



Anti-bullying Policy

Fenstanton and Hilton Primary School

Reviewed by: The Full Governing Body

Date of Review: December 2024

Date of Next Review: December 2026

Policy Statement

Fenstanton & Hilton Primary School takes great pride in its friendly atmosphere and the central values of Community, Determination and Integrity, which all members of the school community are committed to upholding. We celebrate the fact that our community is made up of people with different backgrounds, experiences, viewpoints and skills.

We are passionate about our school being a safe, friendly and secure place for every individual. If bullying occurs, it is likely that school has ceased to be that secure place for the victim. The school's objective is to promote and encourage the maintenance of a friendly, welcoming and supportive atmosphere where a failure to follow our school values is challenged.

This policy sets out our definition of bullying, how we will respond to incidents of bullying in our school, and how we will work with victims and perpetrators and their families.

What is Bullying?

We use the definition from the Anti-Bullying Alliance:

“Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face to face or online.”



There are many different types of bullying that can be experienced by children and adults alike. Some are obvious to spot while others can be more subtle. The different types of bullying below are some of the ways that bullying could be happening.

Physical bullying

Physical bullying includes hitting, kicking, tripping, pinching and pushing or damaging property. Physical bullying causes both short term and long term damage.

Verbal bullying

Verbal bullying includes name calling, insults, teasing, intimidation, homophobic or racist remarks, or verbal abuse. Verbal bullying can escalate to levels which start affecting the individual target.

Social bullying

Social bullying, sometimes referred to as covert bullying, is often harder to recognise and can be carried out behind the bullied person's back. It is designed to harm someone's social reputation and / or cause humiliation. Social bullying can include:

- lying and spreading rumours;
- negative facial or physical gestures, menacing or contemptuous looks;
- playing nasty jokes to embarrass and humiliate;
- mimicking unkindly;
- encouraging others to socially exclude someone;
- damaging someone's social reputation or social acceptance.

Cyber bullying

The Cyber Bullying Research Centre defines cyber bullying as: Intentional and repeated harm inflicted through the use of computers, phones, and other electronic devices. Cyber bullying can be overt or covert bullying behaviours using digital technologies including hardware such as computers and smartphones, and software such as social media, instant messaging, texts, websites and other online platforms. Cyber bullying can happen at any time. It can be in public or in private and sometimes only known to the target and the person bullying. Cyber bullying can include:

- abusive or hurtful texts, emails or posts, images or videos;
- deliberately excluding others online;
- nasty gossip or rumours;
- imitating others online or using their log-in.

Aims

At Fenstanton & Hilton Primary School we acknowledge that bullying does happen from time to time and that it would be unrealistic to claim that it does not. However, it is our aim to:

- ensure that all children and adults in our school have an understanding of what bullying is;
- reduce all forms of bullying;
- create an environment in which anyone who feels bullied or persecuted in any way can feel confident to come forward to be listened to and supported;
- develop an approach in which the perpetrator is supported in order to reduce or eliminate bullying behaviours;
- eliminate discrimination against protected characteristics within the school and encourage children to take responsibility for their behaviour in accordance with the behaviour policy;
- communicate clearly to children and parents around instances of bullying;

Objectives

- All allegations of bullying will be carefully investigated.
- Pupils, parents and staff will be encouraged to talk openly about the issue.
- As part of the curriculum, greater understanding of bullying in all forms will be developed.
- Children will be taught strategies to help them deal with bullying situations which they may encounter, reflecting on the choices that are made or could be taken.
- Staff will respond calmly and consistently to allegations or incidents of bullying.
- The school will protect and support all parties during school/extra-curricular time on school premises whilst issues are being resolved.

Protected Characteristics

Bullying includes discrimination by one person or group against another. The Equality Act 2010 legally protects people from discrimination against one of the protected characteristics listed below:

- age;
- gender reassignment;
- being married or in a civil partnership;
- being pregnant or on maternity leave;
- disability;
- race including colour, nationality, ethnic or national origin;
- religion or belief;
- sex;

- sexual orientation.

We aim to deal swiftly and effectively where any discrimination has occurred. Sometimes this will be as part of a wider response around bullying behaviours.

Normal Peer Conflict or Bullying?

The harm caused by bullying must not be underestimated. It can cause considerable stress to children, to the extent that it affects their health and development. The table below shows some common differences in behaviours between regular peer relationships and bullying.

Normal Peer Conflict	Bullying
Equal power or friends.	Imbalance of power – not friends.
Happens occasionally.	Repeated unwelcome actions.
Accidental or not premeditated harm.	Deliberate harm / the threat of physical or emotional harm.
Not seeking power or attention.	Seeking power, control of material things.
Generally not trying to get something.	May attempt to get material things or power.
Remorse – will take responsibility.	No remorse – may blame the victim.

Whole-school Strategies to minimise Bullying

1. A regular programme of PSHE work, with emphasis on role play, will support this policy.
2. There will be regular Teacher – Class discussion. For example, dealing with friendship / playtime issues, focusing on school values, and listening to concerns of the class.
3. Peer support will be strongly emphasised; children will be taught how to effectively support a bullied child and how to resist “joining in” with bullying.
4. Children suffering from bullying will be supported to record concerns to share with staff and parents/carers.
5. A school Anti-Bullying Code will be in use (listed below), giving clear advice to children on what to do if you are a witness or a victim of bullying:

If you see someone being bullied:

- Let a teacher or other staff member know.
- Try to be a friend to the person being bullied.
- Remember our school values - Community, Determination, Integrity.
- Think for yourself and follow the actions you believe in.
- Don't be a supporter of bullying by joining in or standing by and watching/

If you feel you are a victim of bullying:

- Tell a teacher or another adult at the school.
- Tell your family.
- Take a friend with you if you are scared to tell someone yourself.
- Ensure that your story has been heard.
- Don't blame yourself for what has happened.

How the School responds to specific allegations of Bullying

Children know who to talk to in the first instance. This will usually be their class teacher, but it could also be:

- Another teacher known to them
- A Teaching Assistant
- A fellow pupil / school Prefect
- A Lunchtime Supervisory Assistant

Children will be given every opportunity to report the bullying in the first instance and it will be the class teacher who will follow up allegations. Therefore, any other adult in receipt of information should feed back to the class teacher as soon as possible.

The class teacher takes steps to discuss the bullying, separately, with the victim and the accused, to establish the situation and talk through any issues. An early resolution is sought using this approach.

Both bullied and bullying parties are informed that the situation is being monitored by the class teacher/s concerned. The victim's parents/carers are informed of the school's response to date.

If there is no immediate improvement following intervention, or further bullying occurs, the parents of the bullying child will be contacted in order to come into the school to discuss the problem and to make clear the school's zero tolerance policy is being adhered to. If further bullying takes place, there is a real risk that the bully will be suspended for a fixed term in the first instance.

As a result of the discussion, clear expectations are laid down as to:

- Expected behaviour and attitudes.
- Where the bullying child should be at specific times of the day.
- Who they should report to, and when.
- The arrangements for beginning/ending lessons, lunchtimes, starting and ending of the day.

Support is given to the bullied child to ensure they feel safe and secure in school and are able to freely access all areas of the school.

Support is given to the bullying child to raise their self-esteem and develop appropriate social skills e.g. alternative provision at lunch time for a given period to ensure they also feel safe.

Following up an incident or pattern

It is often helpful, once the immediate situation has been dealt with, for staff to reflect on the incident or pattern of behaviour and to consider what further action may be necessary in respect of the perpetrator and victim and to see if there are any lessons to be learned from the experience.

Effective action could include:

- Considering the actions of the perpetrator to see if there were any underlying causes which may have prompted this behaviour.
- Checking data records to see if the pupil has been involved in any previous incidents to ensure appropriate protective consequences can be applied.
- Monitoring the perpetrator's future behaviour.
- Considering which other members of staff need to be informed, for example, the Headteacher, senior leader, phase leader, or class teacher.
- Checking to see if there are any times in the school day, or any places in the school, where pupils feel particularly vulnerable. If so, trying to find ways of overcoming this.
- Considering if it would be beneficial to discuss the issues further in a school assembly or classroom PSHE session. This requires careful judgement as it may expose the victim in an embarrassing and uncomfortable way and could be treated inappropriately by other pupils.

- Asking all members of staff to keep a protective eye on a known victim of bullying and taking positive steps to build up their trust and to encourage them to report further incidents.
- Asking all members of staff to keep a watchful eye on known perpetrators to prevent further bullying incidents.

Consequences & Support

Consequences for the inappropriate actions of the perpetrator are important but may not prevent further incidents of bullying. It is, therefore, essential that the perpetrator is helped to understand the impact of their actions and the reasons for them, and that they be given strategies and support to prevent recurrence. This may require long-term in-school support and/or the involvement of external agencies.

Consequences may include: missed or monitored break time and/or lunch time, reduced access to certain activities or equipment, internal suspension or, in extreme cases, a Fixed Term Suspension. The application of protective consequences is consistent with our Behaviour Policy.

Support for the victim may include: 1:1 time with an adult to help build self-esteem; peer support; a “trusted” adult at lunchtime who is fully aware of the issues and can offer protection; regular home-school contact between parents and teachers; “open-door” policy for parents with class teacher and senior leaders; access to nurture group facilities.

Support for the perpetrator may include: 1:1 time with an adult to help build self-esteem and social skills; social skills group work; peer support; a “trusted” adult at lunchtime who is fully aware of the issues and is able to rapidly intervene in any incident; regular home-school contact between parents and teachers; “open-door” policy for parents with class teacher and senior leaders; access to nurture group facilities; pastoral support programme if at risk of exclusion.

If it is felt appropriate by a Designated Safeguarding Lead to support the situation and relationships involved, and where both parties or families are in agreement, a restorative conversation will take place between the victim and the bully. This conversation will be supported by senior school staff. The restorative conversation should provide an opportunity for expectations of future behaviour to be set and agreed, with contributions from both parties as necessary.

Recording

Bullying is recorded in My Concern, whether suspected or confirmed, together with the action taken and added to the pupil's profile within My Concern. It is vital that staff also make the class teacher aware so they can support promptly and effectively.

Repeated Offences

In cases where there is callousness about the bullying which causes the bully (or bullies) to continue even though they have been made thoroughly aware of what they are doing and the effect that it is having, then this is regarded with the utmost seriousness. The Headteacher will see any such offenders and make it clear that the Behaviour Policy will be followed and parents closely involved in supporting making changes in behaviour, to ensure that risk of harm to others is minimised.

Roles & Responsibilities

All staff at Fenstanton & Hilton Primary School have a responsibility for implementing the policy and dealing appropriately with incidents that are brought to their attention. All incidents should be referred to the child's (bully & victim) class teacher, who is responsible for liaising with the parents. The Headteacher is responsible for ensuring the policy is implemented consistently and effectively.

Raising awareness / Staff training

The school takes part annually in 'Anti-bullying Week', promoting positive behaviours and attitudes that should run throughout the school year. This work also involves: championing assertive challenge over aggression or passive ignorance; using resources from the Anti-Bullying Alliance; and teaching the PSHE curriculum using materials from the Cambridgeshire PSHE scheme. New staff are inducted into the school's safeguarding, e-safety and acceptable use of ICT Policy and anti-bullying procedures.

Monitoring

The impact of this policy will be monitored through regular monitoring of My Concern logs of behaviour and safeguarding incidents/concerns and reports of alleged bullying. The outcome of this monitoring will be reported to Governors and will impact on future development of associated policies and practice.

Review

The policy will be reviewed every two years, or earlier if relevant, by the Full Governing Body.