



**Farndon Fields**  
**Primary School**  
Nurture • Inspire • Learn • Succeed

# Anti-Bullying Policy

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## 1. Aims

This policy aims to:

- Create a positive culture that promotes positive choices and interactions, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to preventing and addressing bullying
- Outline the expectations and consequences of bullying
- Define what we consider to be bullying behaviour

## 2. Guidance

This policy was written with support from [www.beyondbullying.com](http://www.beyondbullying.com) and is based on guidance outlined in:

- [Preventing and Tackling Bullying, July 2017](#)
- [The Equality Act 2010 and Schools, May 2014](#)
- [No Place for bullying \(June 2012\) Ofsted: How schools create a positive culture and prevent and tackle bullying](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy.

## 3. Vision

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 vision 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.

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

We teach all children how to work against bullying and report any incidents they witness or encounter. We tackle incidents of bullying by creating an environment where individuality is celebrated and individuals can flourish.

## 4. Definitions

**Bullying** is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online.

*Anti-bullying Alliance*

The school uses the **STOP** acronym in regard to bullying, meaning **S**everal **T**imes **O**n **P**urpose and **S**tart **T**elling **O**ther **P**eople. This helps the pupils to understand the definition of bullying, and how it is different to arguments, falling out or not getting on.

Forms of bullying can be:

- Emotional / Psychological
- Physical
- Verbal
- Cyber-Bullying

### Emotional / Psychological

Malicious gossip, social exclusion, tormenting, being bossed, deliberately hurting people's feelings, blackmailing, extortion, intimidation, intentional ostracizing.

### Physical (with intent to cause deliberate harm)

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 target person/group into acts he/she/they do not wish to do.

### Cyber-Bullying

Cyber-bullying via text messaging or instant messaging (eg. WhatsApp, Snapchat 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 (in school, access to such technology is denied) however we acknowledge the potential for cyber bullying to cause much upset in and out of school and do not accept this behaviour, informing parents whenever we suspect pupils may be involved.

## 5. Protected Characteristics

**Bullying can be because of prejudice against particular groups for example.**

The Equality Act 2010 sets out the nine Characteristics that are protected. These are: Disability, Gender Reassignment, Race, Religion or Belief, Sexual Orientation, Sex, and Marriage or Civil Partnership, Age, Pregnancy and Maternity.

The list below provides more detail about the protected characteristics most applicable in Primary schools;

**Bullying based on disability (disablist)** – is where the motivation for bullying is based on the target's real or perceived disability, special need, gifted or talented or health conditions or association with someone in those categories or association with someone with a disability/special need.

**Bullying based on gender reassignment (transphobic)** – is when the motivation for bullying relates to the target being trans, or perceived to be trans, or their gender or gender identity being seen as different to typical gender norms. A person could also be targeted because they have a trans family member.

**Bullying based on race or ethnicity (racist)** - is where the motivation for bullying is based on the targets skin colour, culture, language, ethnicity or national origin.

**Bullying based on religion or beliefs** – is where the motivation for bullying relates to the target's beliefs or faith. It may also be because of a perception or assumption about religion, belief or lack of belief (which may or may not be accurate), or because of their association with an individual or group of a particular religion or belief.

**Bullying based on sexual orientation (homophobic or biphobic)** – is where the motivation for bullying is based on the target's sexual orientation, or perceived orientation, or that of their family/friends and/or homophobic/biphobic abuse and language used. Bisexual people may experience homophobic bullying, but they are also likely to experience biphobic bullying.

**Bullying based on sex (sexist)** – is where the motivation for bullying is based on sexist language, attitudes and behaviours that when expressed demean, intimidate or harm another person because of their sex.

**Other recognised vulnerable persons or groups might include:**

- **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).

Our whole school community will be made aware of these protected characteristics and vulnerable groups, and are expected to work together to combat all forms of bullying.

Where an accusation is made against an adult, local Child Protection procedures will be followed. We also take the bullying of school staff very seriously whether this is by children, parents or other staff and will take appropriate action.

## 6. Preventing Bullying

At school, we ensure all preventative measures are taken to avert incidents of bullying. Outlined below are details about the proactive steps taken:

### **Staff**

All staff are very clear about the school's policy and procedures on bullying, and remain vigilant at all times of the day, both inside and outside the classroom. We recognise the importance of professional curiosity and positive trusting relationships in supporting behaviour management and well-being in school. Appropriate training is provided to all staff to ensure they are clear and confident about ways to recognise and tackle incidences or bullying behaviours, or pre-cursors of bullying, and appropriate reporting procedures.

Class and school routines are taught to the children, providing a framework of expectations, with planned consistencies across the whole school or adaptations for particular age groups or vulnerable groups. Staff are expected to model the language and behaviours we want to see in the children. Furthermore, our school behaviour policy readily promotes the recognition and rewarding of positive behaviours to draw attention to the expected behaviours.

Additional preventative measures are in place for break and lunch times where there is unstructured play, including planned supervision from the school's Sports Coach, Family Support Worker, Learning Support Assistants as well as Midday Supervisors. Access to ELSA support, and alternative 'quieter' lunchtimes clubs is also provided for those who need it, as well as buddy benches, organised activities and regular monitoring to identify patterns of behaviour which can be addressed through lessons or assemblies.

The School leadership team are responsible for monitoring all incidents of misbehaviour, tracking patterns or trigger points, so a planned preventative response can be implemented before more serious bullying incidents occur.

### **Children**

The children are explicitly taught the school's expectations for behaviours, and the rules and routines that enable them. As part of this, the pupils are taught 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. Our expectation is that they will treat their peers, and the adults, with respect, kindness and care. Children are taught to be vigilant to incidents where this does not occur and seek the support of a nearby adult. We encourage children to remember, and adhere to, the rules of our school, and help their peers remember them too. Children are expected to adhere to the school rules. with the view that bullying behaviour is unacceptable, including 'hitting back' or 'planned retaliation' actions.

If children are not confident in speaking with adults, they can access the class worry box, zones of regulation prompts or one of our pastoral services such as the ELSA to discuss their concerns. Our PSHE curriculum explicitly supports children to identify their trusted adults.

Youth leaders, such as the school council or wellbeing ambassadors, take an active role in planning and disseminating key messages related to anti-bullying. They are active role models for their peers. An example of this might include acting as a buddy for newcomers to ensure they feel welcome at our school.

A child friendly version of our policy is shared with children to support their understanding (see Appendix 1).

### **Parents/Carers**

A child's beliefs, ethos and behaviours are primarily influenced by what is reinforced at home and we encourage our parents/carers to understand and support the school's vision and approach. Parents/carers are encouraged to teach their children the correct definition of bullying and establish the facts. Any initial concerns can be shared with the class teacher so an appropriate response can be planned together, prioritising the wellbeing of the child.

### **Curriculum**

Our curriculum is carefully planned to ensure pupils are taught how to interact with others in a healthy way, celebrating our differences, diverse population and our unique selves. This may be through stories, role play, displays, peer support or whole school events including Anti-Bullying Week and Black History Month. We participate in a wide range of activities designed to raise awareness of bullying issues, how to tackle the issues, and teach children to reflect on the difference their own actions can make. The school's values - Nurture, Inspire, Learn and Succeed - are embedded across the curriculum to ensure that it is as inclusive as possible. Furthermore, we deliver lessons that provide a forum for challenging stereotypes or prejudice attitudes, working in partnership with community organisations to tackle bullying, where appropriate.

Our PSHE curriculum will also explicitly teach our pupils what bullying is and the difference between bullying and 'falling out with other children, or a one-off disagreement. Our online safety curriculum educates further about how children can keep themselves safe online, raise awareness of the dangers, and how to interact safely with others online.

## **7. Off-site Bullying**

[Sections 90 and 91 of the Education and Inspections Act 2006](#) say that a school's can address pupils' conduct when they are not on school premises or under the lawful control or charge of a member of school staff, but only if it would be reasonable for the school to regulate pupils' behaviour in those circumstances.

Pupils are taught 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.

Where bullying outside school is reported to school staff, it can be investigated to determine the course of action available to the school, based on the information available. The headteacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed. While the school's anti-bullying or behaviour policy can be implemented in response to incidents that occur outside of school hours or offsite, we can only impose the consequence and implement that consequence on the school premises or when the pupil is under the lawful control of school staff, for instance on a school trip.

## 8. Reacting to Incidents or Reports of Bullying

1. Priority is given to making the immediate situation safe and tending to any first aid needs.
2. A staff member will investigate by speaking to all involved parties to establish the facts and understand all perspectives.
3. In line with the behaviour policy, the adult is expected to protect the dignity and wellbeing of all children involved. This might be achieved through private (as opposed to public) discussions, with care and consideration of individual needs and implications
4. Steps will be taken to reassure all involved pupils that such incidents are taken seriously by adults in school and will always be addressed.
5. Staff are trained to use a calm approach, with open ended questions, using the school rules as a framework to challenge inappropriate or harmful behaviours.
6. Consequences are applied in accordance with the school behaviour policy.
7. All incidents investigated will be reported to the class teacher.
8. Written records of bullying incidents are made using CPOMS.
9. The class teacher should inform the Deputy Headteacher or Headteacher if there remains just cause to suspect that bullying is occurring.
10. The Headteacher will determine the category of behaviour and update records accordingly.
11. The Deputy or Headteacher will become actively involved if bullying behaviour is identified by revisiting the incidents/investigations and reviewing the need for further consequences if necessary.
12. The Deputy or Headteacher will involve parents/carers to explain actions taken relating to their child, reasons for it, and what can be done to reinforce and support it at home. A record of this will be added to CPOMS.



13. The Deputy or Headteacher will determine how the situation will be monitored in the short or long term, and ensure necessary restorative actions are carried out to reduce the risk of recurrence. This may include involving others if a new rule or approach must be put in place.
14. The school behaviour lead will work with middle leaders and class teachers to identify further steps that may be needed to reassure the wider school community about the school's serious approach and response to bullying incidents.
15. Repeated incidents of behaviour categorised as bullying may result in suspension or exclusion of the pupil(s) concerned, in line with the suspensions and exclusions policy.
16. The Headteacher will report to the Chair of Advisory Board about any persistent, repeated incidents of bullying, and the effectiveness of the strategies applied

## 9. Advisory Board

The named AB Member for Anti Bullying is **Victoria Sherwood**.

We expect that Advisory Board members will:

- Support the Headteacher 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.

## 10. Policy Monitoring And Review

Careful monitoring and analysis provide regular opportunity to link monitoring to action planning.

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 School's Existing Policies:

Behaviour Policy  
Child Protection and Safeguarding Policy  
Staff Code of Conduct Policy  
Online Safety Policy  
Acceptable Use Policy  
Sex and Relationships Policy  
Equal Opportunity Policy  
Whistleblowing Policy

## If you are being bullied:



### DO ...

- Use eye contact and firmly say '**STOP**'
- Ignore them and tell an adult
- Walk away and tell an adult
- Use the classroom worry box or Zones of Regulation

Remember it is **NOT** your fault and you are **NOT** alone.

### DON'T...



- Keep it to yourself
- Do what they say
- Lash out in anger

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



## What should I do if I suspect someone is being bullied?

- Don't walk away and ignore what is happening
- Tell the bully to **STOP** if it is safe to do so
- Find a trusted adult to help
- Use the classroom worry box
- Comfort and support the person you are worried about

## At Farndon Fields School:

- We will all work together to **STOP** bullying
- We want everyone to feel safe and happy
- We celebrate and respect individual differences
- We believe that everyone has the right to be who they are.



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## Anti-bullying Policy explained

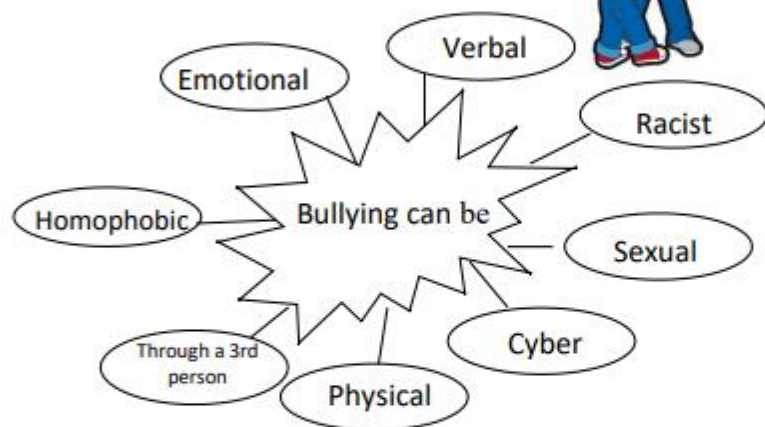
### At Farndon Fields we agree to:

Be respectful  
Be safe  
Be ready to learn

## What is bullying?

In our school, harmful behaviour is recognised as bullying if it happens **several times on purpose** in a way that is meant to deliberately hurt, frighten or upset another person.

It is different to falling out or sometimes having a disagreement.



**Emotional:** deliberately hurting someone's feelings, leaving someone out on purpose, bossing someone about in a cruel way, spreading untrue rumours.

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

**Verbal:** Being teased, name calling, inappropriate hand signs.

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

Bullying happens for a number of reasons, including race, religion, culture, disability, home circumstances, appearance, sexuality or gender identity.

## MAKE BULLYING STOP!

**S** EVERAL

**T** IMES

**O** N

**P** URPOSE



**S** TART

**T** ELLING

**O** THER

**P** EOPLE

## Who can I tell?



**A HELPING HAND**

## Other key people:

- ✓ Deputy Head
- ✓ Headteacher
- ✓ Family Support Worker/ELSA
- ✓ SENDCo

