



# Anti-Bullying Policy

March 2024

**Governors' Committee Responsible:**

**Governor Lead:**

**Nominated Lead Member of Staff:**

**Status & Review Cycle:**

**Next Review Date:**

Culture & Safeguarding Committee

Mr J Parrott

Mr D Stent

Annual

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Outstanding behaviour and attitudes is when:

*“leaders, teachers and learners create an environment where bullying, peer-on-peer abuse or discrimination are not tolerated. If they do occur, staff deal with issues quickly and effectively, and do not allow them to spread.”*

(School Inspection Handbook, Ofsted, February 2022)

At Fullbrook:

*“This inclusive, friendly school is described by many as the ‘Fullbrook family’. Pupils enjoy school and they say that they feel safe. There is a strong respect for diversity. [...] Pupils are polite and respectful towards each other. Although pupils say that bullying happens, most feel confident that it will be dealt with promptly.”*

(Ofsted, March 2022, p.1)

*“There is a strong culture of safeguarding within the school. Leaders have a well-established system in place for staff to highlight a concern, which ensures that pupils get help they need quickly. [...] Pupils say that they feel safe and they know that concerns about their well-being will be dealt with quickly”*

(Ofsted, March 2022, p.1)

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## **I. Anti-Bullying Policy Principles**

### **(a) A definition of 'bullying'**

**Everyone has the right to be treated with respect.**

**To make this happen, we all have the responsibility to treat others with respect.**

Fullbrook works proactively to minimise the likelihood of bullying and has a no tolerance approach. We would expect students to feel safe in school and on school related journeys, including that they understand the issues relating to safety, such as bullying and that they feel confident to seek support from school should they feel unsafe.

This policy recognises that bullying exists and the prevention of bullying depends on the co-operation of students, parents and staff.

- The students, parents and staff of Fullbrook will not tolerate bullying of any kind.
- We will not pass by if we see anyone being bullied – we will stop it, get help or tell a trusted adult.
- If we have knowledge of bullying, it is our duty to let someone know.
- We understand a variety of actions contained in this policy will be used to overcome bullying.
- The school will offer support and counselling for the victim and support to help the bully change.
- The school will speak with the families of all students involved.

'Anti-Bullying Alliance defines bullying as 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'

*Anti-Bullying Alliance*

**Bullying often has five common factors:**

- It is deliberately hurtful behaviour.
- It is repeated, often over a period of time.
- It is difficult for those being bullied to defend themselves.
- It is difficult for those who bully to learn new social behaviours.
- The bully has, and exercises, power over the victims.

**Bullying can take many forms but three main types are:**

- Physical – hitting, kicking, taking belongings, etc.
- Direct – name calling, insulting, racist remarks, homophobic remarks, sexist remarks, remarks linked to students' learning needs etc. (spoken, written or electronic).
- Indirect – spreading rumours about someone, excluding someone from a group, etc.
- Online – any form of bullying that is carried out through electronic devices

## **(b) Our Anti-Bullying Ethos**

### **What is in place at Fullbrook to prevent Bullying?**

- Anti-bullying week
- Anti-bullying tutor activities in the tutor programme
- Anti-bullying assemblies
- Cross curricular activities that promote anti-bullying
- External visitors who work with groups of students to promote different aspects of anti-bullying
- Eikon, a Surrey based charity that works to provide long term support for vulnerable young people located on Fullbrook site
- Commitment to all staff training in restorative approaches to bullying incidents
- A zero-tolerance approach

### **Fullbrook will always challenge bullying behaviour for the following reasons:**

- **The safety and happiness of students**  
When students are bullied, their lives are made miserable. They may suffer injury. They may be unhappy about coming to school. Over a period of time, they are likely to lose self-confidence and self-esteem. Some may blame themselves for “inviting” the bullying behaviour.
- **Educational achievement**  
The unhappiness of bullied students is likely to affect their concentration and learning. Some children avoid being bullied by not going to school.
- **If other students observe bullying behaviour going unchallenged**  
They may learn that bullying is a quick and effective way of getting what they want. Students who are being bullied may begin to believe that bullying is acceptable because no action is being taken.
- **We have a reputation as an effective and caring school**  
We cannot claim with absolute confidence that “There is no bullying at Fullbrook”. Every school has some degree of bullying even if it is slight or infrequent. The school, through its policy, will respond in a positive and effective way in dealing with bullying.

## **2. Reporting Bullying**

### **(a) Student (victim or witness)**

Any student can report an incident of child-on-child abuse via the ‘Student Concern’ form which is linked as a button to their RM Unify page when they log in to the school system. This form reports the details of the incident to a centralised reporting system which automatically alerts the relevant members of pastoral leadership to the concern so that appropriate action can be taken. Alternatively, students can report a concern to any member of staff who will then use the same system to report the incident.

### **If you are being bullied**

- Be firm and clear; look them in the eye and tell them to stop.
- Get away from the situation as soon as possible.
- Tell an adult and a friend what has happened straight away.
- Avoid being alone in the place where the bully is likely to be.

### **After you have been bullied**

- Tell a teacher or another adult in school and your family.
- If you are scared to tell an adult on your own, ask a friend to go with you.
- Keep on speaking until someone listens.
- DO NOT blame yourself.
- Stay in a group even if they're not your friends.
- Keep a diary about what is happening.
- Take, and keep, screenshots of any relevant messages/social media

### **When you are talking about the bully to an adult be clear about:**

- What has happened to you and how often this occurs.
- Who was involved and who saw what was happening.
- Where it happened.
- What you have done about it already.
- If you have made a diary, produce it as evidence.

#### **(b) Staff member**

Any staff member can report an incident of child-on-child abuse via the 'Student Concern' form which is linked as a button to their RM Unify page when they log in to the school system. All disclosures of child-on-child abuse must be reported by staff via this method as it provides a centralised system for logging concerns which is monitored closely by the pastoral and safeguarding leadership.

#### **(c) Parent/Carer**

Parents/Carers can access the 'Student Concern' form via their child's RM Unify page. They can also report incidents of child-on-child abuse via the [info@fullbrook.surrey.sch.uk](mailto:info@fullbrook.surrey.sch.uk) email address. Concerns raised through email will be forwarded to the relevant pastoral or safeguarding leadership.

### **Parents and families have an important part to play in helping Fullbrook deal with bullying.**

Discourage your child from using bullying behaviour at home and elsewhere. Show them how to resolve the difficult situation without using violence or aggression. Watch out for signs that your child is being bullied or is bullying others. Parents and families are often the first to detect that a problem exists. Don't dismiss it. Contact the school immediately if you are worried.

### **Signs to look out for:**

- The child becoming withdrawn.
- Deterioration in the child's work.
- Erratic attendance or questionable illness.
- Persistently arriving late at school.
- General unhappiness or anxiety.
- The child wanting to remain with adults.

Physical symptoms could include headaches, stomach aches, fainting, fits, vomiting or hyper-ventilation. Victims can become depressed and this can continue into their adult lives.

### **If your child has been bullied:**

- Calmly talk with your child about his/her experience.
- Make a note about what your child says – particularly who was said to be involved, how often the bullying occurred, where it happened and what happened.
- Reassure your child that he/she has done the right thing to tell you about bullying.
- Explain to your child that the information must be passed on so that the matter can be dealt with sensitively.
- Either phone or make an appointment to see your child's Head of Learning.
- Don't keep your child at home.
- Outline the problem to the Head of Learning. Be specific. Give dates, places and names of children involved.
- Make a note of what action the school intends to take.
- Stay in touch with the school. Let us know if things improve as well as if things continue.

**Remember, the school cannot deal with a problem unless they know that a problem exists.**

## **3. Roles and Responsibilities**

### **(a) Governors**

Section 89 of the Education and Inspections Act 2006 for maintained schools and the Independent Schools Standards Regulations 2010 for Academies and Free Schools requires schools to have a behaviour policy. Section 61 of the School Standards and Framework Act 1998 requires a governing body to ensure that its school pursues policies designed to promote positive behaviour.

To this end, Fullbrook's Governing Body:

- has contributed to and supported the written statement of principles to guide the Head of School in determining measures for promoting positive behaviour.

- consults regularly with the Head of School to ensure that particular issues are addressed.

### **(b) Head of School**

The Head of School has overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers, LA and outside agencies and appointing an Designated Safeguarding Lead who will have general responsibility for handling the implementation of this policy.

### **(c) SLT**

Senior Leaders who have responsibility to support a year group have a responsibility to be support pastoral and safeguarding leadership to ensure that reports of child-on-child abuse are investigated thoroughly and in a timely manner and are also addressed proportionally.

### **(d) Designated Safeguarding Lead**

The Designated Safeguarding Lead has responsibility to ensure that systems used to monitor the reporting of child-on-child abuse are understood and utilised by all stakeholders and frequently monitored and actioned by pastoral leadership. They must also alert senior leadership to trends and patterns emerging from the data, and lead on strategies to reduce incidents of child-on-child abuse where required.

### **(e) Heads of Learning**

Heads of Learning are responsible for ensuring that all reported incidents of child-on-child abuse are investigated, and that appropriate action is sanctioned in a timely manner. They are also responsible for coordinating restorative meetings and liaising with parents/guardians or carers to ensure that all pertinent information is shared so that future instances are prevented.

### **(f) Tutors**

Tutors may be instructed to investigate incidents of child-on-child abuse where the Head of Learning deems this to be appropriate. The findings from their investigation will be reported to the Head of Learning for further consideration.

### **(g) Students**

All students are expected to report incidents of child-on-child abuse, whether they are the victim or a witness to an alleged incident. Students are expected to be open and honest if required to give a statement as part of an investigation. Students are also expected to engage with a restorative meeting should they be required to do so.



## **(h) Parents/Carers**

Parents/Carers are encouraged to report any incident of child-on-child abuse to the pastoral leadership team. They are also expected to support the school in decisions taken to support in an educative approach to a perpetrator's conduct so that a successful restorative approach can take place and the actions of the perpetrator are not repeated.

## **4. Dealing with Bullying**

### **(a) Investigating incidents of bullying**

In the event of an incident of child-on-child abuse being reported, the assigned member of the pastoral/safeguarding team will:

1. take a statement from the alleged victim/s
2. take a statement from all named witness/es
3. take a statement from the alleged perpetrator/s
4. summarise and conclude their findings based on the 'balance of probabilities'
5. liaise and triangulate with pastoral/safeguarding leadership
6. sanction the perpetrator in-line with school policy
7. lead a restorative conversation where appropriate with the perpetrator/s and victim/s
8. liaise with parents/guardians or carers of the victim/s and perpetrator/s to communicate the outcome of the investigation (please note that sanctions for students cannot be discussed)

### **(b) Sanctions explained**

Following an investigation into child-on-child abuse, if a perpetrator is established (based on the 'balance of probabilities' if necessary), the following sanctions will be put in place. Please note, the sanctions are based on a case by case basis, not on a victim by victim basis.

Occasion 1	Tutor	Educative Discussion
Occasion 2 (Yellow)	Assistant Head of Learning	Educative Discussion & 45 minute Detention
Occasion 3 (Orange)	Head of Learning	Educative Discussion & 3-5
Occasion 4 (Red)	Head of Learning	Educative Discussion & 1-5
Occasion 5+	Senior Leadership	Educative Discussion & Suspension

### **(c) Restorative approaches**

Educating the perpetrator/s of child-on-child abuse as to the potentially damaging effects of their actions is of paramount importance as it provides an opportunity for the student/s to understand and learn from their actions. A restorative discussion, led by the pastoral/safeguarding team and including the perpetrator and victim can be a valuable process to enable both parties to move forward from the incident.

A restorative conversation must only take place between two students at a time, and must have a focus on recognising the abusive element of the incident and moving forward to ensure that no further incidents occur.

### **(d) Additional support for victims and perpetrators**

<http://www.bullying.co.uk>

<http://www.bullying.org>

<http://www.antibullying.net/youngpeople.htm> <http://www.childline.org.uk>