

## **Anti-bullying Policy (A3)**

### **1. Statement of Intent**

At Fulham School our community is based upon respect, courtesy and fairness. We are committed to the principle that all members of the School will behave in a way that will allow for the full development of all individuals personally, socially and academically; that will show tolerance and respect towards others; and a responsibility towards the community as a whole. We expect our pupils to treat members of staff with courtesy and respect and adopt a positive, co-operative and proactive approach, so that they can learn in a relaxed but orderly atmosphere. All pupils should care for and support each other.

Parents and guardians have an important role in supporting our school in maintaining high standards of behaviour. It is essential that both School and home have consistent expectations of behaviour and that they work closely together.

Bullying, harassment, victimisation and discrimination will never be tolerated. We treat all our pupils and their parents 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 follows guidelines drawn from the Department for Education's 'Preventing and Tackling Bullying' 2017: <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

It should be read in conjunction with the Child Protection and Safeguarding Policy. Particular note should be made of the guidance in that policy with regard to child on child abuse and the management of such incidents within the Child Protection framework.

### **2. Aims**

- To explain clearly the seriousness with which the School regards bullying and ensure all in the community are aware that bullying will not be tolerated.
- To take measures to prevent all forms of bullying in the School.
- To support everyone in actions to identify and protect those who might be bullied.
- To demonstrate to all that the safety and happiness of pupils is enhanced by dealing positively with bullying.
- To promote an environment where victims and other pupils are confident in reporting any incident of bullying.
- To promote positive attitudes in pupils.

### **3. Definition of Bullying**

Bullying is behaviour intended to hurt, upset or humiliate another person, usually over a period of time. Acts of bullying have been described as 'done to cause distress solely in order to give a feeling of power, status or other gratification to the bully'. Bullying can range from ostracising, name-calling, teasing, threats and extortion through to physical assault on persons and/or their property. Bullying is often hidden and subtle. It can also be overt and intimidating. It can be an unresolved single frightening incident that casts a shadow over a child's life, or a series of such incidents, and can cause serious psychological damage.

Bullying may involve manipulating a third party to tease or torment someone. It can involve complicity that falls short of direct participation and may be inflicted by one or more people.

Examples of bullying include:

- Emotional e.g. actively excluding pupils, tormenting, spreading rumours, gesturing;

- Physical e.g. hitting, kicking, punching, taking or hiding belongings, damaging property;
- Verbal e.g. name calling, teasing, insulting, writing unkind notes, threatening and 'banter'; it is unacceptable to attempt to justify bullying as merely banter.
- Sexual harassment and child on child abuse

Cyberbullying is the use of information and communications technology deliberately to upset or harass someone. Examples may include sending threatening or unkind messages, creating and sharing embarrassing images or videos, excluding children from online groups or games, trolling (posting menacing or upsetting content on social networks, chatrooms and in online games), creating fake accounts or hacking accounts to cause embarrassment or trouble, encouraging self-harm or low self-esteem in others, or creating or pressuring others to create explicit or sexual images. Cyberbullying can be particularly destructive due to the invasion of out-of-school and home life and the size of the audience unkind actions may reach.

Bullying may involve actions or comments that are racist, homophobic or which focus on disabilities, special educational needs, or other physical attributes (such as hair colour or body shape). It may be motivated by prejudice on religious, cultural or gender grounds.

Bullying can happen anywhere and at any time. It will always be treated with the utmost seriousness. Children may regard single instances of misconduct towards them as bullying behaviour, e.g. when a highly unpleasant reference to them is posted online or when a bully targets several individuals in different ways but only once each to establish a climate of fear.

Staff are aware that there are pupils who may be particularly vulnerable to being the victim of bullying; for example, those with SEND or those who are LGBTQIA+ are at a higher risk of being bullied and therefore, pupils within these groups are closely monitored.

Particular attention is paid at the Pre-Prep & Nursery to ensuring all pupils know the difference between bullying and disagreements, falling out or teasing between friends on an equal level. This is reinforced and repeated in an age appropriate way, at the Prep and Senior School also.

#### **4. 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;
- Failure to produce work, or producing unusually bad work, or work that appears to have been copied, interfered with or spoilt by others;
- Books, bags and other belongings suddenly going missing, or being damaged;
- Change to established habits (e.g. giving up music lessons, change to accent or vocabulary);
- Diminished levels of self-confidence;
- Frequent visits to the office with symptoms such as stomach pains, headaches;
- 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;
- Talking of suicide or running away;
- Changes in work patterns;
- A lack of concentration;
- Truancy.

Although there may be other causes for some symptoms, a repetition of or a combination of these possible signs of bullying should be fully investigated by parents and teachers. However, all staff and parents should be aware that it is not always easy or possible to tell whether someone is upset as a result of bullying: young people under emotional pressure may find it hard to talk about what is happening.

## **5. Who are bullies?**

Anyone has the capacity to bully. However, those who have low self-esteem or perceive themselves as low status within a community, institutions or group may use bullying in an attempt to artificially boost their status. Therefore, at Fulham School we place understanding, acceptance and celebration of diversity at the heart of our anti-bullying framework at Fulham School. We focus on inclusion and aim to give everyone equal opportunities within our community.

## **6. Who are victims of bullying?**

Anyone can be bullied – child, young person, parent, carer, guardian, staff member or volunteer. People who suffer bullying are often perceived by others to be different. Sometimes the perceived difference is individual to that person – shyness, physical appearance, clothing and possessions, accent, perceived inappropriate behaviour. Frequently the perceived difference comes from assigning an individual to a group. Such bullying would then be designated as class, disability, homophobic, biphobic, transphobic, racist, religious or sexist. People can be assigned or be a member of more than one group.

## **7. Preventative Measures**

The School takes the following preventative measures:

- Appropriate assemblies explain the School policy on bullying. The PSHE programme is structured to give pupils an awareness of their social and moral responsibilities as they progress through the School. The programme enforces the message about community involvement and taking care of each other. Every November there is an 'Anti-Bullying Week' to promote awareness.
- Some curriculum lessons may also be used to discuss and reinforce the message that any type of bullying is unacceptable. Topics and texts studied in subjects like RS and English may align with this area closely; however, SMSC (Spiritual, Moral, Social Moral) elements and awareness will be present and embedded in all subjects.
- In form time PSHE, there will be particular emphasis on the issue of bullying as a topic area, why it is unacceptable and opportunities to discuss the reasons why some people bully others. People's different traits and characteristics are discussed and the importance of avoiding language based on prejudice is highlighted. Differences are celebrated throughout the school; it is embedded within the subject curricula, but also through specific cultural initiatives, for example.
- During ICT/ Computing lessons, there is a focus on appropriate online behaviour
- The School aims to create an environment of positive behaviour and respect by using helpful examples set by staff and older pupils and celebrating success.
- Prefects (and pupils with particular responsibilities) are trained to recognize signs of bullying and encouraged to report incidents immediately.
- All pupils are encouraged to tell a member of staff at once if they know that bullying is taking place, whether it is affecting them directly or not, and supported to do so privately and away from the class environment as appropriate.
- All reported incidents are recorded and investigated as soon as possible. Reported incidents are recorded and monitored using CPOMS/ iSAMS
- Appropriate and relevant information is also highlighted in staff meetings and weekly

staff briefings.

- Form Tutors support Heads of Year and pastoral leaders in handling any incidents as an immediate priority, and are alert to possible signs of bullying.
- The pastoral team provides training, support and guidance to all staff on handling and reporting incidents, and on the follow-up work with both victims and bullies.
- The school counsellor (and suggestions for external counselling) is an important part of our pastoral support service, providing specialist skills of assessment and counselling support. This service is available to give confidential advice and counselling support to pupils who are referred by pastoral leaders when they have social, emotional or behavioural concerns. Both the alleged victim and alleged perpetrator of bullying will be seen as in need of help and support. It will always be important to understand the origins of any bullying behaviours.
- Staff are always on duty at times when pupils are not in class and patrol the school sites as covered in the Supervision Policy. They are trained to be alert to inappropriate language or behaviour.
- The School will, if appropriate, investigate incidents that take place outside school involving our pupils, outside school hours, as well as on school visits and trips.
- INSET and staff training sessions focusing on identifying bullying and anti-bullying procedures take place with the all staff during the school year.
- There are posters and displays around the school to provide pupils with information as to who they can speak to if they have concerns, as well as anonymous means of communicating via 'worry boxes' for example.
- The school runs mentoring initiatives led by members of staff, in order to help and support particular individuals or groups of individuals.
- The School has links with wider community organisations such as the Police and Children's Social Care and seeks advice and support when appropriate.
- We welcome feedback from parents and guardians on the effectiveness of our preventative measures. The Anti-Bullying Policy is available on the school website. Parents are invited every year to view presentations on Internet Safety and Cyber Bullying.
- Useful websites relating to anti-bullying can be found in Appendix 2

## **8. Cyberbullying Preventative Measures**

This Policy follows guidelines drawn from the Department for Education's Cyberbullying Advice for Headteachers and School Staff:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1069987/Cyberbullying\\_Advice\\_for\\_Headteachers\\_and\\_School\\_Staff\\_121114.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1069987/Cyberbullying_Advice_for_Headteachers_and_School_Staff_121114.pdf)

In addition to the preventative measures described above, the School specifically addresses the risk of cyberbullying:

- All pupils must adhere to the Acceptable Use of ICT Policy. Certain sites are blocked by filtering system and members of the Leadership Team, in conjunction with the IT Support department, monitor pupils' use.
- Sanctions may be imposed for the misuse, or attempted misuse of the internet.
- All pupils are issued their own personal School email address and encouraged to adopt safe and positive ways of working with email. This element of education is delivered in ICT lessons as well as in form time and assemblies.
- UK Council for Internet Safety guidelines are followed regarding e-teaching and the internet: (<https://www.gov.uk/government/organisations/uk-council-for-internet-safety>)
- PSHE lessons and form tutor sessions offer guidance on the safe use of social networking sites, which covers blocking and removing contacts from 'friends' lists as

appropriate.

- Parent/ pupil talks/ workshops take place to inform and educate on Digital and Internet Safety.
- Further guidance is issued on keeping names, addresses, passwords, mobile phone numbers and other personal details safe.
- The use of mobile phones during the school day is restricted in age-appropriate ways: pupils in Years 3, 4 & 5 are not permitted phones; pupils in Years 6, 7, 8 & 9 are required to hand in phones to their tutor, which are stored securely; they are then returned at the end of the day. Year 10 - 13 will be allowed to have their phones during the school day; however, they must hand them in at the start of each lesson and they are returned at the end of each lesson. There may be exceptional circumstances when pupils are permitted to use their phones during lessons; however, they will be given explicit instructions to do so. Pupils in Years 10-13 may lose the privilege of going out at lunchtime and use of their mobile phones for unacceptable behaviour.
- Children with laptop concessions (due to specific SEN requirements) can use their own electronic device in class; however, this device must be registered with IT Support, so that their internet use is filtered/ monitored when at School using the School Wi-fi. Pupils in the Senior School follow a BYOD policy.

## **9. Responsibilities**

The whole school community (parents, pupils, teaching and support staff) has a role to play in combating bullying. We are committed to ensuring that every pupil can be educated in a safe environment, free from humiliation, oppression or harassment.

Bullying is taken seriously by all staff. Anyone approached by a pupil expressing concerns about bullying by a fellow pupil or of a fellow pupil must ensure that the pupil feels that their concerns are being taken seriously.

The Heads, Deputy Head Pastoral, Heads of Year and form teachers play an important part in encouraging this positive, open whole-school culture and will work together to support pupils. Where bullying may raise child protection and safeguarding concerns the DSL and DDSL will be involved in accordance with the Safeguarding and Child Protection Policy.

Vigilance, early intervention and parental involvement are vital in successfully dealing with allegations and instances of bullying.

Pupils are also aware of their responsibilities to report any incidents of bullying. Standing by (being a bystander) while bullying occurs is not acceptable: it gives anyone engaging in bullying behaviour the message that they may continue to act in this way and reinforces the isolation of the victim. We encourage all pupils to bring concerns they may have witnessed or incidents in which they have been involved to the attention of a member of staff and/or their parents.

## **10. Procedures for Dealing with Reported Bullying**

Anyone made aware that bullying is taking place should immediately inform a relevant member of staff. Once it has begun, bullying rarely stops until there is an intervention. Interventions will always be handled sensitively and with the utmost concern for the well-being of the victim. No-one witnessing bullying should ever feel discouraged from reporting it due to a reluctance to seem to be 'snitching'.

If an incident of bullying is reported, the following procedures are adopted:

- The member of staff to whom it was reported or who first discovers the incident, will de-escalate the situation, reassure and support the pupils involved.

- He/she will inform the Head of Year or Deputy Head Pastoral/relevant pastoral leader as soon as possible and record the incident on CPOMS, ensuring the note the known facts, where and when the incident took place along with any relevant witness information
- The circumstances will be considered by pastoral staff and appropriate action agreed. A member of the Leadership Team, generally the Deputy Head Pastoral or Head, should always be informed and involved.
- Parents and guardians will be kept informed and generally invited into School to discuss the matter in person. Staff may be informed to help manage subsequent relationships as appropriate.
- Typically victims, witnesses and alleged perpetrators of bullying will be asked to write separate accounts of events and have the opportunity to discuss what occurred in separate meetings with senior staff. This discussion will be appropriate to the age and level of understanding of the children involved. Staff will be neutral and open in their questioning and avoid anything that may be interpreted as accusatory or interrogational.
- A way forward, including disciplinary sanctions and potentially counselling, should be agreed. This should recognise that suitable support is needed both for children who are being bullied and for pupils who bully others. Sanctions will normally be applied that may, in the most severe cases include suspension, requirement to leave or expulsion.
- At the Pre-Prep & Nursery the way forward may involve role-play and other drama techniques as well as Circle Time.
- Depending on the circumstances it may be appropriate to follow the 'No Blame' approach – see Appendix 1.
- A meeting involving all the parties, with close staff supervision, may be helpful in developing a strategy for all concerned to close the episode; however, this will be determined on a case by case basis.
- A robust monitoring and review strategy will be put in place.
- Bullying is a form of child on child abuse. A bullying incident will be treated as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm.' In such cases other agencies may be involved as necessary at the discretion of the DSL, DDSL and Head, including Children's Social Care (CSC) and the Police. More details of the School's response to child on child abuse can be found in the Child Protection and Safeguarding Policy.

## **11. Monitoring & Recording**

The Deputy Head Pastoral/ DSL and DDSLs will monitor the record keeping of bullying incidents to identify patterns or specific areas of concern using CPOMS. These records and particular trends will be discussed at Safeguarding meetings on a regular basis and reported to Governors.

Notes will also be made on individual pupil files as appropriate via CPOMS. Pastoral leaders will ensure appropriate handover notes are given and that staff will be kept informed as necessary, in order to support pupils. Careful attention will be given to any patterns of alleged bullying and how these may impact on individual children or groups of children.

### **Appendix 1: the 'No Blame' Approach**

Occurrences of bullying and anti-social behaviour are almost inevitable in a community of young people. It can be countered by teaching more appropriate behaviour: as we teach children to read, so we can teach them to relate to other children.

Often the best way to do this is to foster empathy with the feelings of others, in particular with the feelings of the bullied child. Negative, punitive measures taken against the bully may

promote resentment and aggravate rather than solve the problem.

When pastoral staff decide to follow the 'No Blame' approach a nominated member of staff will:

1. Meet with the victim, explain the rudiments of the 'no-blame' approach and the reasons for it, and discuss with the child (and parents) the option of arranging a meeting with the bully/bullies/witnesses. The staff member makes notes about the bullied child's 'symptoms', e.g., not wanting to come to school, not sleeping, trying to hide, upset, trying to stay in at breaktime to help the teacher rather than going into the playground, etc.
2. A list of all the witnesses and bullies is compiled, and they are interviewed individually or in small groups (without the victim present) to find out information.
3. The meeting is set up clearly as not a 'telling off'. The tone should be a friendly one: we have a problem here in the school, let's see if we can solve it. Participants are told they are there because they may be able to help.
4. The member of staff explains that the bullied child is unhappy and describes the feelings etc mentioned by them. This is done sensitively, with some empathy; with younger children it can be told almost as a story.
5. The staff member asks for ideas from the individual or group to help stop the bullied child from feeling like this. The children's responses and information is all recorded on CPOMS.
6. The staff member uses the ideas to share an action plan and may arrange another follow up meeting. The bullied child is monitored closely with a member of staff checking in with them on a frequent basis, seeing if things have improved.
7. In any follow up meetings, those who have been proactive in helping and supporting to improve relationships are thanked and commended for doing so.
8. If there has been no improvement or the situation has worsened, there will be appropriate action taken in accordance with the Behaviour, Rewards & Sanctions Policy. Further meetings will take place with pupils and parents to ensure that the perpetrator(s) learns from their mistake(s).

## **APPENDIX 2 - Further sources of information and advice**

Child Line – advice over the telephone and online, anytime of day or night. Use the website to contact a counsellor for support, get support from other people on the message board or call Child Line on 0800 11 11. A free, private and confidential service for children and young people. Whatever the worry, whenever help is needed, whether by telephone or online, ChildLine staff are always there for children and young people, anytime. Also offer links to advice for parents, carers and teachers and staff who work with children and young people via the NSPCC.

Anti-Bullying Alliance – a coalition of organisation and individuals working to stop bullying and create safer environments in which children and young people can live, grow, play and learn. Helpful interactive bullying tool for parents and carers.

Kidscape – provides children, families, carers and professionals with advice, training and practical tools to prevent bullying and protect children and young people.

Restorative Justice Council – promotes quality restorative practices for everyone, championing clear standards and raising awareness and confidence in restorative processes.

ChildNet – an international non-profit organisation working with other professionals, businesses and organisations to make the internet a great and safe place for all children and young people.

Internet Matters – Simple, practical and easy advice on the steps parents, carers and educators can take to keep children and young people as safe as possible on the internet. Age specific advice and information on what children may come across on the internet and how to get help if needed.

Think U Know – An education programme from CEOP (Child Exploitation and Online Protection Command). CEOP is part of the National Crime Agency and is tasked with working both nationally and internationally to protect children both online and offline. Six different age dependent websites link from the home page for advice about staying safe on a phone, tablet or computer.

EACH (Education Action Challenging Homophobia) – charity providing training, resources and support services to affirm the lives of lesbian, gay, bisexual, trans or questioning (LGBT+) people. Working to reduce discrimination, harassment or bullying experienced because of gender identity or sexual orientation.

The Proud Trust – life enhancing organisation that helps young people empower themselves to make a positive change for themselves and their communities through youth groups, peer support, training, events, campaigns, research and creating resources for LGBT+ youth.

Schools Out – an educational charity that offers practical advice, resources (including lesson plans) and training to schools on LGBT+ equality in education with the overall aim of making all school and educational institutions safe spaces for LGBT+ people whether students, staff, parents, carers or volunteers.

Stonewall – national charity working to empower individuals to make change happen and ensure national and global LGBT+ equality. Considerable expertise in LGBT+ bullying in schools, a dedicated youth site, resources for schools and specialist training for teachers.

Mencap – Charity which represents people of all ages and backgrounds with learning disabilities. Specific advice and information for people who work with children and young people plus parents and carers online community for support and advice (FamilyHub).

End Violence Against Women & Girls – Schools Safe 4 Girls programme focusing on sexual violence and harassment in schools. Leading coalition of specialist women's support services, researchers, activists and NGOs working to end violence against girls and women in all its

forms. Specific guide for schools sets out the different forms of abuse to support staff in understanding violence and abuse of girls, including warning signs to look for and how to get the entire school community working towards preventing abuse.

Changing Faces - UK's leading charity for the 1.3 million people in the UK with a visible difference – a scar, mark or condition that makes them look different. Provides online resources and training for schools focusing on bullying because of physical difference.

MindEd – Provides a free online training tool for adults that can be used by parents and carers and by staff and students in schools. It can be used to help everyone learn more about children and young people's mental health problems. It provides simple, clear guidance on mental health and includes information on identifying, understanding and supporting children and young people who are bullied.

Educate Against Hate – provides parents, carers, teachers and school leaders with practical advice and information on protecting children from extremism and radicalisation. Children and young people are particularly at risk of radicalisation and extremism and may have low self-esteem, or be victims of bullying or discrimination. Developed by the Department for Education and the Home Office.

Show Racism the Red Card – UK's leading anti-racism educational charity providing resources and workshops for schools to educate young people, often using the high profile of sports such as professional football players in videos about a range of issues surrounding racism.

Tell MAMA – an independent, non-governmental organisation which works on tackling anti-Muslim hatred, prejudice and bigotry. Resources and information for young people, parents and staff plus a facility to report any form of anti-Muslim abuse and refer victims for support through partner agencies.

Kick It Out – Uses the appeal of football to educate children and young people about racism and discrimination. It aims to put an end to discrimination of all forms in sport. It provides resources and education packs for schools.