



Learning for Life

Fawbert & Barnard's Primary School

Anti-bullying Policy

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1. Aims

Bullying of any kind is unacceptable and will not be tolerated at our school. At our school the safety, welfare and well-being of all pupils and staff are a key priority. We take all incidences of bullying seriously and it is our duty as a whole school community to take measures to prevent and tackle any bullying, harassment or discrimination.

We actively promote values of respect and equality and work to ensure that difference and diversity is celebrated across the whole school community. We want to enable our pupils to become responsible citizens and to prepare them for life in 21st Century Britain. These values reflect those that will be expected of our pupils by society, when they enter secondary school and beyond in the world of work or further study.

We are committed to improving our school's approach to tackling bullying and regularly monitor, review and assess the impact of our preventative measures.

If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a *telling* school. This means that *anyone* who knows that bullying is happening is expected to tell the staff.

It is expected that staff will refer to other policies such as Behaviour; Equality and Diversity; and Online-safety.

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- › [Behaviour and discipline in schools](#)
- › [Searching, screening and confiscation at school](#)
- › [The Equality Act 2010](#)
- › [Keeping Children Safe in Education](#)
- › [Use of reasonable force in schools](#)
- › [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- › Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- › Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- › Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- › [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association

3. Definition of Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. This includes peer on peer abuse.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, spitting, biting or licking, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none">• Racial• Faith-based• Gendered (sexist)• Homophobic/biphobic• Transphobic• Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy. See separately.

4. Identifying Bullying

Possible warning signs to look out for include children who display some of the following:

- Be reluctant to go out to play.
- Cling to adults in the playground.
- Begin hurting others for no apparent reason.
- Have unexplained injuries.
- Become withdrawn and distressed.

- Have possessions go missing regularly.
- Give unlikely excuses to explain any of the above.
- Children may also refuse to say what the problem is.

If any of the above is true, please contact the school as soon as possible so that we can investigate further.

5. Preventing bullying

The following actions and systems are in place to prevent bullying:

- Positively encourage the caring and nurturing side of children.
- Work for a caring, cooperative ethos.
- Discuss friendships (circle time, assemblies, PSHCE lessons).
- Ensure adequate supervision in playgrounds.
- Negotiate playground and classroom codes.
- Teach children playground games (play leader scheme).
- Prefects and monitors provide pastoral care.
- Work and activities during anti bullying week.
- Learning mentor available for support (mentoring and maze).
- E-safety and acceptable use of network and Internet policy in place.
- Staff being aware of those pupils who may be more vulnerable to bullying. This includes: those with special educational needs or disabilities, those in care, those who are suffering from a health problem, those with a caring responsibility or those who are perceived as different in some way.
- A child-friendly anti-bullying policy that is displayed in all classes ensures all pupils understand and uphold the anti-bullying policy.
- The PSHCE programme of study includes opportunities for pupils to understand about different types of bullying and what they can do to respond and prevent bullying.
- 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.
- The school values of equality and respect are embedded across the curriculum to ensure that it is as inclusive as possible.
- Staff and pupils challenge stereotypes across the school. This includes teaching children that using prejudice-based language is unacceptable.
- Working with parents and carers and in partnership with community organisations to tackle bullying, where appropriate.

6. Reporting bullying

If a pupil is being bullied, they are encouraged to tell someone they trust about it such as a friend, family member or trusted adult. They are also encouraged to report any bullying incidents in school:

- Report to a teacher – their class teacher, the deputy headteacher or any other teacher.
- Tell a play leader or prefect who in turn can help them tell a teacher or staff member.
- Tell any other adult in school – such as lunchtime supervisors, Teaching Assistants, Learning Support Assistants or the school office.
- Tell an adult at home.

7. Procedures

When bullying has been reported, the following actions will be taken:

- Staff will record the bullying on an incident reporting form and also record the incident centrally on Integris if it is deemed to be bullying.
- The headteacher will monitor incident reporting forms and information recorded on Integris, analysing and evaluating the results alongside the SLT.
- Designated school staff will produce termly reports summarising the information, which the headteacher will report to the governing body.
- Staff will offer support to the target of the bullying in discussion with the pupil's class teacher.
- Individual meetings will then be held with any target of bullying to devise a plan of action that ensures they are made to feel safe and reassured that the bullying is not their fault. Action plans will make use of school initiatives such as peer support groups; prefects; play leaders; and learning mentors.
- Staff will pro-actively respond to the bully who may require support. They will discuss with the target's class teacher to devise a plan of action.
- Staff will decide whether to inform parents or carers and where necessary involve them in any plans of action.
- Staff will assess whether any other authorities (such as police or the local authority) need to be involved, particularly when actions take place outside of school.

It is also important to consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. Where this is the case, the child engaging in bullying may need support themselves.

8. Bullying outside of school

Bullying is unacceptable and will not be tolerated, whether it takes place inside or outside of school. Bullying can take place on the way to and from school, before or after school hours, at the weekends or during the holidays, or in the wider community. The nature of cyber bullying in particular means that it can impact on pupils' well-being beyond the school day. Staff, parents and carers, and pupils must be vigilant to bullying outside of school and report and respond according to their responsibilities as outlined in this policy.

9. Monitoring

The headteacher is responsible for reporting to the governing body (and the local authority where applicable) on how the policy is being enforced and upheld, via the termly report. The governors are in turn responsible for monitoring the effectiveness of the policy via the termly report and by in school monitoring such as learning walks and focus groups with pupils.

The policy is reviewed every 3 years, in consultation with the whole school community including pupils, staff, parents, carers and governors.

10. Roles and responsibilities

10.1 The governing body

The governing body will also review this anti-bullying policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

The governing body is responsible for monitoring this anti-bullying policy's effectiveness and holding the headteacher to account for its implementation.

They will also consider the needs of children on the SEND register for behavioural needs. They will convene appeal panels for exclusions, monitor the rate of exclusions and ensure that the policy was referred to throughout.

10.2 The headteacher

The headteacher is responsible for reviewing this anti-bullying policy in conjunction with the governing board. The headteacher will also approve this policy. The Head Teacher supports staff by implementing the policy and setting the standards for bullying.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with bullying, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

The headteacher is responsible for fixed term exclusions. They can be given to individual children for serious acts of misbehaviour and bullying. The Head Teacher may even permanently exclude a pupil for repeated or very serious incidents. Any exclusion that occurs will follow local authority and government guidelines.

10.3 Staff

Staff are responsible for:

- Implementing the anti-bullying policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording bullying incidents

The senior leadership team will support staff in responding to bullying incidents.

10.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Read and sign the home-school agreement on entrance of their child to the school
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Discuss any concerns around bullying with the class teacher promptly

If the school has to use reasonable sanctions to discipline a child, parents should support the actions of the school.