



Anti-Bullying Policy



Farndon Fields
Primary School

Nurture Talent,
Develop Learning, Inspire Success

Renewal Date: May 2024

This policy is reviewed annually by the Advisory Board and was last reviewed on: May 2023

Print Name Matthew James
(Chair of Advisory Board)

Anti-Bullying Policy

Our vision at Farndon Fields Primary School is to have high standards of teaching and learning which challenge our pupils to achieve. Our anti-bullying policy supports this ideal by:

- Promoting respect and tolerance for each other and the school.
- Helping pupils towards an understanding of what is right and wrong.
- Supporting everyone in forming good relationships with adults and peers.

We regard bullying as particularly serious and always take firm action against it both in and outside the school premises. We encourage children to work against bullying and to report any incidents they witness or encounter. We believe in tackling incidents of bullying by encouraging an environment where individuality is celebrated and individuals can develop without fear. This involves including and engaging everyone's perception of bullying.

Definition of Terms

What is bullying? 'S.T.O.P.'

Bullying is the deliberate, pre-meditated and repeated physical, verbal or emotional assault of an individual or group of individuals by a person or group of persons, causing physical or psychological harm to the child or person being bullied. We explain this to children as actions that cause upset on purpose 'Several Times On Purpose'

Bullying is the use of aggression with the intention of hurting another person. Bullying results in pain and distress to the child/person being bullied. It is usually conscious and willful and commonly consists of repeated acts of aggression and/or manipulation. It can take a number of forms – both physical and non-physical, either in combination or in isolation.

Bullying can be:

- **Emotional / Psychological**
- **Physical**
- **Verbal**
- **Cyber-Bullying**
- **Sexual bullying**

Emotional / Psychological

Being unfriendly, malicious gossip, social exclusion, tormenting, being bossed, hurting people's feelings, being nasty, mean, blackmailing, extortion, intimidation, ostracising.

Physical

Pushing, kicking, hitting, spitting, pinching, punching or any use of violence, damaging or stealing people's belongings, jostling, damaging schoolwork and equipment.

Verbal

Threats, insults, name-calling, malicious gossip, teasing, and coercion of the victim into acts he / she does not wish to do.

Cyber-Bullying

Cyber-bullying via text messaging or instant messaging (eg. Whatsapp, MSN etc.) and social

networking sites may involve name calling, malicious gossip, the passing of images, teasing, ostracising etc. In our context it would occur beyond school (as access in school to such technology is denied) however we acknowledge the potential for cyber bullying to cause much upset in and out of school and operate a zero-tolerance approach to this behaviour, informing parents whenever we suspect pupils may be involved.

Sexual Bullying

This overlaps with child on child abuse. It may include sexual harassment, use of graphic language, sexual comments, jokes or taunting, physical behaviour, displaying graphic images, upskirting, online sexual harassment, coercing others to share images or perform sexualised acts.

The Equality Act 2010

The Equality Act 2010 sets out the nine Characteristics that are protected. These are: Age, Disability, Gender Reassignment, Marriage or Civil Partnership, Pregnancy and Maternity, Race, Religion or Belief, Sex and Sexual Orientation. ALL of these protected characteristics will be protected from bullying. The list below covers further vulnerable groups and the protected characteristics most applicable in school and this is reflected in our Anti-Bullying Policy.

Bullying can be because of prejudice against particular groups for example:

- Appearance or health conditions (physical appearance or a health condition eg. A disfigurement, a traumatic injury, severe skin condition).
- Social circumstance (based on living arrangements eg. Young carer, child in care or geographic location).
- Racial, religious, cultural (based on the targets skin colour, culture, nationality or faith)
- Sexist (Use of sexist language eg. 'girl' used to mean something, or someone is less worthy)
- Sexual (unwanted physical contact or sexually abusive comments).
- Special Educational Needs & disability (negative emphasis of the special needs or disability of an individual. This includes learning difficulties, sensory impairments and mental health conditions).
- Homophobic (prejudice or negative attitudes, beliefs or views about lesbian or gay).
- Biphobic (prejudice or negative attitudes, beliefs or views about bisexual people. Suggests that something or someone is less worthy because they are bisexual).
- Transphobic (prejudice or negative attitudes, beliefs or views about trans people. This can affect those who are trans or questioning their gender identity or those who do not conform to gender stereotypes or norms).

We believe the whole school community works together to combat all forms of bullying. We are aware that it is a possibility that the person with bullying behaviour may be an adult and will follow the local Child Protection procedures where this is the case.

We also take the bullying of school staff very seriously whether this is by children, parents or other staff. We will take appropriate action.

Preventing Bullying **Bullying in school is everybody's problem**

All staff, parents and children must be aware that bullying exists, and through recognition of this fact and the shared commitment to combat bullying, the school remains a happy place for everyone.

All staff, parents and children need to be very clear about the school's policy and procedures on bullying.

It is always our ultimate aim to provide a secure, stimulating, positive and mutually respectful and inclusive environment for learning.

The school uses the **STOP** acronym in regard to friendship and bullying, meaning **Several Times On Purpose and Start Telling Other People**. All children are taught about how to be friends and what to do if they are bullied through Personal Development lessons. Children are encouraged to talk about issues with teachers and their parents.

We involve the School Council in any planning, discussion and dissemination of any work related to anti-bullying. We have in place an anti-bullying support system that all staff and children understand and are committed to applying the system consistently.

Parents/Carers have a vital role in reinforcing the value of good behaviour at home and supporting children's sense of well-being when they are in school. They should understand that the school does not tolerate bullying in or out of the school premises and know the procedures to follow if they believe their child is being bullied. Any concerns should be raised with the class teacher.

Children understand the school's approach through S.T.O.P and are clear about the part they play to prevent bullying, including when they are bystanders.

Staff have a vital role to play as they are at the forefront of behaviour management and supporting children's sense of well-being in school. They have the closest knowledge of the children in their care and should build up a relationship involving mutual support, trust and respect.

Supporting the children

Children **MUST** understand what bullying is and the difference between bullying and 'falling out with other children, or a one-off disagreement (PSCHE lessons, Parent/Carer understanding of the term bullying).

Children **MUST** know that the school will not condone bullying and know that they should speak out if they are aware of any bullying.

Children **MUST** be aware that their class teacher, the Deputy Head and the Head teacher will help them deal with the situations in which they feel they or their friends are being bullied.

Children **MUST** be given opportunities to learn and talk about bullying in general.

We will work together with children through the curriculum, assemblies and displays in order to get the message across. The school leadership team plays a vital part and works tirelessly in monitoring the successful implementation of this policy.

A child-friendly anti-bullying policy ensures all pupils understand and uphold the anti-bullying

Policy (see Appendix A).

The PSHE programme of study includes opportunities for pupils to understand about different types of bullying and what they can do to respond and prevent bullying. Children and staff work together in PSHCE lessons to review expectations of appropriate behaviour in line with our Behaviour Policy.

School assemblies help raise children's awareness of bullying and derogatory language.

Pupils are continually involved in developing school-wide anti-bullying initiatives through consultation with groups and through the anti-bullying survey.

We make children and parents aware at the start of each year of the dangers of cyber-bullying and our zero tolerance stance towards it regardless of whether it occurs outside of the school building. We use CEOP materials, Think You Know and Kidscape resources to raise awareness of the dangers involved and provide parents with leaflets to take home.

Difference and diversity are celebrated across the school through diverse displays, books and images. The whole school participates in events including Anti-Bullying Week and Black History Month

We take part in National Anti-Bullying Week each November. All children are involved in a range of activities designed to raise awareness of bullying issues and how to tackle the issue successfully. SEAL materials and the Cambridgeshire Development Program support this intervention. Whole school assemblies are used to share lessons learned during this week and parents are invited to be part of this. The PSHCE leader coordinates Anti-Bullying Week activities and ensures that there are lots of learning opportunities at all age levels.

The school values of equality and respect are embedded across the curriculum to ensure that it is as inclusive as possible.

Stereotypes are challenged by staff and pupils across the school. We work with parents and carers and in partnership with community organisations to tackle bullying, where appropriate.

Principles and Practice of Dealing with Bullying **Bullying in school is everybody's problem**

Principles

- Watching bullying happen, and then doing nothing about it (inappropriate bystander behaviour) is not acceptable under any circumstances. Appropriate action must be taken as soon as we are aware that bullying is happening.
- Be aware of, and tackle any incidences of racist, homophobic or sexist language (ref. Equal Ops Policy).
- Give support to both the child/person being bullied, and the person with bullying behaviour. The child/person being bullied needs to build self-esteem. The person with bullying behaviour needs to develop skills of working with others (co-operation rather than competition and confrontation).
- Do not bully the person with bullying behaviour – try to find out why they are bullying.
- Reward non-aggressive behaviour in school.
- Follow up, to support the child/person being bullied and to prevent re-occurrence.
- Make clear to parents of both parties the unacceptability of bullying behaviour, including that it is inappropriate for the child/person being bullied to 'hit back' physically. We must offer a better option.
- Use peer group pressure and disapproval to combat bullying behaviour.
- Help children to see the other point of view – 'How would you feel if..... ?' (PSHE)
- Encourage children to welcome and include newcomers, lonely or shy children.
- Provide appropriate INSET training for staff.

Practice

- All staff must be alert and observant at all times both inside and outside the classroom e.g. playground, the hall, corridors and toilet areas.
- **All staff** are responsible for dealing immediately with inappropriate behaviour from any child.
- The lunch time period is a time when children are at significant risk and could be exposed to bullying. In order to reduce the risk we have:
 - Sports Coach and Family Support Worker on duty and scheduled organised zoned activities.
 - Learning Support Assistants involved break and lunchtimes for identified vulnerable children.
 - ELSA visible and involved during lunchtimes to help children with worries, implementing inclusive interventions.
 - Well-Being Ambassadors: Help and support children's mental health and well-being with organised activities.
- Midday supervisors must communicate with the class teachers or line manager (deputy head teacher) their concerns for the safety and well-being of any child during lunch time.
- The Midday Supervisors must report any concerns about bullying behaviour to the Deputy Head teacher or Head Teacher.
- At break times duty staff should be vigilant. Incidents involving suspected bullying should be reported directly to the child's Class Teacher at the end of break.
- In classrooms, teachers need to be aware of hidden indicators of possible bullying e.g. body language, children who seem withdrawn or isolated.
- All staff should remain vigilant to the effects of bullying between children outside of school, including the possibilities of cyber bullying through text and instant messaging and through comments on social networking sites. Schools have the power to intervene in instances of bullying outside of school.
- The Class Teacher should inform the Deputy Head teacher or the Head Teacher if there remains just cause to suspect that bullying is occurring reporting it on CPOM.S
- The Deputy Head teacher or Head Teacher will become actively involved if bullying behaviour continues.
- The Deputy Head teacher or Head Teacher will involve parents of the person with bullying behaviour and the child/person being bullied, and explain the action taken, reasons for it, and what they can do to reinforce and support.

The head teacher will report to the Chair of Advisory Board on how the anti-bullying policy is being enforced and upheld. The head teacher will report to the Chair of Advisory Board on, any persistent, repeated incidents of bullying by an individual or group. Incidents of this type will result in the Head teacher contacting parents. Ultimately, repeated incidences of bullying behaviour may result in temporary or permanent exclusion of the pupil(s) concerned.

Reacting to Incidents of Bullying
Bullying in school is everybody's problem

Everyone involved in the life of the school must take responsibility for promoting a common anti-bullying approach by being supportive of each other, providing positive

role models and conveying a clear understanding that we disapprove of unacceptable behaviour (but not the pupil), and by being clear across the school that we follow school rules. All members of the school community are expected to report incidents of bullying when they find themselves as bystanders.

FIRST STEPS

- Remain calm and take charge of the situation. Reacting emotionally may add to the person with bullying behaviour's fun and give a person with bullying behaviour control of the situation.
- Take the incident or report seriously.
- Take action as quickly as possible by speaking to the children involved.
- Think carefully about whether action needs to be private or public; who are the pupils involved?
- Reassure the suspected child/person being bullied, do not make them feel inadequate or foolish.
- Offer help, advice and support to the suspected child/person being bullied.
- Calmly, make it plain to the suspected person with bullying behaviour that you disapprove.
- Encourage the suspected person with bullying behaviour to see the child/person being bullied their point of view.

Involving others

- Inform the Class Teacher(s) of the children (or the Head teacher / Deputy Head teacher if a lunchtime incident) using CPOMS or incident book.
- Inform colleagues if the incident arose in a situation where everyone should be vigilant, e.g. toilets.
- The Class Teacher will involve the Head teacher or Deputy Head teacher as necessary.

Record keeping

- The Head teacher (or Deputy Head teacher) will meet with the children involved. If it is found to be a 'bullying' incident, it will be recorded as a Bullying incident in CPOMS.
- A record of what occurred, and the next steps will be logged on CPOMS.
- CPOMS reports of bullying will be reviewed termly and will be reported to Advisory Board Members.

If you have to deal with bullying, what should you encourage?

- Allow the child/person with bullying behaviour to help him/herself to reflect on their behaviour.
- Look objectively at the behaviour with the person with bullying behaviour and not assume the person with bullying behaviour is bad through and through.
- Always discuss the incident with the child and reflect on their behaviour on how to deal with the incident differently with a positive outcome.
- Be open and honest with the parents of the child/person being bullied or of the person with bullying behaviour.

- Consult with parents with a constructive plan to offer either side (Head teacher and / or Deputy Head teacher usually speak with parents when dealing with bullying and should be consulted before parents are contacted).

Staff will:

- Provide children with a framework of behaviour including class rules which supports the whole school policy.
- Emphasise and behave in a respectful and caring manner to children and colleagues, to set a good tone and help create a positive atmosphere.
- Provide children with a good role model.
- Raise awareness of bullying through stories, role-play, discussion, Peer support, School Council and school curriculum subjects.
- Through the head teacher, keep the governing body well informed regarding issues concerning behaviour management or bullying.

We encourage parents/carers will:

- Understand the definition of bullying and the difference between bullying and 'falling out'.
- Understand and be engaged in everything that is being done to make sure their child enjoys and is safe at school.
- Support the school in helping us to meet our aims with this policy.
- Feel confident that everything is being done to make sure their child is happy and safe at school.
- Be informed about and fully involved in any aspect of their child's behaviour. Know that your class teacher is the first contact if you have concerns about bullying.
- More information available for parents/carers via www.beyondbullying.com

Advisory Board

The named AB Member for Anti Bullying is **Julie Simpson**

We expect that Advisory Board members will:

- Support the Head teacher and the staff in the implementation of this policy.
- Be fully informed on matters concerning anti-bullying.
- Regularly monitor incident reports and actions taken to be aware of the effectiveness of this policy.

Children

We expect that children will:

- Support the Head teacher and staff in the implementation of the policy. This might involve contributing to agreed approaches designed to reduce bullying or better deal with incidents that arise, e.g. via pupils council, circle time etc.
- Be involved in the monitoring and review of the policy from the end of this academic year.

- Feel confident that everything is being done to make school a safe and secure environment for them to achieve and learn.
- Feel supported in reporting incidents of bullying.
- Be reassured that action regarding bullying will take place.

Dealing with an Incident

Whenever a bullying incident is discovered school will go through a number of prearranged steps. The exact nature of each step will depend in part on the nature of the incident and those involved.

1. The school community needs to be aware that when a bullying incident has come to the attention of adults in the school it has been taken seriously and action has resulted.
2. School expects to support all involved by:
 - Talking through the incident with the person with bullying behaviour and child/person being bullied.
 - Helping the person with bullying behaviour and child/person being bullied to express their feelings.
 - Talking about which rule(s) has/have been broken.
 - Discussing strategies for making amends.
 - Monitoring the situation following the reported bullying incident.
3. Nevertheless, sanctions may include:
 - Time away from an activity within the classroom.
 - Time out from the classroom.
 - Missing break or another activity.
 - Formal letter home from the Head teacher expressing concerns, where the pattern of behaviour continues.
 - Meeting with staff, parent and child.
 - Pastoral Support Plan.
 - Internal exclusion.
 - Fixed-term exclusion.
 - Permanent exclusion.
4. Parents (of both the person with bullying behaviour and the child/person being bullied) are informed of what has happened, and how it has been dealt with. Records of these discussions to be minuted by a third person (where possible) and filed. Failing face-to face discussion, parents/carers will be informed of any incidents by letter.

Off-site bullying

Pupils need to understand that the school expects the same standards of behaviour from them in all the following situations:

- Taking part in any school organised or school related activity.
- Travelling to or from school.

- Wearing school uniform.
- In some other way identifiable as a pupil at the school.

Or, bullying at any time, whether or not the above conditions apply, that:

- Could have repercussions for the orderly running of the school.
- Poses a threat to another pupil or member of the public.
- Could adversely affect the reputation of the school.

In any of the above circumstances the Head teacher will consider if the person with bullying behaviour is criminal or poses a threat a member of the public, in which case the police will be informed.

5. Child Protection procedures should always be followed when concerns arise.

POLICY MONITORING AND REVIEW

Careful monitoring and analysis provides us with a regular opportunity to link monitoring to action planning.

We believe that students and parents should be fully involved in the writing, implementation, monitoring and reviewing of an anti-bullying policy.

The School Council will seek the views of pupils regarding the effectiveness of strategies in school regarding anti bullying and pass on feedback to Advisory Board Members, Annual initiatives reported to Advisory Board Members and Liaison with parents.

Links to Key Guidance:

Preventing and Tackling Bullying, October 2014

The Equality Act 2010 and Schools

No Place for bullying (June 2012) Ofsted, Evaluating the effectiveness of schools to prevent and tackle bullying

Links to School's Existing Policies:

Home School Agreement
 Behaviour Policy
 Safeguarding Policy
 Confidentiality Policy
 Staff Code of Conduct Policy
 E-safety & Acceptable Internet Use Policy
 Sex and Relationships Policy
 Equal Opportunity Policy
 Whistleblowing Policy

Appendix A - Child Friendly Anti-Bullying Policy (1 of 2)

If you are being bullied:

DO ...

- Use eye contact firmly say 'STOP'
- Ignore them and tell an adult
- Walk away and tell an adult
- Act as though you don't care what they say or do
- Remember it is NOT your fault and you are NOT alone
- Always tell someone



DON'T...

- Do what they say
- Look upset or cry
- Get angry
- Hit them
- Think it is your fault
- Hide it



**If you see
someone
getting bullied
report it to an
adult!**



What should I do if I see someone else being bullied?

- Don't walk away and ignore the bullying
- Let the bully know what is happening
- Tell the bully to **S.T.O.P.** if it is safe to do so
- Don't stay silent or the bullying will keep happening

Farndon Fields School Aims:

- We will all work together to **S.T.O.P.** bullying
- We want our schools to make everyone feel safe and happy. Bullying can make people feel frightened and unhappy.
- To deal with bullying in schools, we will help everyone:
 - To get on well together
 - Respect and understand each other
 - To believe that everyone has the right to be who they are.



Parents

For more information please visit:

<http://www.farndonfields.org/Parents/Parent-Guides/>

<http://www.farndonfields.org/Our-School/Policies/>



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Develop Learning, Inspire Success



Child Friendly Anti-bullying Policy



**Always Be The Best
That You Can Be!**

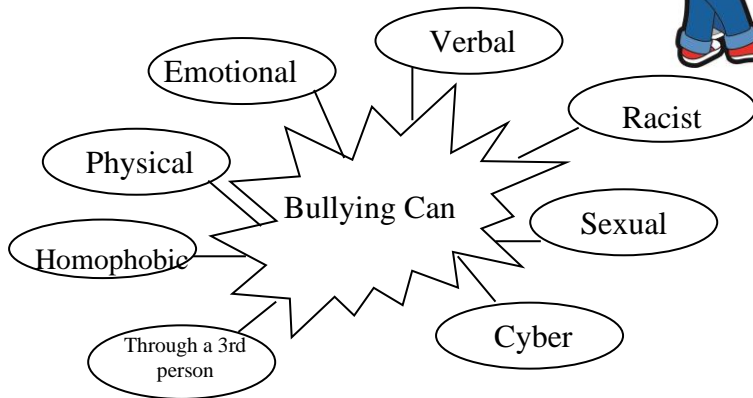


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What is bullying?

In our school a bully is someone who hurts someone more than once, by using behaviour which is meant to hurt, frighten or upset another person.



Emotional: Hurting people's feelings, leaving you out, being bossed about.

Physical: Punching, kicking, spitting, hitting, pushing.

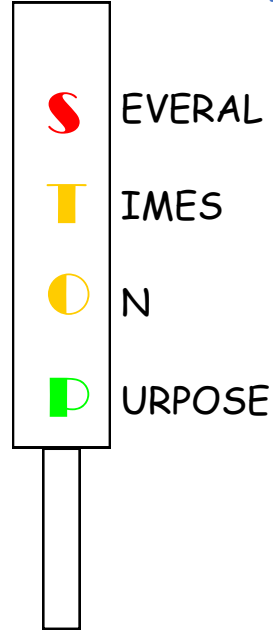
Verbal: Being teased, name calling, hand signs

Cyber: Using technology/the internet to upset someone else.

People can be bullied for a number of reasons, including their race, religion, culture, disability, home circumstances, appearance, sexuality or gender identity.



When is it bullying?



What our school can do to help

Always treat bullying seriously

Try to find a way to make it **S.T.O.P.** so that you can feel safe and happy in school

Speak to your Class teacher, Deputy Head Teacher or Head Teacher

Who can I tell?



A HELPING HAND

What should I do if I am bullied:

