



## **Anti Bullying Policy**

<b>Formally adopted by the Governing Board of:-</b>	<b>Fairstead Community Primary and Nursery School</b>
<b>On:-</b>	<b>9<sup>th</sup> December 2024</b>
<b>Date of next review:-</b>	<b>December 2026</b>

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 ensure that all forms of bullying are taken seriously and responded to swiftly.
- To provide a clear framework for preventing and addressing bullying behaviour.
- To create a safe and supportive learning environment where all pupils can thrive.
- To support both the victims of bullying and the individuals involved in bullying, helping them to understand the impact of their actions.
- To work closely with parents/carers and external agencies to address incidents of bullying.

### **Legal Framework and Statutory Requirements**

The legal frameworks underpinning this Anti-Bullying Policy provide crucial guidance and statutory duties for schools to ensure the safety and well-being of all pupils.

These are:

- **Education Act 2002:** Places a duty on schools to safeguard children, which includes taking effective action against bullying to protect children's welfare.
- **Education and Inspections Act 2006:** Requires schools to promote good behaviour and prevent bullying, both within school and beyond the school gates, such as during online activities.
- **Equality Act 2010:** Ensures that our policy addresses bullying related to protected characteristics, such as race, disability, or sexual orientation, fulfilling our legal duty to prevent discrimination and promote equality.
- **The Children Act 1989:** Reinforces our responsibility to protect children from emotional harm caused by bullying, aligning with our safeguarding obligations.
- **Human Rights Act 1998:** Protects pupils' rights to a safe environment, free from degrading treatment and bullying, ensuring respect for all individuals.
- **Keeping Children Safe in Education 2024:** Directs schools to have clear measures for addressing child-on-child abuse, including bullying, as part of their safeguarding responsibilities.
- **Preventing and Tackling Bullying 2017:** Provides best practice guidance for preventing and responding to bullying, helping us create a safe and inclusive school culture.

These frameworks ensure that our policy is comprehensive, legally compliant, and focused on creating a safe, supportive environment where all children can learn and flourish.

### **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**

Bullying can take many forms, including:

- **Physical:** Hitting, kicking, pushing, or other forms of physical aggression.
- **Verbal:** Name-calling, taunting, teasing, or offensive remarks.
- **Relational:** Excluding someone from a group, spreading rumours, or manipulating friendships.
- **Cyberbullying:** The use of electronic communication to bully, including through social media, texts, or emails.
- **Prejudicial Bullying:** Bullying based on protected characteristics, such as race, religion, gender, disability, or sexual orientation.

### **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

## Is it Bullying?

How can you tell if someone is being bullied?  
The information below can help you decide if someone is being bullied or if it is something else.

**One off?**  
Someone is being mean on purpose.  
It is a one time thing.  
Someone may be responding to hurt feelings.

**Joking around?**  
Everyone is having fun.  
No-one is getting hurt.  
Everyone is joining in equally.

**Conflict?**  
Two people with a balance of power, in a conflict or disagreement.  
A solution can usually be found.

**Bullying?**  
Repeated, unwanted, negative behaviour towards someone.  
Behaviour happens several times on purpose.  
Someone is being hurt on purpose.

**STOP  
BULLYING**

If you think someone is being bullied...  
Tell our DSL team or a member of staff in school straight away.

## The Policy

Bullying is not a one-off instance of conflict or meanness but involves repeated, unwanted negative behaviour intended to harm. We use the following acronym to support children in identifying

bullying and knowing how to seek help:



## Preventative strategies

Fairstead Community Primary and Nursery School adopts proactive strategies to prevent bullying and promotes positive relationships and respectful behaviour through:

- Restorative Justice Approach: Encouraging open communication and repairing harm through a restorative process.
- School Values: Be Safe, Be Respectful, be a Learner, Be Responsible

- Curriculum: Incorporating anti-bullying education through PSHE, Relationship and Sex Education (RSE), Online Safety education, external delivery working agencies such as the police, and themed weeks like Anti-Bullying Week.
- Picture News Assemblies: Providing daily opportunities for reflection which focuses on the protected characteristics.
- Workshops and External Agencies: Regular workshops on online safety and anti-bullying are conducted by external agencies such as NSPCC and Norfolk Schools and Community teams
- Pupil Leadership: A focus on pupils as leaders and role models across a range of areas of school life, but especially within our Wellbeing Ambassadors and Pupil Sports Leaders roles, promoting positive peer relationships.

### **Procedures for Reporting and Responding to Bullying**

All bullying incidents will be taken seriously and handled according to the following steps:

1. **Reporting:** Pupils can report bullying to any staff member. We actively promote our safeguarding team of Designated Safeguarding Leads. Worry Boxes are provided to all children throughout school. Pastoral Support is available to children throughout the day. Parents can also report concerns directly to the school, either through communication with Leaders who greet the community at the school gates on drop-off and collection.
2. **Recording:** All incidents of child-on-child abuse are reported on our Management Information System (MIS), ScholarPack. These incidents are treated in-line with our Behaviour Policy. Logging these incidents enable us to monitor incidents and proactively respond to any emerging patterns of behaviour. Also, to inform curriculum adaptations, targeted provision and intervention strategies. For all incidents that fall under our definition of bullying, or where an allegation of bullying has been made, a concern is recorded using our school safeguarding system CPOM.
3. **Investigation:** A senior leader, usually the Headteacher or Deputy Headteacher or Assistant Headteacher will investigate any reports of bullying involving all relevant parties and witnesses. This will happen on the day of an incident or allegation of bullying being reported. If reported at the end of the day, the investigation will commence on the following day. The investigation will be recorded on the concern logged in CPOMS. Parents/carers will be informed at the earliest opportunity of any concerns involving their child, either as a victim or as someone involved in bullying behaviour. We will seek to ensure that they are aware of the procedures outlined in this policy.
4. **Response:** While we have a zero-tolerance approach to bullying, our response seeks to both address the behaviour and provide opportunities for learning and personal development. Confirmed cases of bullying are treated as serious incidents, which will result in immediate intervention and appropriate consequences. Such consequences are progressive with increasing seriousness depending on whether ongoing bullying behaviours occur.

In cases of confirmed bullying, consequences may include:

1. Restrictions on outdoor play during lunchtime or break times
2. Reflection time away from peers, supervised by a senior leader (internal seclusion)
3. School suspension

4. In exceptional circumstances, permanent exclusion The Senior Leadership Team (SLT) will use their discretion to determine which consequence is most appropriate based on the nature of the incident, previous behaviour history, and the age/maturity of the child involved. Wherever appropriate, this will be in partnership with parents/carers.

### **Support:**

We take a Restorative Justice approach, seeking to repair harm and restore relationships. Victims of bullying will receive pastoral support, including counselling and mentoring if needed. Pastoral support will be ongoing and reviewed regularly to ensure the well-being of both the victim and the child displaying bullying behaviour. Those involved in bullying will receive behaviour support and, where appropriate, an Individual Behaviour Plan (IBP) to address underlying issues. In addition, the school may engage with external agencies, such as educational psychologists or behaviour specialists, to provide further support and ensure the child's well-being and progress.

### **Follow-up:**

The school will follow up to ensure the bullying has ceased and seek to ensure that relationships have been restored. Follow-up meetings will be documented in CPOMS, and staff will continue to monitor the situation through regular check-ins with the pupil(s) involved to ensure that the bullying has ceased.

### **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 Parents**

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 Child on Child Abuse**

Fairstead Community Nursery and Primary School does not accept child on child 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 child on child 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 child on child 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 child on child abuse.

Child on child 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, 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, 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 videos (also known as sexting or youth produced sexual imagery);
- upskirting, 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).

Policies to be viewed in conjunction:

- Single Equality
- PHSE
- Safeguarding
- Relationships and Behaviour
  - SEND Information Report