

FARCET C. of E PRIMARY SCHOOL



ANTI-BULLYING POLICY

'Let your light shine' Matthew 5:16

Date Agreed: April 2025

Date for Review: April 2026

This policy, having been presented to, and agreed upon by the whole staff and Governors, will be distributed to:

- All teaching staff
- School governors

A copy of the policy will also be available in:

- The staffroom
- The school website
- The school office



Introduction:

This policy sets out the purpose, nature and management of anti-bullying in our school. The implementation of this policy is the responsibility of all staff. Anti-bullying is concerned with identifying and promoting positive behaviour within a caring Christian atmosphere, enabling children to grow, to learn and to develop positive attitudes. It is also concerned with the identification of any bullying behaviour and the successful eradication of it.

We believe that providing a safe, calm and dignified place to learn is essential to achieving school improvement, promoting equality and diversity, ensuring the safety and well-being of all members of the school community and raising achievement and attendance.

Bullying can damage physical and mental health, including self- confidence, self-esteem and the ability to build and sustain relationships. Bullying undermines the ability to concentrate and learn and can impact on children's and young people's chances of achieving their full potential at school and later in life. Bullying causes harm to those who bully, those who are bullied and those who observe bullying. This school believes that all pupils have the right to learn and work in an environment that is free from harassment and bullying and where they feel safe.

Our School Ethos

Our guiding vision is that *'Let your light shine.'* Matthew 5:16. Our behaviour anti-bullying principles are based on our values of:

FARCET SCHOOL'S



CHRISTIAN VALUES

We are Farcet...

We are Forgiving - 'The Lord our God is merciful and forgiving' (**Daniel 9:9**)

We are Ambitious - 'As for these four youths, God gave them learning and skill in all literature and wisdom. (**Colossians 3:23**)

We are Resilient - 'In due season we will reap, if we do not give up. (Galatians 6:9)

We are Compassionate - 'Finally, all of you, live in harmony with one another; be sympathetic, love one another, be compassionate and humble.' (**Peter 3:8**)

We are Equal- 'So God created man in his own image, in the image of God he created him; male and female he created them". This verse establishes the foundational equality of all humans, regardless of gender, as they are all equally made in the image of God. (**Genesis 1:27**)

We are Together - "Behold, how good and how pleasant it is for brethren to dwell together in unity!" (**Psalms 133:1**)



Aims

We aim to:

- create a safe, calm and dignified environment in which all children, regardless of gender, academic or physical ability, social or ethnic background reach their full potential and enjoy learning.
- foster each child's self-esteem by valuing all efforts and achievements to enable them to develop a spirit of co-operation and responsibility for their own behaviour and learning.
- prepare children for the opportunities and experiences of life through moral and spiritual growth, empathy and mutual respect for the views, efforts, strengths and weaknesses of all human beings.
- provide children with the skills and attitudes necessary to form and maintain friendships, including falling out (disagreeing well).
- promote an inclusive ethos and a culture of mutual respect where diversity and difference are recognised, appreciated and celebrated.
- create a wider awareness of religious, cultural and moral values within a Christian framework and respect for different ethnic groups, religious beliefs and ways of life.
- value the full and effective partnership of children, staff, parents/carers, governors and the wider community in an atmosphere of openness and trust in order to bring out the best in each child academically, personally, socially and spiritually.

Objectives

- To raise the profile of bullying and the effect it has on mental health and well-being, life chances and achievements
- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.



Objectives:

As a school we take bullying seriously. Parents and pupils should be assured that they will be supported when bullying is reported. Bullying in any form will not be tolerated Leadership of the Anti-Bullying Policy. The PSHE Coordinator and the Headteacher support the coordination of a whole school approach, along with the SLT, to manage this important issue.

This shared leadership role includes the following core elements:

- co-ordinating anti-bullying curriculum opportunities
- supporting teachers and teaching assistants in dealing with bullying incidents
- arranging intervention groups or 1:1 counselling in response to identified needs
- overseeing the effectiveness of the anti-bullying prevention and response strategies
- supporting staff to ensure consistency with the school anti-bullying policy and practice.
- evaluating data to inform policy development

What is Bullying?

Bullying is a subjective experience that can take many forms. Various national and international definitions of bullying exist and most of these definitions have three things in common which reflect children's experience of bullying and evidence gained from extensive research in this area.

The three common aspects in most definitions of bullying are that:

- it is deliberately hurtful behaviour
- it is usually repeated over time
- there is an imbalance of power, which makes it hard for those being bullied to defend themselves.

These factors are reflected in the DfE and Cambridgeshire Children's Families' and Adults' Services definitions of bullying: behaviour by an individual or group, often repeated over time, that intentionally harms another individual or group either physically or emotionally. It involves an imbalance of power, which makes it hard for those being bullied to defend themselves. Cambs CFA 2016.

At our school we define bullying as:

Emotionally or physically harmful behaviour which is:

- Repetitive, wilful or persistent
- Intentionally harmful, carried out by an individual or a group
- Based on an imbalance of power leaving the person who is bullied feeling defenceless.



Forms of Bullying:

Bullying behaviour across all types of bullying can represent itself in a number of different forms. Children and young people can be bullied in ways that are:

Physical – by being punched, pushed or hurt; made to give up money or belongings; having property, clothes or belongings damaged; being forced to do something they don't want to do.

- **verbal** – by being repetitively teased in a nasty way; insulted about their race, religion or culture; called names in other ways or having offensive comments directed at them, persistently and over time in order to humiliate them.
- **indirect** – by having nasty stories told about them; being left out, ignored or excluded from groups in order to humiliate them.
- **electronic / 'cyberbullying'** – via text message; via instant messenger services and social network sites; via email; and via images or videos posted on the internet or spread via mobile phones.

SOCIAL MEDIA:

- Social media software providers set a **minimum age requirement**, for example this is 13 years old for Snapchat, WhatsApp, Facebook, TikTok and Instagram. Therefore, primary aged children should not have their own social media accounts.
- Farcet C of E Primary School **fully supports** these minimum age requirements and strongly recommends that parents follow them. We cannot address unpleasant, unkind or derogatory messages that arise as isolated incidents, as part of peer friendship groups. Children under 13 years old should not have social media accounts. We will only address social media concerns where incidents form part of a bigger picture, are repeated and are in conjunction with incidents corroborated inside school.
- Social media can be a source of unpleasantness, bullying and age-inappropriate content and so children's exposure to it can be damaging. More information can be found at: <https://saferinternet.org.uk/guide-and-resource/cyberbullying-advice-for-parents-and-carers>

Types of Bullying: *The above forms of bullying can relate to the following types of Bullying.*

Specific types of bullying include:

- bullying related to race, religion or culture
- bullying related to special educational needs (SEN) or disabilities
- bullying related to being gifted or talented
- bullying related to appearance or health conditions
- bullying related to sexual orientation



- bullying related to any of the protected characteristics outlined in the Equality Act 2010
- bullying of young carers or looked – after children or otherwise related to home circumstances
- sexist bullying or bullying of a sexual nature

Our school recognises that bullying is a complex type of behaviour occurring between individuals and groups. Different roles within bullying situations can be identified and include:

- The ring-leader, who through their position of power can direct bullying activity
- Assistants/associates, who actively join in the bullying (sometimes because they are afraid of the ring-leader)
- Reinforcers, who give positive feedback to those who are bullying, perhaps by smiling or laughing
- Outsiders/bystanders, who stay back or stay silent and thereby appear to condone or collude with the bullying behaviour
- Defenders, who try and intervene to stop the bullying or comfort pupils who experience bullying

Some pupils can adopt different roles at different times, or at the same time (a bullied pupil might be bullying another pupil at the same time, or a seeming ‘reinforcer’ might become a ‘defender’ when the ringleader is not around).

Why Children Bully

Children may bully for a variety of reasons. Understanding the emotional health and well-being of children who bully is key to selecting the right responsive strategies and to engaging the right external support.

Possible reasons for why some children may engage in bullying include:

Struggling to cope with a difficult personal situation e.g. bereavement, changes in family circumstances

- Liking the feeling of power and using bullying behaviour to get their own way
- Having a temperament that may be aggressive, quick tempered or jealous
- Having been abused or bullied in some way
- Feeling frustrated, insecure, inadequate, humiliated
- Finding it difficult to socialise and make friends
- Being overly self-orientated and finding it difficult to empathise with the needs of others
- Being unable to resist negative peer pressure
- Being under pressure to succeed at all costs



Recognising Signs and Indicators:

The school recognises the fact that some young people are more vulnerable to bullying than others and is sensitive to the changes of behaviour that may indicate that a child or young person is being bullied.

Children who are being bullied may demonstrate physical, emotional and behavioural problems. The school also recognises that bullying may be identified by the trusted adults in school and need always be highlighted due to an allegation made by the child or parent. All staff are sensitive to changes in a child's behaviour and the possible reasons for those changes. They will, via professional dialogue, alert the Senior Leaders to these changes and any concerns regarding bullying without delay.

Please see appendix 1 for more signs that a child may be being bullied.

Why is it important to respond to bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving. Bullying issues should be responded to promptly and effectively. Monitoring and recording behaviour and relationship issues.

The school follows a clear behaviour management system, which enables challenging behaviour and relationship problems to be identified, recorded and addressed. This process is part of the school's overall Behaviour Management Policy. It supports the detection of bullying and allows for intervention at an early stage.

This system involves the school's behaviour management logging system CPOMS. The school then uses the school's definition of bullying to assess situations as they arise and judge whether or not bullying has occurred or where a pattern of potential bullying behaviour may be developing. School Procedures for allegations of bullying or suspicion of bullying occurring:

1. Reported allegation of bullying incident(s) to staff (by child, parent, guardian, staff member)
2. Headteacher or Deputy Headteacher to investigate the allegation, involving all children concerned.
3. Incidents to be recorded by the Headteacher on the CPOMS reporting system
4. All allegations will be reported to parents and parents invited in to discuss the incident if appropriate.
5. The Headteacher, in consultation with appropriate members of staff will then decide if the investigation upholds the allegation of bullying. They will use the definitions of bullying along with recommended county guidelines to make this decision (www.cambridgeshirecountycouncil.co.uk)
6. The outcome of this will be fed back to parents of the children involved with suggestions of how to promote more positive behaviour in the instance of the bullying allegation not being upheld.



7. If the allegation is upheld, the bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly. This will be achieved via conversations with the perpetrator and their parent/guardian. Behaviour will be monitored with any further incidents recorded.
8. The bully (bullies) will be supported to enable them to change their behaviour and outside agencies may be contacted for further support.
9. Should the bullying behaviour continue then the appropriate county guidelines will be followed and this could result in suspension or permanent exclusion.

When responding to incidents involving any type of bullying the school will consider the situation in relation to the school's Child Protection Policy and procedures. Statutory guidance on safeguarding CYP identifies 'Emotional Abuse' as featuring 'serious bullying causing children frequently to feel frightened or in danger; or the exploitation or corruption of children'. In cases of severe or persistent bullying, staff will liaise with the Designated Person for Child Protection particularly where there are concerns that a child or young person may be suffering or likely to suffer significant harm in terms of emotional abuse.

Restorative approach:

In all cases of bullying the school will initially consider the use of a restorative approach to resolving the situation. This approach supports the person who is doing the bullying through a process of mediation to help them to understand and accept that it is wrong to bully, take responsibility for their behaviour and make amends. This involves the person focusing on their unacceptable behaviour in an emotionally intelligent way. The school believes that all bullying is unacceptable but that many children who display anti-social behaviour and lack empathy for others can be helped to understand the consequences of their actions and change their behaviour.

Use of Consequences

In certain cases of bullying, the school will consider the use of consequences e.g. in cases of serious bullying such as where violence has been used or where a restorative approach has been unsuccessful in preventing further incidents of bullying. consequences will be applied fairly and proportionately in accordance with the school's Behaviour Management Policy, taking account of any special educational needs or disabilities that CYP may have and taking into consideration the needs of vulnerable CYP.

Bullying by children with disabilities or SEN is no more acceptable than bullying by other children.

However, for a consequence to be reasonable and lawful the school will take account of the nature of the CYP's disability or SEN and the extent to which they understand and are in control of what they are doing.



Disciplinary consequences are intended to:

- impress on the perpetrator that what he/she has done is unacceptable
- deter him/her from repeating that behaviour
- signal to other children that the behaviour is unacceptable and deter them from doing it

The consequences of bullying should reflect the seriousness of the incident. The school takes verbal and indirect bullying as seriously as physical bullying. When deciding upon appropriate consequences for bullying, the school will ensure that the sanctions address bullying behaviour in a way which does not lead to an escalation of the behaviour but instead supports a resolution to the problem.

Consequences for bullying are intended to hold the child to account for their behaviour and ensure that they face up to the harm they have caused and learn from it. They also provide an opportunity for the child to put right the harm they have caused.

The school will draw upon the school's Positive Behaviour Policy and follow the system for consequences, which includes:

- removing/ separating CYP from other individuals or groups of CYP
- removing/uninviting CYP from certain whole school activities or key points in the day e.g. break times/ lunchtimes
- withdrawing privileges such as early lunches, free play and monitoring roles

In the case of more serious and persistent bullying, where the perpetrator has not responded to the school's restorative strategies (see above) or consequences, the school may consider **permanent exclusion** of the perpetrator from the school.

Some children who have been subjected to bullying can be provoked into violent behaviour. Where an attack has been provoked after months of persistent bullying, the school will view this behaviour differently from an unprovoked attack and will ensure that consequences are proportionate to the circumstances.

Communicating with the whole school community

The school will communicate to the school community that the bullying has been taken seriously and has been responded to well. This will include talking to parents/carers. The timing of this communication will depend on the agreed responsive approach. Monitoring and following up with all parties concerned, including parents/carers to ensure that the bullying has stopped.



Part of the school's process of responding to an incident is to seek an agreement to meet at some point in the future to see whether the situation has been resolved or whether further work needs to take place.

At our school, the Senior Leadership Team is responsible for monitoring and following up incidents of bullying. This will include evaluating the effectiveness of the follow up strategies that have been put in place to ensure that the bullying has stopped. Where a problem has not been resolved to the satisfaction of all parties, the follow up strategies will be reviewed and/or further advice sought. The timing of this monitoring will depend on the agreed responsive approach.

Responding to incidents of cyberbullying:

The school will follow the above procedures alongside the school's E-Safety policy which provides guidance on responding to different forms of cyberbullying and the safe and responsible use of technology.

Responding to incidents of bullying which occur off the school premises:

The school recognises that bullying can and does happen outside school and in the community. Bullying is a relationship issue and its occurrence reflects the ways in which children socialise in school and in the wider community. The school believes that bullying is unacceptable wherever and whenever it happens. When an incident of bullying is reported and has occurred off the school site and out of school hours e.g. walking to and from school, the school will follow the guidance in the Positive Behaviour Policy on regulating the conduct of child at times when they are not on the premises of the school and/or not under the lawful control or charge of a member of staff or parent. The school encourages children to seek help and to tell us about incidents of bullying that happen outside the school so that the school can:

- raise awareness among the whole school community of possible risks within the community e.g. trouble spots/ gangs
- alert colleagues in other schools whose pupils are bullying off the school premises
- make contact with local police officers and other organisations (including sports clubs and voluntary organisations)
- map safe routes to school in the event of a CYP being bullied on their journey to school
- Offer children and parents/carers strategies to manage bullying off the school premises e.g. guidance on how to keep safe on the internet and when using technology, how to report to Police etc



Working with Parents/Carers:

Where the school has become aware of a bullying situation, parents/carers of the child who is being bullied will be informed. Parents/carers will be contacted via a phone call and may be invited to the school to discuss their child's situation.

The school will endeavour to involve parents/carers of children who have been bullied at an early stage to support the process of working together and to find ways of resolving the situation and bringing about reconciliation. The outcome of the meeting and agreed actions/responses will be recorded by the school on the school's CPOMS system. The school will work alongside those parents/carers whose children have been bullied to support them in developing their children's coping strategies and assertiveness skills where appropriate. The school takes parents/carers reporting bullying seriously.

Parents/carers are initially encouraged to refer their concerns to the class teacher. Senior members of staff will be involved where appropriate. Parents/carers are encouraged to note details of the incident to share with the class teacher. Again, a record of the incident and the agreed actions/response made at the meeting will be recorded by the school. The school will discuss the possible responsive options with the parents/carers and the bullied child and agree a way forward.

Where a Restorative Approach has failed to modify the behaviour of a perpetrator and the bullying is continuing or when consequences are to be used, the parents/carers of the perpetrator will be invited to the school to discuss their child's behaviour. The outcome of the meeting and agreed actions/responses will be recorded by the school on the school's system. Parents/carers of those causing the bullying will also have support to come to a balanced view of what is happening and appreciate their role in helping their children to learn about the consequences of their actions and adopt alternative ways of behaving.

The school ensures that staff and all parents/carers remain fully aware of the measures that have been put into place to prevent the occurrence of further incidents. Follow up appointments are made with parent/carers to share these agreed measures and to monitor their success in preventing further bullying. Guidance for parents/carers regarding advice on recognising the signs and symptoms of bullying in children and how to approach the school to register concerns/incidents and seek support is available via the school's website.



Following Up / Supporting and Monitoring:

After following the school's procedures for responding to an incident of bullying, the school will consider employing further longer term measures/strategies to minimise the risk of bullying occurring in the future and to ensure that children feel safe. Strategies include longer-term support for all parties including the person being bullied, bystanders and the person who has perpetrated the bullying. Many of the school's strategies include problem solving processes, which enable on-going situations to be explored, and help to reveal underlying issues. Many of the following strategies involve active participation from children and involve children helping themselves and each other.

Farcet Primary School believes that the whole school community should work together to reduce bullying as part of our efforts to promote a positive and inclusive whole school ethos and create a safe, healthy and stimulating environment. Alongside the school's responsive strategies for dealing with incidents of bullying, the school adopts a whole school approach to implementing proactive and preventative interventions at a school, class and individual level to reduce bullying.

Our strategies include:

- an effective school leadership that promotes an open and honest anti bullying ethos
- our Christian values underpinning everything we do
- adopting positive behaviour management strategies
- implementing a whole school approach to the teaching of PSHE
- participating in the national anti-bullying week
- providing training on promoting behaviour management and anti-bullying for all relevant staff including playground staff
- providing regular opportunities for pupils to talk about their feelings and concerns in a safe environment and to enable them to share concerns about bullying
- reviewing the development and supervision of the school inside and outside including the outdoor areas to ensure provision is safe, inclusive and that it supports emotional wellbeing
- accessing support from external agencies and professionals including educational psychologists, Child and Adolescent Mental Health Service (CAMHS), the Cambridgeshire Specialist Teaching Service, the Cambridgeshire Race Equality and Diversity Service.
- providing publicity including information leaflets for children and parents/carers to raise awareness of bullying and support those who are being bullied or have witnessed bullying to report incidents and seek help.



- providing opportunities for vulnerable individuals and groups who have been bullied or are bullying to attend social skills groups to develop emotional resilience and learn skills in assertiveness, listening, negotiating and empathising with others.
- providing opportunities for pupils from different age groups to socialise and support each other
- providing a transition programme to support pupils moving across year groups and key phases
- providing information on support agencies such as 'ChildLine' and the NSPCC including telephone numbers for help lines and addresses for supportive websites
- liaising with members of the community e.g. community police
- linking with other schools in a local school partnership and with local authority strategies

Pupil Participation:

Farcet Primary School considers listening to the voices of pupils and actively seeking their views and opinions regarding bullying as an important part of our preventative work. The school regularly reviews the way in which bullying is being addressed which includes, listening to pupils and ensuring they are given the opportunity to speak out, and have their voices heard on their experiences of bullying.

Pupils are actively encouraged to participate in identifying both the problems and solutions to bullying; reviewing and developing the schools' anti-bullying policy and practice and engaging in initiatives to support an anti-bullying ethos in school.

Monitoring and Evaluation

The school's Anti-Bullying Policy and practice is regularly monitored and evaluated to ensure its effectiveness. This process includes reviewing the school's definition of bullying and identifying new types and forms of bullying as they emerge. The Policy review is coordinated by the Senior Leadership Team and involves monitoring and evaluating anti-bullying preventative and responsive strategies to ensure the school's practice is effective and successful in fostering an ethos that inhibits bullying and promotes inclusion and respect for diversity. The review process involves collecting data on the prevalence of bullying at the school and gathering the views and different perceptions of the whole school community including staff, governors, children and parents/carers using a range of methods such as:

- surveys and questionnaires
- focus groups and interviews
- whole school audit tools.

The school regularly analyses behaviour records and records of bullying incidents to identify patterns of behaviour regarding individuals and groups of children, and places and times where bullying may be occurring.