



Fulham
SCHOOL

ANTI-BULLYING POLICY

Reviewed by: Neill Lunnon & February 2021
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1. Statement of Intent

At Fulham School our community is based upon respect, good manners and fair play. 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 co-operation 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 co-operate 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 peer on peer 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 persons.

Examples of bullying:

- 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';
- Sexual harassment and peer-on-peer 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.

Particular attention is paid at the Pre-Prep 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 at the Prep 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. 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 lessons, particularly RS and English, and Form Periods highlight the issue of bullying and reinforce this message by teaching moral and spiritual values that show bullying to be unacceptable behaviour. There are discussions of differences between people, and the importance of avoiding language based on prejudice. In fact, difference is celebrated and this approach is taken throughout the school in assemblies and form time.
- The School aims to create an environment of good behaviour and respect by using helpful examples set by staff and older pupils and celebrating success.
- 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 at once. We always monitor reported incidents and record using CPOMS/ iSAMS as well as highlighting appropriate and relevant information 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 gives 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 site 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 on identifying bullying and anti-bullying procedures take place with the whole staff during the school year.
- 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.

6. 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/374850/Cyberbullying Advice for Headteachers and School Staff 121114.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/374850/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 SLT, 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.
- BECTA guidelines are followed regarding e-teaching and the internet.
- PSHE lessons and form tutor sessions offer guidance on the safe use of social networking sites, which covers blocking and removing contacts from buddy lists.
- 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 are required to hand in phones to their tutor, which are stored securely; they are then returned at the end of the day. Year 9s will hand in their phones if they are not allowed out for lunch. If they have been granted the privilege of going out for lunch, they will be allowed their phones for this period; Year 10 and 11 will be allowed to have their phones throughout the school day, but are not allowed to use them during lessons, unless explicitly asked to do so. Pupils may lose the privilege of going out at lunchtime and use of their mobile phones, for misbehaviour.

- Children with laptop concessions (due to specific SEN requirements) can use their own electronic device in class. Pupils in the Senior School follow a BYOD policy.

7. Responsibilities

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 Deputy Head Pastoral, Heads of Year and form teachers and tutors play specific roles to support this 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 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.

8. 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 wellbeing of the victim. No-one witnessing bullying should ever feel discouraged from reporting it due to reluctance to seem to be 'telling tales'.

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 situation, will control 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, who will make a note of the circumstances. In the Pre-Prep, a bullying incident would initially be recorded on the Incident Form (see Appendix 1). All incidents of unkind behaviour and bullying are recorded on CPOMS/iSAMS, as appropriate.
- The circumstances will be considered by pastoral staff and appropriate action agreed. A member of SLT, 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 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 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 2.
- A meeting involving all the parties, with close staff supervision, may be helpful in developing a strategy for all concerned to close the episode.
- A monitoring and review strategy will be put in place.
- Bullying is a form of peer on peer 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 peer on peer abuse can be found in the Child Protection and Safeguarding Policy.

9. Monitoring

The Deputy Head Pastoral and Safeguarding Co-ordinator will monitor the record keeping of bullying incidents to identify patterns or specific areas of concern using CPOMS. At the Pre-Prep this record is kept by the Head and includes particular categories such as racist abuse. These records 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



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INCIDENT FORM

To be completed after a suspected episode of bullying has been witnessed or reported.

Child's name

Form and year group

Type of bullying

Date of incident

Name of person reporting the incident

Details of incident/s (include who was involved, what happened, where, and at what time):

Names of staff involved

Appendix 2: 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 obtain permission from the child and parents to arrange a meeting with the bully/bullies/spectators. The staff member makes notes about the bullied child's 'symptoms', e.g., not wanting to come to school, not sleeping, trying to hide, trying to stay in at playtime to help the teacher rather than going into the play-ground, etc.
2. A list of all the spectators and bullies is drawn up, and all are invited to a meeting (the victim should not be present).
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, and that nobody is in trouble.
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 group to help stop the bullied child from feeling like this. The children's responses are all written down.
6. The staff member uses the ideas to share an action plan and arranges another meeting after a week or so. Prior to the second meeting, the bullied child should be asked if things have improved.
7. If all has gone well the second meeting includes the victim of bullying and all are thanked for doing so well to fix the problem.
8. If things have not gone well the problem may be analysed further with more meetings arranged, perhaps to include new children who may have become involved.

