

Fulford School

Bullying and Discrimination Policy



Last reviewed on:	September 2025
Next review due by:	September 2027
Responsible:	Deputy Headteacher (Pastoral)
	Approved at LGB Meeting 25th Sept 2025

POLICY SECTION	WHAT'S CHANGED?	WHY?
N/A`	No Changes	Sept 2025

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Introduction

Every child should be able to learn in a school environment free from bullying and discrimination of any kind. At Fulford we aim to provide a safe, caring and friendly climate for learning for our pupils based on our HEART Core Values.

We aim to ensure that all members of the school community take active responsibility for the welfare and safety of others and helping them feel secure. We seek to create an atmosphere of trust, respect and empathy, whilst recognising and celebrating diversity amongst all members of the school.

Pupils should be able to tell staff about incidents immediately, confident that they will be supported and the incident dealt with promptly and sensitively.

Definition

Bullying is defined as (Anti Bullying Alliance):

“Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online”

Bullying is generally characterised by:

- Repetition: Incidents are not one-offs; they are frequent and happen over a period of time.
- Intent: The perpetrator(s) means to cause verbal, physical or emotional harm; it is not accidental.
- Targeting: Bullying is generally targeted at a specific individual or group.
- Power imbalance: Whether real or perceived, bullying is generally based on unequal power relations.

Vulnerable pupils are more likely to be the targets of bullying due to the attitudes and behaviours some young people have towards those who are different from themselves. Vulnerable pupils may include, but are not limited to:

- Pupils with SEND.
- Pupils who are adopted.
- Pupils suffering from a health problem.
- Pupils with caring responsibilities

The following are protected characteristics and our role in school is to ensure that students are protected from discrimination in relation to these both in-person and online. The protected characteristics are:

- age
- disability
- gender reassignment (transphobia)
- pregnancy and maternity
- race
- religion or belief
- sex
- maternity or civil partnership

Legislation and Guidance

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Education and Inspections Act 2006
- Equality Act 2010
- Protection from Harassment Act 2017
- Malicious Communication Act 1988
- Public Order Act 1986
- Communications Act 2003
- Human Rights Act 1998
- Crime and Disorder Act 1998
- Education Act 2011

This policy has been written in accordance with guidance, including, but not limited to:

- DfE (2017) Preventing and tackling bullying
- DfE (2018) Sexual violence and sexual harassment between children in schools and colleges
- DfE (2018) Mental health and wellbeing provision in schools
- DfE (2024) Promoting and supporting health and wellbeing in schools and colleges

This policy operates in conjunction with the following school policies:

- Behaviour policy
- Suspensions and Exclusions policy
- SEND Policy
- Child Protection and Safeguarding policy
- Equality policy
- Acceptable use policy
- Relationship and Sex Education Policy
- Mental Health Policy
- Mobile Phone Policy

Types of Bullying

Bullying can take many forms but it is important to understand that bullying is not the occasional falling out with friends, name-calling or arguments or when the occasional joke is played on someone.

Types of bullying include:

- Bullying because of their protected characteristics, or for other vulnerable characteristics
- Racist bullying: Bullying another person based on their ethnic background, religion or skin colour. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 and Public Order Act 1986
- Homophobic bullying: Bullying another person because of their actual or perceived sexual orientation.

- Transphobic bullying: Bully based on another person's gender 'variance' or form not conforming to dominant gender roles.
- Sexist bullying: Bullying based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender. It may sometimes be characterised by inappropriate sexual behaviours.
- Sexual bullying: Bullying that has a physical, psychological, verbal or non-verbal sexual dimension/dynamic that subordinates, humiliates or intimidates another person.
- Prejudicial bullying: Bullying based on prejudices directed towards specific characteristics, e.g., SEN or mental health issues
- Relational bullying: Bullying that consists of excluding, isolating and ostracising someone – usually through verbal and emotional bullying.
- Cyber bullying: Bullying behaviours using hardware such as computers and smartphones, and software such as social media, instant messaging, texts, websites and other online platforms. We also recognise that AI has many uses to help pupils learn, but may also have the potential to be used to bully others. For example, in the form of 'deepfakes', where AI is used to create images, audio or video hoaxes that look real.
- Intolerance of faith: intolerance of another person religious beliefs or practises

Bullying can be:

- Physical – hitting, kicking, theft
- Verbal – name calling, teasing, insulting, making offensive remarks
- Indirect or covert – spreading rumours, excluding someone from social groups, being made the subject of malicious gossip

Fulford school will always take bullying seriously and has a zero-tolerance approach. We use a range of proactive and reactive strategies to combat and prevent bullying.

Reporting Procedures

If bullying is suspected or reported, the incident will be taken seriously and dealt with as quickly as possible. To report an incident of bullying a pupil can:

- Speak to their form tutor or any member of staff
- See the pastoral team (AHOY or HOY)
- Email the pastoral team
- Report it online using the 'Reach Out for Support' function on the website <https://fulford.york.sch.uk/safeguarding-and-wellbeing-for-pupils/>

The pastoral team will investigate the incident by interviewing all concerned and record outcomes for all those involved.

Form tutors and subject staff will be kept informed and asked to monitor the behaviour of the pupils concerned.

Parents will be kept informed and are discouraged from taking matters into their own hands and should not approach a suspected pupil but speak to a member of staff.

Each incident of actual or alleged bullying will be unique in its representation and its level of impact on the individuals concerned. Therefore, it is important that the school is given the opportunity to tailor a strategy to address the situation and to support the bullied pupil according to the particular incident/s.

Pupils who are victims of bullying will be offered the opportunity to discuss their experience with their form tutor or another member of staff, be offered support in terms of access to intervention to restore self-esteem and build confidence and have the use of a supervised room for as long as needed.

Pupils who have bullied will be helped by; discussing what happened, discovering why the pupil became involved and establishing a sense of wrong-doing. Parents/carers will be informed to help change the attitude and behaviour of the pupil.

In agreement with both parties involved there will also be the opportunity to rebuild relationships, involving a discussion mediated by a member of staff as a way of resolving disputes.

The following disciplinary steps may be taken:

- Official warning to cease offending
- Exclusion from certain areas of the school premises or certain activities
- Detentions
- Reflection
- Referral to senior staff and/or external agencies e.g., Education Welfare Officer, Police Liaison Officer.
- Suspension
- Permanent exclusion.

As a school we want to ensure that all incidents of bullying are investigated and pupils supported and sanctioned appropriately. All incidents need to be reported as we can only support when we are told and made aware of an incident.

Prevention

As a school we take bullying seriously. We use a range of proactive strategies to prevent bullying. These include;

- Effective school leadership that promotes an open and honest anti-bullying ethos.
- Use of curriculum opportunities, in particular form periods and personal development classes where issues of diversity are discussed and anti-bullying messages are drawn out.
- Use of opportunities throughout the school calendar and at certain times of the school day to raise awareness of the negative consequences of bullying e.g., Anti-Bullying Week in November of each year
- Pastoral Curriculum
- Personal Development lessons
- Whole school assemblies.
- Pupil surveys.

- Poster campaigns.
- Improved supervision in potential problem areas.
- 6th form mentoring
- Review of general and specific staff induction and continuing professional development to ensure staff training reflects the anti-bullying policy and practice of the school.

Bullying outside of school

The headteacher has a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives the headteacher the power to regulate pupils' conduct when they are not on school premises, and therefore, not under the lawful charge of a school staff member.

Teachers have the power to discipline pupils for misbehaving outside of the school premises. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.

Where bullying outside school is reported to school staff, it is investigated and may be acted upon.

In all cases of misbehaviour or bullying, members of staff can only discipline the pupil on school premises, or elsewhere when the pupil is under the lawful control of the member of staff, e.g., on a school trip.

If the misbehaviour could be of a criminal nature, or poses a serious threat to a member of the public, the police are always informed.

Appendix 1: Supporting Organisations and Guidance

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Beat Bullying: www.beatbullying.org
- Childline: www.childline.org.uk
- DfE: "Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies", and "Supporting children and young people who are bullied: advice for schools" March 2014: <https://www.gov.uk/government/publications/preventingand-tackling-bullying>
- DfE: "No health without mental health": <https://www.gov.uk/government/publications/no-health-without-mental-health-across-government-outcomes-strategy>
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net

Cyberbullying

- Childnet International: www.childnet.com

- Digizen: www.digizen.org
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk

LGBTQ

- EACH: www.eachaction.org.uk
- Pace: www.pacehealth.org.uk
- Schools Out: www.schools-out.org.uk

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- DfE: SEND code of practice: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Racism and Hate

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Show Racism the Red Card: www.srtrc.org/educational