches, etc.;
Unexplained cuts and bruises
- Frequent absence, erratic attendance, late arrival to class
- Choosing the company of adults
- Displaying repressed body language and poor eye contact
- Difficulty in sleeping, experiencing nightmares, etc.
- Talking of suicide or running away

Addressing bullying and discrimination in the curriculum

These issues are complex and need a whole school approach in which the PSHE education curriculum plays a vital part.

Learning about different types of bullying (including online) is now a statutory RSHE requirement. This includes the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.

This also crosses over with how teacher approach the subject of abuse, harassment and discrimination within the PSHE Education Curriculum.

Recording, Monitoring and Reporting Behaviours, including bullying

The school uses an online reporting system BehaviourWatch. BehaviourWatch allows all staff to efficiently report behaviours that challenge including bullying and behaviours to celebrate. The online tool empowers staff to use an advanced reporting system, setting the new standard for internal school data as well as tracking behaviour patterns over time, by weather, by school radar and by year group, class and individual pupil compiled in a custom-built interface.

The school will collect data on the following:

- Behavioural incidents (Behaviours to Celebrate and Behaviour that Challenge)
- Incidents of searching, screening and confiscation
- Incidents of bullying and friendship related issues
- The use of disengagements and holds

The data will be analysed every half-term by the Positive Behaviour Support Lead (Ryan Barnes).

The data will be analysed from a variety of perspectives including:

- At whole school level
- By individual classes
- By age/year group
- At the level of individual members of staff
- At the level of individual pupils
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

Roles and responsibilities

The School Board

The School Board is responsible for:

- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

The Headteacher

The headteacher is responsible for:

- Ensuring that this policy is reviewed
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with all behaviours, including bullying
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Ensuring that this policy works alongside the Safeguarding and Child Protection Policy and the Behaviour Policy to offer pupils both consequences and support when necessary
- Ensuring that bullying and discrimination are addressed as part of the PSHE curriculum

All staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording incidents of bullying promptly and correctly using BehaviourWatch
- Challenging pupils to meet the school's expectations

The senior leadership team (SLT) and Positive Behaviour Support Lead will support staff in responding to incidents of bullying.

Parents and carers

Parents and carers, where possible, should:

- Get to know the school's Anti-bullying Policy and reinforce it at home where appropriate
- Support their child in adhering to the school's Anti-bullying Policy

- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any concerns with the class teacher promptly
- Raise any concerns about the management of incidents of bullying with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to tackle any issues related to possible bullying.

Pupils

Pupils will be made aware, at their level of ability, of the following expectation of behaviour during their induction into the school:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the Anti-Bullying Policy
- The school's key rules and routines

Pupils will be supported to learn about the implications of bullying and harassment, and will be provided with continual support from all staff.

Pupils will be supported to develop an understanding of the school's Anti-bullying Policy and wider culture through the PSHE Curriculum.

Preventative Measures

Bullying – Preventative Measures

- Pupils are briefed thoroughly on the school's expected standards of behaviour. They are told what to do
  if they encounter bullying. We guarantee that whistleblowers who act in good faith will be supported.
- Creating an ethos of good behaviour where pupils treat one another and the school staff with respect
  because they know that this is the right way to behave.
- As part of PSHE learning, teachers openly discuss differences between people that could motivate bullying, such as religion, ethnicity, disability, gender or sexuality. Also children with different family situations, such as children looked after or those with caring responsibilities. This is also covered as part of teaching about Spiritual, Moral, Social and Cultural (SMSC) development.
- The PSHE Curriculum is structured to give pupils an awareness of their social and moral responsibilities as they progress through the school, this includes a message about the importance of community involvement and about looking out for each other.
- Teaching pupils that using any prejudice based language is unacceptable.

- All new members of staff are given guidance on the school's Anti-bullying Policy and in how to react to
allegations of bullying.
- All reported incidents are recorded in BehaviourWatch and investigated at once.

Cyberbullying – Preventative Measures

- Pupils are expected to adhere to the safe use of the internet. Certain sites are blocked by our filtering system and our Information and pupils' use is monitored and reported to SLT
- FHHS issues all pupils with their own personal school email address
- FHHS offers guidance on the safe use of social networking sites and cyberbullying as part of the PSHE Curriculum
- FHHS offers guidance on keeping names, addresses, passwords, mobile phone numbers and other personal details safe as part of the PSHE Curriculum

Mobile phones

- Pupils are **not** allowed to have mobile phones with them on-site
- There is a particular area where phones should be stored during the school day
- An exception may be made where there is an identified need for contact with parents / carers via mobile. In this case, the pupil will be allowed to use their mobile under supervision in an appropriate area of the school. There will be exceptions to the rules for medical or personal reasons
- An atmosphere of mutual respect between both staff and pupils to develop relationships
- Practices that allow for self-reflection and self-regulation of behaviour

How may a victim find help?

If a pupil thinks that he or she is being bullied, the first step is to talk to someone that he or she can trust. It is important to know that he or she may speak confidentially to someone. This person might be a friend,
class tutor, another teacher, a parent or the Headteacher. A victim should never keep silent: sharing anxiety is the first and most important step.
If a pupil, teacher or parent knows someone who is being bullied he or she must take action. The first person to be told should share the information with a member of the Senior Leadership Team. The reported bullying incident will be addressed with sensitivity and with support for those involved.

Links with other policies

This behaviour policy is linked to the following policies:
- FHHS - Exclusions policy
- FHHS - Child Protection and Safeguarding Policy
- FHHS - Mobile Phone Policy

Appendix 1 – Contact details for social networking sites

The UK Safer Internet Centre works with social networking sites to disseminate their safety and reporting tools.

Social networking site	Useful links
Ask.fm	Read Ask.fm's 'terms of service' Read Ask.fm's safety tips **Reporting on Ask.fm:** You do not need to be logged into the site (i.e. a user) to report. When you move your mouse over any post on someone else's profile, you will see an option to like the post and also a drop down arrow which allows you to report the post.
BBM	Read BBM rules and safety
Facebook	Read Facebook's rules Report to Facebook Facebook Safety Centre
Instagram	Read Instagram's rules Report to Instagram Instagram Safety Centre
Kik Messenger	Read Kik's rules Report to Kik Kik Help Centre
Snapchat	Read Snapchat rules Report to Snapchat Read Snapchat's safety tips for parents
Tumblr	Read Tumblr's rules Report to Tumblr by email If you email Tumblr take a screen shot as evidence and attach it to your email
Twitter	Read Twitter's rules Report to Twitter
Vine	Read Vine's rules Contacting Vine and reporting
YouTube	Read YouTube's rules Report to YouTube YouTube Safety Centre

Appendix 2 – Organisations that provide support to parents and carers of children

- The Anti-Bullying Alliance
- CEOP
- Childline
- Childnet
- The Diana Award
- Internetmatters
- Kidscape
- Get connected
- NSPCC
- The Parent Zone
- Thinkuknow
- Young Minds
- UK Safer Internet Centre

[Preventing bullying - GOV.UK (www.gov.uk)](www.gov.uk)