



Policy

Anti-Bullying

(Preventing child-on-child abuse)

This policy has been written with regard to the guidance 'Working together to safeguard children 2023', 'Keeping Children Safe in Education 2024' 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	September 2024
Review Date	September 2025
Prepared by	Headteacher
To be reviewed by	Headteacher and Governors
Appendices	Appendix 1 - Central Logging Form for bullying incidents Appendix 2 – Extract from Child Friendly Safeguarding Policy
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 Child Friendly Safeguarding Policy – KS1 and KS2
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, harassment or violence 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 emotional. Bullying behaviour usually has the following four features:

1. It is repetitive and persistent – though sometimes a single incident can have 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 an individual or group 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 being bullied.

Fynamore Primary School's child friendly definition is based on the STOP principal; 'Several Times On Purpose' although, single incidents can bear many characteristics of bullying, such incidents do not constitute bullying and are defined as incidents of harassment, violence, discrimination 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 LGBTQ+.

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

Keeping Children Safe in Education 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 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 an individual's 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 will be explicitly discussed on a termly basis through school assemblies and our Personal Development/ SCARF curriculum.

Children have access to our child-friendly safeguarding policy within their classroom. Bullying and child on child abuse is a key theme within the policy. Children use this policy in class regularly and as and when needed.

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 Online bullying

An increasing amount of bullying by school age pupils is that which can be described as online bullying. Online 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/ Snapchat)
- 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 tablets/mobile phones etc.
- Interfering with e-mail accounts

At Fynamore Primary School we aim to deal quickly and efficiently with incidents of online bullying. Children will be encouraged to report any incidents to staff, and will be taught not to delete any messages or take screenshots of messages in case they are deleted by the sender. 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 always monitor children's use of technology in school to ensure that they are using devices appropriately and safely. 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 a 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 early, 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 poor emotional wellbeing, poor mental health and/or self-harm. We know that bullying can also impact 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, external agencies.

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 community. We 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 curriculum and our Relationships, Health Education scheme (SCARF), circle time, assemblies, role play, scenarios, stories and discussion with individuals. We promote Anti-bullying Week each year and celebrate other key events to raise awareness of diversity. We aim to build an anti-bullying ethos by regularly embedding this topic in our 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 online 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 in school or at home
- To support individuals/ groups 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 unkind, unsafe or 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 e.g. through Primary Mentoring, HCRG 'On Your Mind' early mental health support, CAMHS, school nurse referrals, PCSO support through the Police and certain helpline numbers (e.g. Childline) will be on display 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 person. Children in our school understand that they have the right to feel safe and have a responsibility to support others to feel 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 on a weekly basis. Children are taught that it's important to talk to a trusted adult if bullying, including online bullying is taking place outside of school.

Parents/ Carers will be reminded to report any concerns that they have to the school directly. 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 (Ms. Sarah Weber) 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 discriminatory or 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 data 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
- To listen carefully to all individual/ group accounts (sometimes a written account will be more revealing)
- To adopt a problem solving, pro-active approach
- To follow up repeatedly on bullying incidents.

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

- A discussion between an adult and the 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 (records to be kept on our CPOMS system)
- 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 a circle time/ scenario-based activity 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 suspensions may be considered.
- 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 and carers

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

The Senior Leadership Team are informed of any bullying concerns and will record and monitor the situation carefully.

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

The school will work with both the child and the parent/ carer to ensure that any bullying is stopped and that support is provided where needed.

Parents should not confront the bully or their parent/ carer directly inside or outside of school. This can complicate the situation and distress the pupil.

The school will directly speak to all children involved and their parent/ carer directly. Parents/ carers will be kept informed at each stage and will be aware of any actions the school is taking.

If parents/ carers feel that their concern has not been managed appropriately they should follow the schools complaints policy. All members of the school community, including pupils, staff, parents/ carers 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 or support, removal of staff/ volunteers 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

All staff and volunteers 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 staff/ volunteers become aware of bullying they must respond or refer the matter on to a member of the Senior Leadership Team, 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 person. This is their part of the responsibility to confront bullying together. Staff/ volunteers at school must also be vigilant for signs of bullying that has not been reported. A victim may show signs including absence, poor emotional wellbeing, mental health or a physical injury.

8. Involving Outside Agencies

When strategies within school have little effect, or where 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-based or discriminatory bullying. Outside agencies may 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 a member of school staff, if they are bullied outside of school.

Steps taken might include:

- Discussion with parents/ carers of bully and/ or victim
- Talking to the local police/ PCSO
- Talking to pupils about how to manage 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 will be reported
- Bullying will be responded to in an appropriate and timely manner.

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

PROTECT 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 online 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 a trusted adult.

Appendix 2: Extract from Child-friendly Safeguarding Policy – KS1 and KS2

What is bullying?

This isn't just hitting or kicking another person.

Emotional bullying is hurting someone's feelings, leaving them out or bossing them about.

Physical bullying is punching, kicking, spitting, hitting or pushing someone.

Verbal bullying is teasing someone, calling them names or using rude hand signs.

Cyber-bullying involves sending unkind messages over the internet or by text message.

Bullying can be done through another person, by one person telling another person to say nasty things.

Sometimes other children might send inappropriate pictures, videos or messages. Pressuring someone into sending these pictures, videos and messages is abuse.





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Verbal bullying is teasing someone, calling them names or using rude hand signs. People can also use verbal bullying to be racist, sexist or homophobic.

Racist means bullying someone because of their skin colour, race or what they believe in.

Homophobic means bullying someone because of their gender or sexuality; calling someone gay or lesbian to hurt their feelings would be homophobic.

Sexist means bullying someone because of their sex (whether they are a boy or a girl).

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Sometimes other children might send inappropriate or sexual pictures, videos or messages. Pressuring someone into sending these pictures, videos and messages is abuse.