



Farnborough Road Infant School

Anti-Bullying Policy

'Learning, Caring and Achieving Together'

At Farnborough Road Infant School, we believe that all pupils are entitled to learn in a safe and supportive environment; this means being free from all forms of bullying behaviour. This policy outlines how instances of bullying are dealt with, including the procedures to prevent occurrences of bullying. These strategies, such as learning about tolerance and difference as part of the school's curriculum, aim to promote an inclusive, tolerant and supportive ethos at the school.

The Education and Inspections Act 2006 outlines several legal obligations regarding the school's response to bullying. Under section 89, schools must have measures in place to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures are part of the school's Behaviour and Relationships Policy, which is communicated to all pupils, school staff and parents. All staff, parents and pupils work together to prevent and reduce any instances of bullying at the school. There is a zero-tolerance policy for bullying at our school.

Aims

To create a happy, caring environment for the children in our care.

For staff, parents and children to work together to resolve issues as soon as they happen, following the guidelines in our school Behaviour and Relationships policy.

Definition

Bullying is an aggressive form of behaviour which is hurtful, deliberate and happens repeatedly. Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
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
Homophobic/biphobic bullying:	Bullying another person because of their actual or perceived sexual orientation.
Transphobic bullying:	Bullying based on another person's gender identity or gender presentation, or for not conforming to dominant gender roles.

Sexual bullying:	Bullying behaviour that has a physical, psychological, verbal or non-verbal sexual dimension or dynamic that subordinates, humiliates or intimidates another person. This is commonly underpinned by sexist attitudes or gender stereotypes.
Sexist bullying:	Bullying based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.
Prejudicial bullying:	Bullying based on prejudices directed towards specific characteristics, e.g. SEND or mental health issues.
Relational bullying:	Bullying that primarily constitutes of excluding, isolating and ostracising someone – usually through verbal and emotional bullying
Socioeconomic bullying:	Bullying based on prejudices against the perceived social status of the victim, including, but not limited to, their economic status, their parents' occupations, their health or nutrition level, or the perceived "quality" of their clothing or belongings.

Signs

Bullying behaviour can affect children in different ways and staff need to look for signs in the form of:-

Pupils reluctant to come to school/playground.

Repeated or persistent absence from school

Pupils refusing to say anything is wrong.

Clothing/possessions damaged or lost.

Changes in usual behaviour, children may be quieter than usual, withdrawn or distressed.

Parents may notice a change in sleeping and/or eating patterns. They may have unexplained cuts or bruises.

Becoming anxious or lacking confidence

Saying that they feel ill repeatedly

Decreased involvement in school work

Leaving school with torn clothes or damaged or missing possessions

Lack of appetite

Unwillingness to use the internet or mobile devices

Becoming agitated when receiving calls or text messages

Lack of eye contact

Becoming short tempered

Change in behaviour and attitude at home

Although the signs outlined above may not be due to bullying, they may be due to deeper social, emotional or mental health issues, so are still worth investigating. Pupils who display a significant number of these signs will be approached by a member of staff to determine the underlying issues causing this behaviour. Staff will be aware of the potential factors that may indicate a pupil is likely to exhibit bullying behaviours, including, but not limited to, the following:

They have experienced mental health problems, which have led to them becoming more easily aggravated

They have been the victim of abuse

Their academic performance has started to fall and they are showing signs of stress

If staff become aware of any factors that could lead to bullying behaviours, they will notify the class teacher, who will investigate the matter and monitor the situation.

Action

Bullying can be brought to the attention of staff by- the victim, their friend, parent or any other relevant person that the child is in contact with.

Roles and responsibilities

The governing board is responsible for:

- Evaluating and reviewing this policy to ensure that it is not discriminatory.
- The overall implementation of this policy.
- Ensuring that the school adopts a tolerant and open-minded policy towards difference.
- Ensuring the school is inclusive.
- Analysing any bullying data to establish patterns and reviewing this policy in light of these.

The headteacher is responsible for:

- Reviewing and amending this policy, accounting for new legislation and government guidance, and using staff experience of dealing with bullying incidents in previous years to improve procedures.
- Record keeping held on CPOMS of all reported incidents, including which type of bullying has occurred, to allow for proper analysis of the data collected.
- Analysing the data in the bullying record at termly intervals to identify trends, so that appropriate measures to tackle them can be implemented.
- Arranging appropriate training for staff members.
- Listening to parents and children.
- Monitoring meetings with parents and children.

Teachers are responsible for:

- Being alert to social dynamics in their class.
- Being available for pupils who wish to report bullying.
- Providing follow-up support after bullying incidents.
- Being alert to possible bullying situations, particularly exclusion from friendship groups, and informing the pupil's key stage leads of such observations.
- Refraining from stereotyping when dealing with bullying.
- Understanding the composition of pupil groups, showing sensitivity to those who have been the victims of bullying.
- Reporting any instances of bullying to the Headteacher once they have been approached by a pupil or parent for support.

Parents are responsible for:

- Informing their child's teacher if they have any concerns that their child is the victim of bullying or involving in bullying in any way.
- Being watchful of their child's behaviour, attitude and characteristics and informing their child's class teacher of any changes.

Pupils are responsible for:

- Informing a member of staff if they witness bullying or are a victim of bullying.
- Not making counter-threats if they are victims of bullying.
- Walking away from dangerous situations and avoiding involving other pupils in incidents.
- Informing a parent/ carer of cyberbullying and informing a member of staff should they fall victim to cyberbullying.

What will the school do?

The following procedure is available to staff. The emphasis is always on a caring, listening approach as bullies can be victims too.

- Hold discussions with the child and parents. This will require patience and understanding. Remember-Listen, Believe and Act.
- Identify any bullying behaviour. Obtain witnesses if possible.
- Advise the Headteacher or Deputy.
- Hold discussions with the children concerned, following Restorative Justice procedures. Using Restorative Justice questions- What happened? How did it make you feel? What needs to happen to make things better? Discuss the details of the incidences and ask them to tell the truth about the situation/incident. Make it clear that bullying is not acceptable at Farnborough Road Infant School.
- Monitor and observe the situation and have discussions with the victim to ensure there has not been any other incidents.
- Convene a meeting with the Child (Bully) and their parent(s) to sign an Acceptable Behaviour Agreement and arrange regular meetings with parent(s) and the bully
- Convene a meeting with the Child (Victim) and their parent(s) to discuss action taken and arrange regular meetings with the parent(s) and the victim.
- Contact other organisations e.g Bully Busters to ensure a whole school approach and work with individuals or classes for targeted work.

Actions

- May include withdrawal from certain activities, loss of playtimes, exclusion from school at lunchtimes, suspension/ exclusion. These can be discussed with parents and child.
- Good Day Chart reviewed fortnightly with parents and daily with child.
- As the behaviour improves activities can be reinstated and good behaviour praised. This will help rebuild the child's self-esteem.

Key Messages to share with a child (victim):-

- It's not their fault.
- You are not on your own to face this.
- Try not to show you are upset-walk away.
- Find a friend.
- That we will give them strategies to deal with incidents through RE, PSHE, Restorative Justice or Relax Kids.

Parents will be requested to:-

- Encourage their child to seek help.
- Not approach suspected bullies or/and their families directly, but inform the class teacher, Headteacher or Deputy.
- Reinforce sanctions which have been agreed jointly when at home.

Prevention

- The school will clearly communicate a whole-school commitment to addressing bullying which will be regularly promoted across the whole school.
- All reported or investigated instances of bullying will be investigated by a member of staff.
- All types of bullying will be discussed as part of our Relationships and Sex Education Curriculum / Anti-Bullying week, in line with the Primary Relationships and Sex Education Policy.

- Staff will encourage pupil cooperation and the development of interpersonal skills using group and pair work.
- Diversity, difference and respect for others will be promoted and celebrated through various lessons and assemblies
- Opportunities to extend friendship groups and interactive skills will be provided through participation in events, e.g. drama productions, sporting activities and Voice 21 debates
- All members of the school will be made aware of this policy and their responsibilities in relation to it.
- All staff members will receive training on identifying and dealing with the different types of bullying.
- Pupils deemed vulnerable will be monitored by their class teacher
- The school will be alert to, and address, any mental health and wellbeing issues amongst pupils, as these can be a cause of bullying behaviour.
- The school will be alert to instances which present a safeguarding concern; the latter instances will be managed in line with the Child Protection and Safeguarding Policy.
- The school will ensure potential perpetrators are given support as required, so their educational, emotional and social development isn't negatively influenced by outside factors, e.g. mental health issues

Preventing child on child abuse

The school has a zero-tolerance approach to all forms of child on child abuse, including sexual harassment and sexual violence.

Sexual harassment refers to unwanted conduct of a sexual nature that occurs online or offline. Sexual harassment violates a child's dignity and makes them feel intimidated, degraded or humiliated, and can create a hostile, sexualised or offensive environment. If left unchallenged, sexual harassment can create an atmosphere that normalises inappropriate behaviour and may lead to sexual violence.

Sexual violence refers to the three following offences:

- Rape: A person (A) commits an offence of rape if they intentionally penetrate the vagina, anus or mouth of another person (B) with their penis, B does not consent to the penetration and A does not reasonably believe that B consents.
- Assault by Penetration: A person (A) commits an offence if they intentionally penetrate the vagina or anus of another person (B) with a part of their body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.
- Sexual Assault: A person (A) commits an offence of sexual assault if they intentionally touch another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

The school's Child Protection and Safeguarding Policy outlines our stance on addressing Child on child sexual abuse, and the procedures in place will be adhered to if any instances of sexual harassment or sexual violence be uncovered.

To prevent child on child abuse and address the wider societal factors that can influence behaviour, the school will educate pupils about inappropriate touching and the keeping of 'bad secrets' using the NSPCC materials at an age appropriate level eg Pantosaurus

The school will also ensure that pupils are taught about safeguarding, including online safety, as part of a broad and balanced curriculum in PSHE lessons and relationships education. Such content will be specific to age and stage of development, and tackle issues such as the following:

- Healthy relationships
- Respectful behaviour
- Gender roles, stereotyping and equality
- Body confidence and self-esteem

- Prejudiced behaviour

All staff will be aware that pupils of any age and sex are capable of abusing their peers, and will never tolerate abuse as “banter” or “part of growing up”. Staff will also be aware that child on child abuse can be manifested in many ways, including sexting, sexual harassment and assault, and hazing-/initiation-type violence.

Where a pupil is found to have been involved in harmful sexual behaviour, the school will help the pupil to move forward from the incident by supporting them in adopting more positive behaviour patterns and attitudes.

All staff will be made aware of the heightened vulnerability of pupils with SEND. Staff will not assume that possible indicators of abuse relate to the pupil’s SEND and will always explore indicators further.

The school’s response to sexual violence and sexual harassment between pupils of the same sex will be equally as robust as it is for incidents between pupils of the opposite sex.

Children are encouraged to talk to a trusted adult at school or at home if they have any worries or concerns.

If a pupil has been harmed, is in immediate danger or is at risk of harm, a referral will be made to children’s social care services.

Managing disclosures

Children will always be taken seriously, reassured, supported and kept safe. Children will never be made to feel like they are causing a problem or made to feel ashamed.

Staff will report all allegations of abuse against children to the DSL. If staff are in any doubt over how to handle an incident or report, they will speak to the DSL.

What is homophobic bullying?

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

Who experiences homophobic bullying?

- Young people who are lesbian, gay or bi-sexual or who are thought to be lesbian, gay or bisexual.
- Young people who are different in some way – who may not act like other young people
- Young people who have gay friends or family or whose parents/carers are gay.
- Teachers who may or may not be lesbian, gay or bi-sexual.

Who does the bullying and why?

- Anyone. Especially if they have not been told it’s wrong.
- People who think lesbian and gay people should be bullied because they believe gay people are ‘wrong.’
- People who might be gay themselves and are angry about that.
- People who think young people should conform rigidly to gender stereotypes.
- People who think gay people shouldn’t have the same rights as heterosexual people and who use this to justify bullying.
- People who think gay parenting is wrong and that children should be treated differently because of it.
- Under the Education and Inspections Act 2006 schools have a legal duty to ensure homophobic bullying is dealt with but that is not the only reason to tackle it.

Homophobic bullying can have a negative impact on young people.

- Seven out of ten lesbian and gay people say homophobic bullying affects their work.
- Bullying can be linked to poor attendance and absenteeism.
- Bullying can cause low self-esteem and the increased likelihood of self-harm and contemplation of suicide.

- Children who experience bullying are unlikely to fulfil their potential

What does homophobic bullying look like?

It can be hard to identify as it may be going on in secret. Students may be reluctant to disclose incidents because they fear staff will assume they are gay. Generally homophobic bullying looks like other forms of bullying but can include:

- Verbal abuse – spreading rumours that someone is gay, suggesting that someone or something is inferior for being 'gay.'
- Physical abuse – hitting, punching, kicking, sexual assault and threatening behaviour.
- Cyber bullying – spreading rumours online or excluding them. Text messaging, video and picture messaging

Our aims

- To promote justice, equality of opportunity and fair treatment and thereby allow all children and staff irrespective of their sexual orientations to achieve the level of success and self-respect which they deserve while retaining the integrity of their own identities.
- To contribute towards a sense of citizenship and prepare our young people for living in diverse societies.
- To promote an understanding of the variety of community and personal cultures, valuing the contribution that each individual is capable of making to society.
- To provide a safe and welcoming place for all of the school community
- To provide an environment where homophobic assumptions, attitudes and behaviours are always challenged.
- To provide a curriculum which emphasises the positive aspects of all cultures and to give young people the confidence to challenge homophobia and to know that all forms of bullying and prejudice can and must be eradicated.
- Creating a vision – striving to engender an ethos in which homophobia is as unacceptable as racism or sexism.
- Involving all staff and pupils in implementing that vision.
- Modelling the kinds of behaviours we would wish students and staff to demonstrate e.g. understanding, respect, self-awareness.
- Valuing the whole school community and being sensitive to the needs of individuals who have Lesbian, Gay or Bisexual identities.
- Ensuring that all staff are well informed about homophobic bullying.

Our actions at FRIS

Homophobic behaviour is clearly identified as such.

- Homophobic abuse and harassment is not acceptable behaviour and will not be tolerated.
- Preventative action is taken to reduce the likelihood of such incidents occurring.
- Perpetrators will be dealt with effectively through the school's Behaviour and Relationships Policy and Anti-Bullying policy procedures.
- Individuals who are bullied or suffer from discrimination will receive support.
- If any incidents should occur the frequency and nature of them will be recorded and monitored and the relevant parents/carers informed.

Cyberbullying

The school has an E safety Policy in place, which outlines the school's zero tolerance approach to cyberbullying. The school views cyberbullying with the same severity as any other form of bullying and will follow the sanctions set out in this policy if they become aware of any incidents.

The school will support pupils who have been victims of cyberbullying by holding formal and informal discussions with the pupil about their feelings and whether the bullying has stopped,

In accordance with the Education Act 2011, the school has the right to examine files from pupils' personal devices, e.g. mobiles phones, where there is good reason to do so. This power applies

to all schools and there is no need to have parental consent to search through a young person's mobile phone.

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education and Inspections Act 2006
- Equality Act 2010
- Protection from Harassment Act 1997
- Malicious Communications Act 1988
- Public Order Act 1986
- Communications Act 2003
- Human Rights Act 1998
- Crime and Disorder Act 1998
- Education Act 2011
- DfE (2017) 'Preventing and tackling bullying'
- DfE (2018) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2024) 'Keeping children safe in education (2024)'
- DfE (2020) 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'

This policy operates in conjunction with the following school policies:

- Behaviour and Relationships Policy
- E safety Policy
- Child Protection and Safeguarding Policy
- SEND Policy
- Relationships and Sex Education Policy

Equality Act 2010

Under the Equality Act 2010 Farnborough Road Infant and Junior Schools have due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation.
- Advance equality of opportunity.
- Foster good relations.

This policy will be reviewed regularly.

Updated February 2025

Signed _____ **Date** _____ **Headteacher**

Signed _____ **Date** _____ **Chair of Governors**