



Anti-Bullying policy

Formally adopted by the Governing Board of:	Fairstead Community Primary and Nursery School
On:	22nd November 2021
To be reviewed:	See Policy Log

At Fairstead Community Primary and Nursery School we endeavour to create a safe and stimulating environment where everyone is valued. A person has the right to be treated with respect and has the responsibility to treat others in the same way. Children are given the confidence and strategies to speak up and tell of any bullying experiences, knowing that positive action will be taken.

Aims of this policy

To provide all staff with an understanding of the school's position on bullying, the way it seeks to prevent bullying and the process it operates when bullying is discovered.

To raise awareness concerning bullying amongst all adults associated or working within the school.

To eliminate bullying through education and affirmative action.

What is bullying?

Bullying is any behaviour that is intended to hurt, threaten or frighten someone. This behaviour is repeated and there is an imbalance of power (or it is hard for the person on the receiving end to defend themselves).

This behaviour can be physical or verbal and includes hitting, name calling, teasing, as well as racial and sexual harassment including homophobia. It can also include threatening gestures and looks.

Bullying is discussed throughout the school community openly and through our Personal Development curriculum and we aim to provide children with a clear understanding of what bullying is. Our definition is also shared with parents if allegations of bullying arise. It is often the case that the term bullying is used incorrectly which is why we aim to educate the entire school community.

Types of Bullying

Cyber-Bullying

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual bullying', which can occur in and outside school. Cyber-bullying is a different form of bullying which can happen beyond the school day into home and private space, with a potentially bigger audience, and more accessories as people forward on content.

Racist Bullying

This refers to a range of hurtful behaviour, both physical and psychological, that make the person feel unwelcome marginalised and excluded, powerless or worthless because of their colour, ethnicity culture, faith community, national origin or national status.

Homophobic Bullying

This occurs when bullying is motivated by a prejudice against lesbian, gay or bisexual people.

Where can bullying happen?

This policy covers all the places and spaces that bullying can happen, this includes:

- the journey to and from school

- the local community
- in school
- in extracurricular activities linked to the school such as breakfast and after school clubs, sports, and school trips.
- online (both during and outside of the school day).

Fairstead Community Nursery and Primary School will discipline for behaviour outside of school hours and when it is appropriate for example:

- Negative behaviour resulting from playing games online
- Negative behaviour resulting from incidents that have happened on any play parks outside of the school
- Negative behaviour that has resulted from older friends becoming involved outside of school

The Policy

All discovered bullying will be acted upon. Therefore every person who is part of Fairstead Community Primary and Nursery School has a responsibility to take action.



Implications for teachers and other adults employed at school

- Staff will have the STOP approach displayed in their classroom/corridor area.
- All discovered bullying must be acted upon as soon as possible and seen to be acted upon.
- It is essential that incidents are carefully recorded (Appendix).
- Written accurate evidence is vital and helps to bring home the seriousness of the incident. Statements should be taken from all involved.
- Particular danger periods are breaks and lunchtimes. Teachers on playground duty need to **actively supervise** the children to try to minimise opportunities for bullying to take place.
- There are implications for pupil management by staff. If bullying strategies are consistently used by staff this reinforces the idea that bullying is a legitimate way of exercising power and control.
- Teaching about bullying is an essential strategy in prevention.
- Teaching about the role of the bystander (appendix) is an important part of empowering children to effectively deal with bullying.

Implications for teachers and other adults employed at school

Parents have a key role to play in the identification and prevention of bullying.

- Parents can help identify early signs of possible bullying such as an unwillingness to attend school, pattern of vague headaches, moodiness, requests for extra money or equipment missing.
- If parents think their child or another child is being bullied or is bullying, then they should contact the school immediately. A member of the Senior Leadership Team is usually available to provide support and advice.
- If the problem only occurs outside the school, the school will try to offer help and support, but it may be necessary to contact the local police.
- A child should not be encouraged to hit back although they may need to defend themselves if physically attacked.
- A child who has a wide circle of friends is less likely to be bullied.
- Parents may unwittingly encourage bullying behaviour if they use this strategy at home themselves. Parents who bully children are reinforcing the ideas that bullying is acceptable.
- Parents should understand the very serious consequences for bullies who continue to bully other children.

Implications for Governors

Governors must satisfy themselves that the school policy, structure and systems are preventative, yet capable of dealing with bullying should it occur. If a pupil persistently threatens the safety, education and welfare of other pupils then governors would be asked to support the use of exclusion, with the use of permanent exclusion as a last resort.

The Safeguarding link Governor is Stuart Graver who can be contacted via the school office.

Implications for Senior Leaders

In many ways all staff have a role to play in creating a climate and attitude in school which does not sustain bullying. This is mainly concerned with valuing others and treating everyone, their property and the school, with respect.

Examples to children of good practice are essential. It is important that notices around the school are polite and positive, that staff and parents treat each other and the pupils in their care with respect and consideration.

Particular responsibilities would include:

- Ensuring policies, practices and consequences are clear to parents and pupils.
- Supporting all staff

Implications for Pupils

- Pupils need to understand what bullying is: its causes, effects and methods of prevention.
- Pupils must accept that they have a duty to themselves and others in the prevention of bullying and taking action should it occur.
- The action taken may be direct, that is intervening in the bullying situation (the difficulties in this are acknowledged and it is preferable that a teacher/school adult should take action) or indirect, reporting bullying or potential bullying to another adult, at home or school.

- Pupils who tolerate bullies are supporting them. Pressure from other pupils can stop bullying and pupils will be taught about the role of the bystander (appendix).
- Pupils are familiar with the STOP approach

Specific Statement Concerning Single Equality Incidents

Under The Equality Act 2010 Fairstead Community Primary and Nursery School works to eliminate any discrimination or harassment on grounds of disability, race, religious belief, gender, pregnancy, or sexuality.

Any incidents that defined by single equality must be recorded on the single equality incident sheet (appendix).

Specific Statement About Peer on Peer Abuse

Fairstead Community Nursery and Primary School does not accept peer on peer abuse of any nature or degree, it is unacceptable and will not be tolerated. At Fairstead everybody within the school community has the right to be treated with respect and pupils who engage in peer on peer abuse need to learn different ways of behaving with shared school and parental guidance. Incidents of negative behaviour at Fairstead are dealt with swiftly and this reduces opportunities for peer on peer abuse to occur however, it is the school's responsibility to respond effectively and swiftly to any reports of such abuse.

All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse.

Peer on peer abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence,¹¹ such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment,¹² such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nudes and semi nudes images and or videos¹³ (also known as sexting or youth produced sexual imagery);
- upskirting,¹⁴ which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

(Keeping Children Safe in Education, 2021)

School measures to prevent peer on peer abuse

- Staff and children follow and model our four core values:
 - Be respectful
 - Be safe
 - Be a learner
 - Be responsible
- Staff continuously develop the emotional literacy of children and work to develop their confidence and self-esteem.
- To actively teach and empower children to say “Stop it, I don’t like it” from Nursery class upwards in order to develop an independent and robust nature.
- To use assemblies as a forum to role play scenarios, directly using children to act parts and deliver messages in an age-appropriate forum.
- To directly teach children about positive behaviour as part of the Personal Development curriculum.
- To directly teach children about e-safety and cyber bullying through the Computing curriculum.
- Staff to be good role models to the children at all times.

If a child thinks they are being bullied or abused they are encouraged to speak to any member of staff they feel comfortable with and/or their parents. If this is difficult for children they may instead draw or write down what has happened. Open lines of communication mean peer on peer abuse can be prevented or stopped early on and situations do not escalate for the worse. Similarly, parents are encouraged to speak to school staff should they have any concerns, in the first instance, with their child’s class teacher. We encourage that a mutually convenient time and place is set aside for this conversation.

The following list ‘Signs of bullying/Abuse’ should be referred to if any adult has a concern.

Signs of bullying or abuse may include:

- Quietness at the end of the day and reluctance to discuss their day
- Bedwetting or sleeplessness
- Reluctance to come to school
- Loss of appetite
- Unusual or strange behaviour or moodiness
- Disinterest in their school work or home life
- Nail biting or nervous habits

Stages of Action taken by the school

Upon peer on peer abuse being reported to a staff member, thorough initial investigations would take place to validate the accusations or not. If peer on peer abuse was found to have taken place, the following stages would occur:

1. The victim would be spoken to by a trusted staff member and/or member of the school Leadership Team to clarify events and reassure.

2. In an incident of peer on peer sexual harassment or violence a risk assessment would be completed immediately to ascertain risk and set out actions to minimise future risk (See Appendix)
3. The perpetrator would be spoken to by a member of the Leadership Team and their class teacher. Opportunities to respond to the allegations would be given and both sides listened to. The incidents would be discussed fully with the children to ensure that both parties fully understand the seriousness of what has occurred.
4. A suitable sanction would be set. This may include missing playtime/s for a given period, writing a letter of apology, spending time with a member of the leadership team to reflect, meeting with the Head teacher or fixed term or permanent exclusion. The sanction would be agreed by a member of the Leadership Team.
5. A restorative meeting/conversation between the perpetrator and the victim would take place with staff supervision so an apology could occur.
6. The perpetrators parents/carers would be informed about the incidents of abuse.
7. The victim's parents/carers would be informed about the incidents (if necessary) and updated with how they have been dealt with.
8. Depending on age, the perpetrator may be asked to re-read the school's Behaviour Policy.
9. The incident of abuse would be shared with all staff through staff briefing and ongoing close monitoring of the relationship between the children would take place.
10. If deemed necessary, either the victim and/or the perpetrator may receive additional support through ELSA, The learning mentor, outside agencies such as an Educational Psychologist or personalised strategies set by the Class Teacher/Leadership Team as ongoing development.

Policies to be viewed in conjunction:

- Single Equality
- PHSE
- Safeguarding
- Behaviour