



Anti-Bullying Policy

Document Control

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Purpose

The purpose of this policy is to outline how Fable House will handle situations of bullying with regard to **DfE Guidance: Preventing and tackling bullying**

Scope

This policy applies to Fable House, this includes all employees who work within Fable House as well as contractors, volunteers and visitors.

Safeguarding Commitment

As an organisation that prioritises the safeguarding of children and all vulnerable people, Fable House is committed to providing a safe environment across all we do by actively adopting strategies that embed a culture of zero tolerance for abuse of any kind.

Responsibilities

This section outlines the specific responsibilities of all members of the school community in preventing, identifying, and responding to bullying.

1. Headteacher

- **Policy Approval and Oversight:** To approve, regularly review, and monitor the effectiveness of the Anti-Bullying Policy, ensuring it complies with all relevant legal requirements and guidance.
- **Resource Allocation:** To ensure adequate resources are allocated for the effective implementation of the policy, including staff training and support programs.
- **Accountability:** To hold the Senior Leadership Team accountable for the effective implementation of the policy and the promotion of a positive school culture

2. Senior Leadership Team

- **Policy Implementation:** To ensure the Anti-Bullying Policy is consistently and effectively implemented across the entire setting.
- **Promoting a Positive Culture:** To actively promote a culture of respect, kindness, and inclusivity, where bullying is never tolerated.
- **Staff Training and Support:** To ensure all staff receive regular and appropriate training on anti-bullying strategies, identification of bullying behaviours, and reporting procedures.
- **Incident Management:** To oversee the investigation and resolution of all reported bullying incidents, ensuring appropriate actions are taken and records are maintained.
- **Communication:** To ensure clear communication with parents/carers and relevant external agencies regarding bullying incidents and support strategies.

- **Monitoring and Evaluation:** To regularly monitor the effectiveness of the policy and anti-bullying initiatives, using data to inform continuous improvement.

3. All Staff (Teaching Staff, Support Staff, Administrative Staff, Volunteers)

- **Vigilance and Awareness:** To be vigilant in observing student interactions and to be aware of the signs and indicators of bullying behaviour.
- **Immediate Intervention:** To intervene immediately and appropriately when witnessing or becoming aware of bullying, following the provision's established procedures.
- **Reporting Incidents:** To report all suspected or confirmed bullying incidents promptly and accurately to the designated staff member using the CPOMS system
- **Role Modelling:** To consistently model positive, respectful, and inclusive behaviour, and to challenge any form of bullying or disrespectful conduct.
- **Student Support:** To provide appropriate support and reassurance to students who have been bullied, and to help them understand the reporting process.
- **Curriculum Integration:** Where appropriate, to integrate anti-bullying messages and strategies into the curriculum to raise awareness and promote empathy.

4. Students

- **Reporting Bullying:** To report any bullying they experience or witness to a trusted adult.
- **Standing Up to Bullying:** To actively refuse to participate in bullying behaviour and to support peers who are being bullied.
- **Respectful Conduct:** To treat all members of the provision community with respect and kindness.
- **Understanding the Policy:** To understand what bullying is and the consequences of bullying, as outlined in this policy.

5. Parents/Carers

- **Open Communication:** To communicate openly with the provision about any concerns regarding their child's well-being or any suspected bullying incidents.
- **Supporting the Provision's Policy:** To support the Anti-Bullying Policy and work collaboratively with staff to address any bullying issues.
- **Promoting Positive Behaviour:** To reinforce at home the importance of respectful behaviour, empathy, and the unacceptability of bullying.

- **Monitoring Online Activity:** To monitor their child's online activity and encourage responsible digital citizenship.

Definitions

1. Bullying

Bullying is defined as **repeated behaviour** by an individual or group, intentionally designed to **hurt, harm, or intimidate** another individual or group, physically or emotionally. It is often, but not exclusively, characterised by an **imbalance of power**, where the person doing the bullying has more power (e.g., physically stronger, socially more popular, older) than the person being bullied. Bullying is not a one-off conflict or disagreement, but a pattern of behaviour.

2. Types of Bullying

Bullying can take many forms, including but not limited to:

- **Verbal Bullying:** Spreading rumours, name-calling, teasing, making offensive remarks, insults, or threats.
- **Physical Bullying:** Hitting, kicking, pushing, tripping, spitting, or any other form of unwanted physical contact. This also includes damage to property.
- **Social/Relational Bullying:** Excluding someone from groups, spreading gossip, manipulating friendships, or damaging a person's social reputation.
- **Cyberbullying:** Bullying that takes place using electronic technology. This can include sending mean texts, emails, or instant messages; posting embarrassing photos or videos; or creating fake profiles to spread rumours or mock someone.
- **Prejudicial Bullying:** Bullying based on characteristics such as race, religion, gender, sexual orientation, disability, or any other protected characteristic. This can be particularly damaging due to its discriminatory nature.

Protected Characteristics and Diversity and Inclusion

All children and young people, regardless of the protected characteristics of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, have the right to equal protection from all types of harm or abuse.

We recognise that bullying is closely related to how we respect and recognise the value of diversity. It is crucial that children and young people are taught to respect each other regardless of differences.

At Fable House, we are proactive about:

- seeking opportunities to learn about and celebrate difference
- celebrating diversity within our children, young people, staff and community
- welcoming new members to our organisation.

We understand the need for and provide support and training for all staff and volunteers on dealing with all forms of bullying, including racist, sexist, homophobic, transphobic and sexual bullying.

Incidences of racist, ableist, sexist, homophobic or transphobic bullying will be recorded and dealt with in line with our behaviour policy. An educational and restorative approach will be used to discourage future incidents.

Cyber Bullying

“Cyberbullying is the use of ICT, particularly mobile phones and the internet, to deliberately upset someone” (DCSF, 2007). Bullying is bullying wherever and however it takes place. Cyberbullying is a method of bullying that uses ICT to upset, threaten or humiliate someone and has the following key characteristics:

- Cyberbullying can take place at any time, in any location; technology allows the user to bully anonymously and it can happen on a vast and rapid scale
- The profile of a cyberbully or a target varies – age/size is not an issue
- Cyberbullying incidents can be used as evidence
- Cyberbullying can occur unintentionally often due to a lack of awareness/empathy
- Cyberbullying leaves no physical scars so it is, perhaps, less evident to a parent or teacher, but it is highly intrusive and the hurt it causes can be severe

It is important for all staff to be aware of the dangers of cyber bullying, particularly as it can be harder to identify and may be happening off premises. Through curriculum and pastoral support, all students are informed about cyber bullying, learning appropriate ways to behave online and how they can get support if needed.

Child on Child Abuse (Formally Peer on Peer Abuse)

Children can abuse other children. This is generally referred to as child on child abuse and can take many forms.

This is most likely to include, but may not be limited to:

- Bullying (including cyberbullying)
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- Sexual violence (such as rape, assault by penetration and sexual assault)
- Sexual harassment (such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse)
- Up-skirting (typically involving taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm)
- Sexting (also known as youth produced sexual imagery)

- Initiation/hazing type violence and rituals

It is important to remember that Child on Child Abuse does not occur in a vacuum. It occurs in a society where there are structures and norms that shape young people's views, experiences and behaviours, as well as responses to them. Consequently, it is vital for educational settings to use curriculum, pastoral and safeguarding approaches to address these issues and potential misconceptions. At Fable House, our ethos and curriculum are designed to develop students' understanding of acceptable behaviour and keeping themselves safe.

It is also important for staff to be aware of potential vulnerabilities to effectively safeguarding from child on child abuse. For example, age, gender, developmental understanding and social status.

Early Signs of Bullying

Although the definition of bullying refers to the repetition of bullying behaviour over time, it is crucial to recognise, challenge and record all single incidents of bullying behaviour, including where a student makes malicious, derogatory, prejudice-based or discriminatory remarks about another person. This allows bullying behaviour to be nipped in the bud. Where students do not respond to early interventions and bullying behaviour is repeated, staff can quickly recognise and respond to emerging patterns of behaviour.

All such incidents should be recorded and reported as a safeguarding concern (for both the perpetrator and the victim) on the CPOMS system along with the interventions put in place. Logs must indicate that the behaviour being recorded under the category 'bullying'. This allows for effective monitoring and analysis of bullying or potential early signs of bullying.

Identifying Where Bullying can Occur

Our students receive a high level of supervision throughout the day, including during break and lunchtimes. This will result in the timely flagging and addressing of any concerns about bullying. However, we understand that bullying may take place outside of schools hours including, but not limited to, via mobile or online communications. Staff who suspect bullying is taking place outside of school times will log any concerns via the CPOMS reporting system. The provision has the right to regulate the behaviours of students (as far is reasonable) when they are off site, so staff are empowered to devise interventions for behaviour that takes place on the way to or from the provision, or in the case of bullying, over the internet or phone.

Effects of bullying

Victims may be reluctant to attend a place of education and are often absent. They may be more anxious and insecure than others, having fewer friends and often feeling unhappy and lonely.

Victims can suffer from low self-esteem, low self-confidence and negative self-image, looking upon themselves as failures – feeling stupid, ashamed and unattractive.

Victims may present a variety of symptoms to health professionals, including fits, faints, vomiting, limb pains, paralysis, hyperventilation, visual symptoms, headaches, stomach aches, bed wetting, sleeping difficulties and sadness. Being bullied may lead to depression or, in the most serious cases, attempted suicide. It may lead to anxiety, depression, loneliness and lack of trust in adult life.

Responding to bullying: prevention and intervention

Prevention: Bullying will be discussed as part of our project based curriculum and in discrete PSHE sessions. Students will gain an understanding of Protected Characteristics, types of bullying, potential vulnerabilities of both those bullying others and victims and how to navigate conflict in a respectful way. We explicitly teaching our students interpersonal relationship skills and the importance of mutual respect and weave this through everyday practice in line with our Ethos and Values.

Intervention: We will make sure our response to incidents of bullying takes into account:

- the needs of the person being bullied
- the needs of the person displaying bullying behaviour
- the needs of any bystanders
- our organisation as a whole

In order to do this, we will employ a restorative approach (as outlined in our Behaviour Policy). We understand that perpetrators of bullying may have misunderstandings or misconceptions and/or personal experiences which have influenced their behaviour. We will consider this when putting support in place to prevent them from bullying in the future.

Where there are concerns about bullying, parents/carers will be informed. Discussions with parents/carers and appropriate professionals surrounding the young people ensure a multi-agency approach to safeguarding our young people from bullying.

Through regular discussions with our staff, children, young people and families we will identify any arising issues and respond in a timely and appropriate manner. We will review the plan we have developed to address any incidents of bullying at regular intervals, in order to ensure that the problem has been resolved in the long term.

In the event of persistent bullying, we will refer to our Exclusion Policy and ensure a measured, but pro-active approach.

Raising and Reporting Concerns

Students may raise and report concerns they have about bullying by speaking directly to any member of staff at any point during the day. At Fable House, we aim to create a safe environment where young people can openly discuss the cause of their bullying, without fear of further bullying or discrimination. Staff must ensure that they do not offer to keep any concerns raised confidential but work with the student to address their concerns in an appropriate manner.

Parents/carers and members of staff may also raise concerns and where this occurs, a staff member should speak to their line manager in the first instance. Any parent who feels that their concerns are not being sufficiently dealt with may follow the 'Complaints Procedure'.

All concerns raised will be logged on our CPOMS recording system for the attention of the Safeguarding Team.

Monitoring

By using information from safeguarding records we will be able to monitor the effectiveness of our bullying policy. Success will be measured by:

- The number of incidents of bullying being recorded declines as each term progresses
- The number of repeat-offences of bullying are significantly less than first-offences
- There are no unresolved cases of bullying

The Senior Leadership Team should access and review occurrences of bullying recorded on CPOMS on a regular basis and act on any concerns. Discussion of this should be built into the staff team meetings. The Senior Leadership Team will report key information and analysis of bullying incidents to the Headteacher and Overnight Board four times per year as part of the Safeguarding update.

Related Policies and Procedures

-Safeguarding Policy

-Behaviour Policy

-Exclusion Policy

Contact details

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