



Policy

Anti-Bullying (Preventing child-on-child abuse)

This policy has been written with regard to the guidance 'Working together to safeguard children', 'Keeping children safe in education' and the 'Special Education Needs Code of Practice', which places Special Education Needs and Disabilities together and abbreviated to SEND. A copy can be seen in the Headteacher's Office.

The overall objective of the school's Equality Policy, in line with the Equality Act 2010, is to provide a framework for the school to pursue its equality duties to eliminate unlawful discrimination and harassment, promote equality of opportunity, and promote good relations and positive attitudes between people of diverse backgrounds in all its activities.

Title	Anti-Bullying (preventing child-on-child abuse)
Date of Issue	May 2023
Review Date	May 2024
Prepared by	Headteacher
To be reviewed by	Headteacher and Governors
Appendices	Appendix 1 - Central Logging Form for bullying incidents Appendix 2 - Bullying Accusation Resolution Meeting Appendix 3 - Fynamore Anti-Bullying Charter designed by our School Council
Supply / distribution	Available as a read-only document on the Fynamore school website and one hardcopy in the school office.
Other relevant approved documents	Fynamore Behaviour Policy Fynamore Online Safety Policy Fynamore Safeguarding and Child Protection Policy Fynamore Staff Behaviour Policy
Authorised by	Headteacher and Governors

Bullying (child-on-child abuse) of any kind is unacceptable and Fynamore Primary School is committed to providing a safe, caring and friendly environment for everybody at the school. We aim to challenge and prevent bullying through fostering an inclusive and open environment in which difference is celebrated and appreciated. We will not tolerate incidents of bullying or harassment within our school and bullying will always be taken seriously.

1. Definition of Bullying (child-on-child abuse)

The Department for Education defines bullying as:

'Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.'

The term 'bullying' refers to a range of harmful behaviour, both physical and psychological. Bullying behaviour usually has the following four features:

1. It is repetitive and persistent – though sometimes a single incident can have precisely the same impact as persistent behaviour over time, for it can be experienced as part of a continuous pattern and can be extremely threatening and intimidating.
2. It is intentionally harmful – though occasionally the distress it causes is not consciously intended by all of those who are responsible.
3. It involves an imbalance of power, leaving someone feeling helpless to prevent it or put a stop to it.
4. It causes feelings of distress, fear, loneliness and lack of confidence in those who are at the receiving end.

Fynamore Primary School's child friendly definition is based on the STOP principal; 'Several Times On Purpose' although, one-off incidents can bear many characteristics of bullying, such incidents do not constitute bullying and are defined as incidents of harassment or prejudice. These incidents may be equally serious as incidents of bullying, thus we endeavour to deal with them following the same guidelines.

Bullying does not just occur in childhood but also in adulthood, with similarly serious consequences for all those involved. It is also possible for members of staff to be bullied by the children in their care.

National research has shown that some groups of pupils are particularly vulnerable to bullying. These include pupils with SEND, looked after children, pupils from minority ethnic groups or faiths, young carers, LGBT pupils and those perceived to be LGBT.

2. Types of Bullying (child-on-child abuse)

Keeping Children Safe in Education 2022 defines certain forms of bullying as child-on-child abuse. Bullying may take various forms, including:

2.1 Physical

- Kicking or hitting
- Prodding, pushing or spitting

- Other physical assault or use of violence
- Intimidating behaviour
- Interference with personal property
- Deliberate targeted exclusion from peer-group activities

2.2 Verbal and Emotional

- Being unfriendly and/ or excluding others
- Threats or taunts
- Teasing
- Name calling/verbal abuse including sarcasm
- The refusal to acknowledge the cultural or racial background of an individual
- The refusal to acknowledge and respect the sexuality or gender identity of an individual
- Use of derogatory language
- Using innuendo
- Spreading of rumours
- Making inappropriate comments in relation to appearance

2.3 Extortion

- Demanding money/ goods with threats

2.4 Prejudice-based and discriminatory bullying

This may include racist, homophobic, biphobic, transphobic, disablist or sexist bullying.

Racist – including racist taunts, graffiti, gestures

Homophobic or biphobic – bullying because of sexuality or perceived sexuality

Transphobic – because of gender identity or perceived gender identity

This may also include:

- Physical, verbal, written, online or text abuse or ridicule based on differences of the protected characteristics that are protected by the Equality Act 2010 (age, disability, gender reassignment, marriage or civil partnership (in employment only), pregnancy and maternity, race, religion or belief, sex, sexual orientation (whether relating to the object of the bullying or relating to a member of their family or a friend)
- Refusal to co-operate with others on the basis of any of the above
- Negative stereotyping on the basis of any of the above
- Promoting offensive materials such as racist or homophobic leaflets, posters, graffiti, magazines or computer software on school premises
- Failing to actively discourage such material from within the school community
- Refusing to use ones chosen name or personal pronoun
- Continued association of a word/ term that is primarily used to connote a minority group with negativity or aggression

The specific unacceptability of prejudice-related bullying should be explicitly discussed on a termly basis through whole school assemblies.

2.4 Sexual

- Unwanted/ inappropriate physical contact
- Use of sexual innuendo
- Sexually abusive comments
- Suggestive propositioning
- Exposure to age-inappropriate themes or material
- Distribution/display of pornographic material aimed at an individual
- Graffiti with sexual content aimed at an individual

Sexual bullying can come from, or be expressed within, prejudice-related attitudes and motivations (e.g. sexism, homophobia, transphobia).

2.5 Able, Gifted and Talented

- Name calling, innuendo or negative peer pressure based on high levels of ability or effort
- Ostracism resulting from perceptions of high levels of ability

The above categories of bullying are not mutually exclusive.

2.6 Cyber-bullying

An increasing amount of bullying by school age pupils is that which can be described as cyber-bullying. Cyber bullying is a way of carrying out bullying as detailed in the categories above. Hence, it is not a kind of bullying itself but a method. Such incidents can include:

- Abuse online or via other forms of interactive communication and/ or social media (e.g. through text messages/ Telephone calls/ WhatsApp/ TikTok/ Instagram/ Facebook)
- Interfering with electronic files
- Deliberate exclusion from online groups, forums or networks
- Undisclosed covert filming or photography of an individual
- Setting up or promoting inappropriate websites
- Inappropriate sharing of images from webcams/mobile phones etc.
- Interfering with e-mail accounts

At Fynamore Primary School we aim to deal quickly and efficiently with incidents of Cyber-bullying. Children will be encouraged to report any incidents to staff, and will be taught not to delete any messages. We filter internet access and websites to which the children can gain access to and report any inappropriate content to Oakford, IT systems in order for them to filter the website. We understand the risks associated with children having access to 4G and 5G on their mobile devices within school and therefore ensure that all mobile phones or other mobile devices (e.g. tablets/ iPads) are collected in by the class teacher or office at the beginning of the day, placed in a locked cupboard and returned to the child at the end of the school day.

3. The Effects of Bullying (child-on-child abuse)

The impact and severity of bullying may vary. It is generally perceived as a way of exploiting and manipulating one's own perception of difference. Bullying always makes the victim feel hurt and destroys self-esteem. Bullying has an equally serious impact on the bullies themselves and is often indicative of anxiety or trauma in the history or presentation of the person who bullies. We understand

that it is imperative for bullying to be dealt with in its initial stages. This is because we recognise the potential for serious harm that can occur if bullying is allowed to escalate. Children who have been bullied are at a significantly higher risk of self-harm and suicide. We know that bullying impacts seriously upon school attendance.

At Fynamore Primary School we recognise that no school is ever completely devoid of bullying incidents and our aim is for there to be a minimum of such occurrences which are swiftly and effectively dealt with.

We will complete focused work with individuals and groups of pupils where required to support understanding and development of social skills, e.g. social skills groups, ELSA, pastoral interventions.

4. Strategies for the Prevention of Bullying (child-on-child abuse)

A proactive approach to teaching and learning will help to engage children in learning, build self-esteem and make children part of the school team. We shall consider different learning styles and provide a curriculum that aims to be of interest to all pupils. We recognise that the example that is set by adults in their relationships with other adults and with children will have a great effect on the way that children behave towards others. We raise an awareness of bullying and its effects both on the victim and on the bully through our Personal Development and RHE Curriculums (SCARF), circle time, assemblies, role play, scenarios, stories and discussion with individuals. We aim to build an anti-bullying ethos. This may include direct exploration of bullying related issues as well as diversity awareness raising work. Such work must be regularly embedded in the general curriculum, in order that such messages are not forgotten and we do not see a repeat of previously demonstrated behaviours. We also raise an awareness of cyber-bullying through our Purple Mash Online Safety Scheme and awareness days such as National Online Safety day.

By raising awareness we aim;

- To create a culture where bullying is not accepted and does not happen
- To encourage those who are bullied to tell a trusted person
- To support individuals/ groups cope with bullying
- To help individuals to respond to bullying

Members of the school community need to feel confident that reported incidents will be responded to appropriately and will be taken seriously. We all have an important role to play in the prevention of bullying:

- Any person may act to prevent situations which they see arising. Members of the school will be made aware of the important role and responsibilities that they have in spotting inappropriate behaviour or language and in reporting to key members of staff. Children will be taught to report and support individuals/ groups who may be being bullied.
- Relevant access to outside agencies and support will be provided where necessary and certain helpline numbers (e.g. Childline) will be constantly available throughout the school.

We appreciate that some children find it very difficult to maintain and build appropriate friendships, and we will endeavour to teach such individuals these vital skills. We will continually evaluate our provision at playtime, in order to encourage appropriate behaviour and build positive relationships during unstructured times.

5. Reporting and Recording Bullying (child-on-child abuse)

Children will be made aware that they must report incidents of bullying towards themselves or others to a trusted adult. Children in our school understand that they have the right to feel and be safe and

have a responsibility to support others to feel and be safe. We have a worry box in the KS1 and KS2 corridor where children can report their concerns (including concerns about others) and can attend the well-being hub for support and advice. Children are taught that it's important to talk to a trusted adult if bullying is taking place outside of school.

Parents/ Carers will be reminded to report any concerns that they have. All staff know that it's their responsibility to refer incidents of bullying to a member of the school's Senior Leadership Team via our CPOMS recording system.

Reports of bullying among staff should be promptly reported to the Headteacher who will act or offer advice accordingly. Children and Parents/ Carers will be reminded that all reports of bullying will be listened to, investigated and, if necessary, acted on.

It is essential that all incidents of prejudice-based bullying are recorded on CPOMS as soon as possible following the incident. All incidents of bullying are recorded on CPOMS with details of actions resulting from resolution meetings with children and/ or parents/ carers. The Headteacher will ensure that statistics from CPOMS are reported to Governors three times per year in order to review and monitor all bullying incidents and to determine any patterns or trends that may require further action.

6. Responding to bullying (child-on-child abuse)

6.1 Children who exhibit bullying behaviour

If bullying does occur, all children exhibiting such behaviour will be made aware that bullying will not be tolerated.

Key points in our response to bullying will be:

- Never to ignore reported or suspected bullying
- Not to make assumptions or come across towards a victim as judgemental
- To listen carefully to all accounts (sometimes a written account will be more revealing)
- To adopt a problem solving, pro-active approach
- To follow up repeatedly

The response will depend on the severity of the incident. The response may include:

- Discussion between adult and children involved
- Questioning of all individuals involved, including any possible witnesses to try and establish an objective viewpoint of what has happened
- Note taking and record keeping where appropriate
- A problem solving approach, where children find their own solution through discussion with a teacher present, if this is considered appropriate by the victim
- Class discussion e.g. through class discussion keeping names anonymous.

If bullying persists further strategies will be adopted:

- Sanctions as those listed in our behaviour policy
- Discussion with parents, both to inform parents and to find a way forward together
- Involvement of external agencies
- Fixed term exclusion
- Permanent exclusion (as a last resort, after all other routes have failed or as a response to an incident of extreme severity).

6.2 Procedures for parents

If a parent has any concerns about their child they should speak to the class teacher immediately. If a parent thinks bullying is the issue, the matter will be referred to a member of the Senior Leadership Team.

The Senior Leadership Team are always informed of any bullying concerns and monitors the situation carefully.

If a parent feels unable to talk to the class teacher, they can make an appointment to speak directly with the headteacher or a member of the Senior Leadership Team

The school will work with both the child and the parents to ensure that any bullying is stopped and that support is given where needed.

Parents should not confront the bully or their parents. This can complicate the situation and distress the pupil.

The school will deal directly with all children involved and their parents directly. Parents will be kept informed of any actions the school is taking.

If parents feel that their concern has not been dealt with appropriately they should follow the schools complaints policy. All members of the school community, including pupils, staff, parents and governors, are expected to treat everyone with dignity respect at all times. This includes both face-to-face contact and online.

6.3 Bullying amongst staff

We recognise the seriousness of bullying in the workplace and the impact that this can have on whole-school relationships, morale and productivity. We aim to support individuals who may be experiencing such bullying at work, and would endeavor to help them find ways to tackle bullying behaviour. This may include additional training, removal of staff from certain environments, or re-assertion of job descriptions and roles.

Bullying amongst staff should be immediately reported to the Headteacher. If informal resolutions are unsuccessful, the formal disciplinary procedures will be put in place.

7. Roles and Responsibilities

Adults at Fynamore Primary School have a part to play in preventing and responding to bullying. All staff are made aware of this policy through their induction. If adults become aware of bullying they must respond or refer the matter on to a teacher, the Headteacher or the Chair of Governors, who will respond.

Children must be made aware that they should report all incidents of bullying to a trusted adult. This is their part of the responsibility to confront bullying together. Adults at school must also be vigilant for signs of bullying that has not been reported. The victim may show signs including absence, anxiety, pains and sadness.

8. Involving Outside Agencies

When strategies within school have little effect, or when additional support would be beneficial, outside agencies may be involved. This may also be used to raise awareness of general bullying issues or to gain specific input on prejudice or phobic/ racist bullying. Such groups will also be approached to provide staff training as necessary.

9. Bullying (child-on-child abuse) Outside of the School Premises

We aim to influence children's attitudes to help to decrease incidents of bullying outside of school. We have a responsibility to do all within our power to ensure that children are safe on their journey to and from school. Pupils will be encouraged to tell an adult, family member or teacher, if they are bullied outside of school.

Steps taken might include:

- Discussion with parents of bully or victim
- Talking to the local police/ PCSO
- Talking to pupils about how to handle bullying outside of the school's premises

10. Implementing the Policy

The response to bullying needs to be consistent as set out in this policy. Everyone needs to be aware that:

- Bullying will not be tolerated
- Bullying should be reported
- Bullying will be responded to.

11. Monitoring and Evaluation

- This policy will be monitored and reviewed annually by the Headteacher. At every review, the policy will be approved by the Governing Body.
- The Fynamore Anti-Bullying Charter will be reviewed by the School Council on an annual basis, usually during Anti-Bullying Week in November (see Appendix 1).



Fynamore Anti-Bullying Charter



The School Council have reviewed our Anti-Bullying Charter and discussed how best to tackle bullying in our school. We think that it should be reviewed every year during Anti-Bullying Week.

At Fynamore Primary School, we believe that everyone has the right to feel safe and welcome. We want to **PROTECT** each other from bullying.

We promise to:

Protect other children

Report any concerns about unkind behaviour

Offer our friendship to everyone

Think before we speak

Educate about bullying

Care for others

Talk to someone if you're sad



AGAINST BULLYING

What makes something bullying?

Bullying can be physical or verbal.

It can be indirect - e.g. simply ignoring someone all the time.

It can be in the form of cyber bullying too.

It is something that happens regularly and more than once.

Ask yourself if it is:

Several

Times

On

Purpose



If it is, then report it to an adult.