



FULHAM PREP SCHOOL

ANTI-BULLYING POLICY

General Statement:

This policy takes account of the DfE guidance “Preventing and tackling bullying” (October 2014), the Education Act 2011, The Equality Act 2010, DCSF guidance “Safe to Learn – Embedding anti-bullying work in schools 2007 and the Education Act 2006.

All staff, pupils and parents should be aware of the negative effects that bullying can have on individuals and the School in general and should work towards ensuring that pupils can work in an environment without fear.

Bullying is unacceptable in this School and will not be tolerated. The School also recognises that because of the verdicts in bullying cases it must take note of bullying perpetrated outside the school premises which spills over into School. The School will do what is reasonably practicable to eliminate any such bullying.

AIMS:

- To demonstrate that the School takes bullying seriously and that it will not be tolerated
- To take measures to prevent all forms of bullying in the School and on off-site activities
- To support everyone in the 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 it is **not** an offence to tell someone about bullying
- To promote positive attitudes in pupils

Definition of Bullying:

Bullying is deliberately hurtful behaviour, whether physical or psychological, repeated over a period of time, where it is difficult for those being bullied to defend themselves.

It can be:

- An act done to cause distress, in order to give a feeling of power
- It can range from name calling and ostracising to actual physical abuse
- It can be one unresolved incident that affects the attitude of the child to school.

Bullying can be defined as ‘Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally’. It is difficult for victims to defend themselves against bullying.

Bullying can be:

- **Physical**
e.g. kicking, hitting, pushing, punching, intimidating behaviour or interference with personal property or any use of violence
- **Verbal/Psychological**
e.g. threats, taunts, sarcasm, shunning/ostracism, name-calling/verbal abuse or spreading of rumours, being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- **Racist/Racial Bullying**
e.g. physical, verbal, racial taunts, gestures, written, graffiti, on-line or text abuse or ridicule based on differences of race, colour, ethnicity, nationality, culture or language
- **Religious & Cultural Bullying**
e.g. negative stereotyping, name-calling or ridiculing based on religion, belief or culture
- **Sexist Bullying**
e.g. use of sexist language or negative stereotyping based on gender
- **Sexual Bullying**
e.g. unwanted/inappropriate physical contact or sexual innuendo
- **Homophobic Bullying –**
e.g. name-calling, innuendo or negative stereotyping based on sexual orientation or use of homophobic language
- **SEN / Disability Bullying**
e.g. name-calling, innuendo, negative stereotyping or excluding from activity based on disability or learning difficulties
- **Gifted/Talented Bullying**
e.g. name-calling, innuendo, ostracism or negative peer pressure based on high levels of ability or effort
- **Cyber Bullying**
e.g. abuse on-line or via text message, interfering with electronic files, setting up or promoting inappropriate websites and inappropriate sharing of images from webcams/mobile phones, email & internet chat room misuse, mobile threats by text messaging & calls. Misuse of associated technology , i.e. camera & facilities

Bullying may be directed at an individual or it may arise out of the victim's ethnic background, religious faith, gender, sexuality, disability, special educational need, appearance or specific issues in the family unit and thus affect a wider group.

Bullying can happen anywhere and at any time. It can cause serious and lasting psychological, physical or emotional damage.

Responsibilities:

The Head:

The Head has a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying among pupils.

The Head will:

- Ensure that all staff have an opportunity of discussing strategies and reviewing them
- Determine the strategies and procedures
- Discuss development of the strategies with the Senior Management Team
- Ensure appropriate training is available so that staff understand their legal responsibilities, how to prevent and resolve problems, and know what sources of support are available
- Ensure that the procedures are brought to the attention of all staff, parents and pupils

The Senior Masters and SENCO will:

- Be responsible for the day-to-day management of the policy and systems.
- Ensure that all allegations are logged onto school records.
- Ensure that there are positive strategies and procedures in place to help both the bullied and the bully/ies
- Keep the Head and appropriate Head of Year informed of incidents.
- Arrange relevant staff training.
- Determine how best to involve parents in the solution of individual problems
- Make regular reports to the Head
- Be aware of any special skills required to help pupils with special educational needs and disabilities [SEND]
- Ensure policies are kept up to date with government legislation and advice.

Heads of Year will:

- Be responsible for ensuring that the School's positive strategies are put into practice
- Know the School's procedure and deal with any incidents that are reported
- Liaise with pupil, parents and Senior Masters to ensure all allegations are investigated and resolved.
- Be involved in any agreed strategy to achieve a solution.

Form Tutors will:

- Be responsible for liaising with the appropriate Head of Year over all incidents involving pupils in their form
- Be involved in any agreed strategy to achieve a solution
- Ensure that all pupils in their form are aware of the anti-social nature of bullying
- Ensure that anti-bullying strategies form part of their Form Time curriculum and their Form Room Rules

All staff will:

- Know the policy and procedures
- Be observant and ask pupils what is happening to them
- Deal with incidents according to the policy
- Never let any incidence of bullying pass by unreported, whether on site or during an off-site activity
- Participate in relevant training as arranged by the SENCO

Anti-Bullying Education in the Curriculum:

The School will raise the awareness of the anti-social nature of bullying through school assemblies, Philosophy lessons, use of form time, PSHE lessons and Tutor sessions (for Senior pupils) and in the programmes of study as appropriate.

During discussions it is made clear to pupils about the part they can play to prevent bullying

- The Senior Masters together with the Senco is responsible for initiating and developing with appropriate colleagues an anti-bullying programme.
- Heads of Year, Heads of Department and Form Tutors are responsible for introducing anti-bullying material in their programmes of study as appropriate

Changing the attitude and behaviour of bullies will play a major part in the strategies used by the School.

Procedures :

How is bullying shown?

It can be:

- Physical – hitting, kicking, taking belongings
- Verbal – name calling, insulting, offensive remarks, threats
- Social or psychological
- Indirect – spreading rumours, exclusion, ostracising
- Cyber bullying – using technology, mobile phones, social networks, email etc. deliberately to hurt or humiliate another

Bullying may be motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, family circumstances. It may be motivated by actual differences between children or perceived differences. It may be directed at an individual or affect a wider group. It is difficult for victims to defend themselves from bullying.

Some features of cyberbullying differ from other forms of bullying. The key differences are:

- Impact – the scale and scope of cyberbullying can be greater than other forms of bullying
- Targets and perpetrators – the people involved may have a different profile to traditional bullies and their targets
- Location – the 24/7 and anywhere nature of cyber bullying
- Anonymity – the person being bullied will not always know who is bullying them
- Motivation – some pupils may not be aware that what they are doing is bullying
- Evidence unlike other forms of bullying, the target of the bullying may have evidence of its occurrence
- It is possible that a member of staff may be a victim and these responses apply to them, too.

Signs of Bullying:

Pupils who are being bullied may show changes in behaviour, e.g. becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be changes in work patterns, a lack of concentration or truancy.

All staff should be aware of these possibilities and to report promptly any suspicions of bullying to the Form Tutor or Head of Year.

Pupils will be encouraged to report incidents of bullying.

Form Tutors will include anti-bullying training in their programmes.

Dealing with Incidents:

- If bullying is suspected or reported the incident will be investigated and dealt with initially and immediately by the teacher approached
- If a racial element to the bullying is suspected the Head/Deputy Head/Senior Masters/SENCO must be informed immediately
- The teacher will record the details of the incident on the Incident Form and inform the Senior Master, The HOY and Form teacher.
- Staff teaching the bullied pupil and the form tutor will be informed
- The Head of Year and Senior Master will interview all the parties and make a record on the Incident Form
- Staff teaching the bullied pupil and the form tutor will be informed
- The Senior Master/Head of Year/Form Tutor will determine in consultation with the Deputy Head/SENCO the appropriate strategy and plan of action to combat the bullying
- **The HOY** and Senior Masters will oversee the implementation of the strategy in liaison with the Form Teacher
- Parents will be kept informed by the Deputy Head /Senior Masters/SENCO
- Any sanctions against the bullies will be determined by the Deputy Head /Senior Masters/SENCO/Head of Year/Form Tutor

Bullied Pupils :

Staff who deal with pupils who have been bullied must always offer reassurance. Pupils who have been bullied will be given support determined by the Deputy Head/Senior Masters /SENCO/Head of Year/Form Tutor in consultation with the pupil.

Bullies :

Changing the attitude and behaviour of bullies will be part of the responsibility of the positive procedures used by the School. However, the School recognises that sanctions will also have to be used against bullies.

Sanctions :

Any of the School's formal punishments can be used against bullies as appropriate. For persistent offenders of incidents considered as gross acts of aggression a pupil could be temporarily or permanently excluded.

Sanctions will range from Community Service (eg clearing Lost Property), loss of free time and privileges, detentions (within school and after school) and to Suspension and exclusion as a last resort.

Involvement of Parents :

Parents, as well as all staff and pupils, should know that the School will not tolerate bullying, and takes a positive approach to educating pupils to combat it.

Parents of pupils who are being bullied and parents of the bullies will be involved in the solution to the problem as appropriate by the relevant Head of Year in consultation with the Head/ Deputy Head /Senior Masters

Parents will be informed of the policy and procedures and the possibility of temporary or permanent exclusion following serious acts of bullying.

All parents have access to the Anti-Bullying Policy via the School's website. Hard copies can be supplied on application to the School Office.

Involvement of Pupils:

Pupils will be involved in the positive strategies both through the School's Assemblies, Philosophy classes and Form groups. Pupils will have an input into the anti-bullying programme, and will be consulted on how it could be developed.

A major part of the programme will consist of educating pupils in how to cope with bullying.

Additional Strategies for Dealing with Bullying:

An initial response to a reported or suspected bullying incident in School is for the Form Tutor together with either the Sen Master / HoY or SENCO to talk it through individually with the children who are involved, be they victim, bully or spectator in order to ascertain the seriousness of the situation and what further action is needed.

The bully will be reminded that all forms of bullying are unacceptable and will not be tolerated. A course of action should be agreed on including any necessary sanctions. Parents should be informed.

It is essential to follow-up after an incident to check that the bullying has not started again. This should be done within two weeks and again at frequent intervals during the following half-term and term. If the bully expects follow up, he/she is unlikely to start bullying again.

An Incident Form should be completed in all cases (see Appendix 2).

In less serious cases of bullying particularly when the bully and victim may have previously been friends, staff are encouraged to adopt the "No Blame Approach", details of which can be found in the attached Appendix.

Further useful advice can be found in the DfES non-statutory guidance **Bullying – Don't Suffer in Silence – An Anti-Bullying Pack for Schools (64/2000)**, a copy of which is available in the Staff Room and "**Bullying – a practical guide to coping for schools**" edited by Michele Elliott (also available in the Staff Room).

Counselling:

The School is prepared in appropriate cases to arrange counselling for both bullies and bullied.

Reporting and Recording:

All incidents must be reported and recorded using the School's 'Incident Form' – a copy of which is to be found in the attached Appendix. These reports should be kept in the Bullying Log kept in School Welfare Officer's room in a secure locked cabinet. Bullying becomes a child protection issue when there is cause to suspect a pupil is suffering significant harm.

Staff Training:

The Head together with the Senior Masters and SENCO are responsible for arranging a programme of staff development, which will include anti-bullying strategies. This will include training for all staff not only teachers.

Monitoring and Review:

The Senior Masters and SENCO will keep and consider reports on all incidents and make a termly report to the Head. The Head will consider the reports with the SMT to determine what can be learned from the incidents and how they were handled with a view to improving the School's strategies. The Senior Masters and Deputy Head meet regularly to review all pastoral issues, including incidents of bullying, to review any possible underlying or recurring patterns of behaviour.

Appendix 1.

The 'No-Blame' Approach

All members of staff are encouraged to take on board the thinking behind the '*no-blame*' approach:

Bullying and anti-social behaviour is almost inevitable in a community of young people. It can be countered by teaching more appropriate behaviour, i.e. if children cannot read, we teach them; if children cannot relate properly to each other, we teach them.

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/ies are likely to promote resentment and to aggravate rather than solve the problem.

One member of staff (at FPS, Dianne Bonnet, the SENCO and a trained counsellor) is nominated to be the "Bullying person" (BP). She would, of course, act in consultation with the child's Form Tutor, Head of Year and the Senior Masters. In this way one person gets the complete picture.

In the event of a bullying incident :

1. The BP is informed by a member of staff, a parent or a child.
2. The BP, together with others as appropriate, has a meeting with the bullied child, explains the rudiments of the 'no-blame' approach and the reasons for it, and obtains permission from the child to arrange a meeting with the bully/bullies/spectators.

The BP 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, crying, pretending to be ill etc.

3. A list of all the spectators and bullies is drawn up, and all are invited to a meeting (the bullied child should not be present)
4. The meeting takes place, led by the BP.
- 5.

The first point made, even as the meeting is being set up, is that **it is a meeting** – not a telling off. The tone set is a friendly one: we have a problem here in the School, let us see if we can solve it. It is important to say that the people invited to the meeting are there because they may be able to help, and that nobody is in trouble.

6. The BP explains that the bullied child is unhappy, and describes the feelings etc., mentioned by the bullied child at their previous meeting. This needs to be done sensitively, with some empathy. With younger children, it can be told almost as a story.
7. The next step is that the BP asks for any ideas from the group: how can we stop

X from feeling like this? The children's responses are all written down by the BP

- Any side issues are ignore/discouraged
- When the ideas have dried up, the BP summarises in the form of an action plan.
- The BP then arranges a date for the next meeting – about a week later seems to work well. Prior to the second meeting, the bullied child should be asked if things have improve
- If all goes well, the second meeting(with the bullied child included) is usually fairly short; a simple progress case, positive remarks are encouraged and the child takes the opportunity to say how much better things are for him.
- The children should be thanked for helping to solve the problem
- If things have not gone well, then the problems need to be analysed, more ideas solicited and tried out and a further meeting arranged. Sometimes children not in the original group will have caused problems. These children are invited to the meeting and quickly brought up to date and included. **Parents are kept fully informed of all deveopments.**

UPDATED	BY
June 2015	Mrs D Bonnet
January 2016	Mrs J Emmett / Mr S Watson

Appendix 2.

FULHAM PREP SCHOOL

INCIDENT FORM

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

Child's Name Form

Type of Bullying

Date of Incident

Name of person reporting the incident

Details of Incident(s):

Action taken:

Follow up (including follow-up meetings, sanctions etc.)

Names of Staff Involved:

Appendix 3.

Principal and Head of Prep Mrs Jane Emmett
Deputy Head Stephen Watson

SENCO Mrs Dianne Bonnet

Senior Master (Years 5-8) Mr Dominic Fitzgerald
Senior Master Pastoral Mr Angus McDonald

Heads of Year

Form 3 Miss Nancy Meyrick
Form 4 Miss Storm Porter
Form 5 Mr Paul Roberts
Form 6 Mr Piers Young
Form 7 Mr Zak Siva
Form 8 Mr Dominic Fitzgerald

Form teachers/tutors

3N Miss Nancy Meyrick
3P Mrs Bridget Worrall
3R Miss Nicole Thrower
3S Miss Philippa Stevenson
3T Miss Rebecca Cotter
4N Miss Storm Porter
4P Miss Laura Rodgers
4R Mrs Corine Auld
4S Mr Cameron Nott
4T Miss Celina Kelly
5N Mr Paul Roberts
5P Mr Tom Couper
5R Mr Jonty Stewart
5S Miss Emma Lewis
6N Mr Piers Young
6P Mr Joel Wardle
6R Miss Lucie Prior
6S Miss Antonia Heath
7N Mr Zak Siva
7P Miss Claire Hardwick
7R Mr Bill Hanna
8N Mr Bill Roberts
8P Mr Roberto Cacciaglia