Fairlawn Primary School

Anti-bullying Policy

Our school's values and beliefs

We want Fairlawn Primary School to be a thriving, vibrant and happy school, where all members of our community are valued as individuals and feel safe.
We aim to:

- Foster a love of learning through creative and engaging opportunities.
- Provide an inclusive learning environment, where all needs are met.
- Develop learners who are resilient, reflective, collaborative, curious and independent.

These aims are underpinned by our three core values:

- **Friendship**: we encourage the children to be caring, show appreciation and develop trust.
- **Responsibility**: through critical thinking, we give children the tools to make choices and to consider their role in an ever-changing world.
- **Empathy**: we model the importance of being considerate, reflective and understanding.

At the heart of all this is our commitment to listening to one another and finding opportunities for every voice to be heard.

Legal Framework

This policy has been developed in accordance with:

- Education and Inspections Act 2006
- Equality Act 2010
- Children Act 1989 and 2004
- Human Rights Act 1998
- Keeping Children Safe in Education (KCSIE)
- Working Together to Safeguard Children
- DfE Guidance: Preventing and Tackling Bullying
- DfE Guidance: Behaviour in Schools

OUR DEFINITION OF BULLYING

The Department for Education defines bullying as:

"Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group."
Bullying is therefore:

- Deliberately hurtful.
- Repeated, often over a period of time.
- Difficult for victims to defend themselves against.
- It can take many forms, but the main types are:
- Physical – hitting, kicking, and taking another's belongings.
- Verbal – name-calling, insulting, making offensive remarks.
- Emotional (being unfriendly, excluding, tormenting, threatening behaviour).

- Indirect – spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours, sending malicious e-mails or text messages on mobile phones/social networking sites.
- Extortion (demanding money/goods with threats).
- Cyber (all areas of internet, email and internet chatroom misuse. Mobile threats by text messaging and calls. Misuse of associated technology i.e. camera and video facilities including those on mobile phones.). Cyberbullying may take place at any time and may occur both inside and outside school. The school may apply disciplinary measures where off-site behaviour has repercussions for pupils' safety, welfare or education within school.

Some forms of bullying are attacks not only on the individual, but also on the group to which he or she may belong. Fairlawn Primary School will not tolerate any form of prejudice-based bullying. This includes bullying related to a protected characteristic under the Equality Act 2010, including:

- Race, colour, nationality, ethnicity or national origin
- Religion or belief
- Disability
- Sex
- Sexual orientation
- Gender reassignment
- Pregnancy or maternity

The school also recognises bullying relating to Special Educational Needs, looked after status, young carers, socio-economic disadvantage or any perceived difference.

Racism is a form of bullying. It can be both (a) institutional and (b) personal, overt or subtle, intentional or unintentional.

a. Institutional racism:

- The Stephen Lawrence Inquiry Report defined this as ‘The collective failure of an organisation to provide an appropriate and professional service to people because of their colour, culture or ethnic origin. It can be seen or detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness and racist stereotyping which disadvantage minority ethnic people.’
- When a child is subject to racist bullying or harassment, their behaviour and attainment are likely to be affected; if the behaviour is treated in isolation without taking into consideration the issues and effects of racism, this can be described as institutional racism. The racist element must be explicitly recognised and dealt with.
- This type of racism is also covert and indirect and therefore can be difficult to identify and address. It is often evident in the assumptions, beliefs and values that affect people’s instinctive responses. It can be demonstrated

subconsciously in subtle ways and Fairlawn recognises the need to consciously challenge such attitudes.

b. Personal racism:

This is often direct and identifiable and can be manifested through harassment and offensive behaviour in the following ways:

- Physical assault against a person or group due to their colour, ethnicity, geographical origin or culture.
- Derogatory name calling, insults, ridiculing and racist jokes.
- Racist graffiti.
- Provocative behaviour such as wearing racist badges or insignia.
- Verbal abuse and threats.
- Incitement of others to behave in a racist way.
- Racist comments within the context of a lesson.

No incident that is, or is perceived to be, racially motivated should go unchallenged and every member of our community has a responsibility to respond to the situation. Even if the victim of an incident does not complain, it should be treated as a racist incident if another person perceives it as such. All racist incidents need to be addressed.

Racial harassment, or any form of racist behaviour, from any member of staff towards any children, parent or another member of staff will not be tolerated. This will be considered a breach of the teaching standards and the relevant disciplinary procedure will be followed (see Whistle Blowing Policy).

Safeguarding

The school recognises that bullying may be a safeguarding concern and can cause significant emotional harm.

Where bullying:

- involves discrimination or hate incidents;
- includes harmful sexual behaviour;
- involves online exploitation;
- results in risk of self-harm;
- places a child at risk of significant harm;

staff will follow the school's Child Protection and Safeguarding Policy and refer concerns to the Designated Safeguarding Lead (DSL) without delay.

Child-on-Child Abuse

KCSIE expects schools to recognise bullying within the wider context of child-on-child abuse.

Under "Responding to Incidents of Bullying", include:

The school recognises that some bullying behaviour may constitute child-on-child abuse. Such incidents will be assessed in line with the Child Protection and Safeguarding Policy and may require a safeguarding response in addition to behavioural sanctions.

Sexual bullying
Sexual bullying may include unwanted sexual comments, sexualised language, inappropriate touching, sharing of sexual images or other behaviour that creates an intimidating, hostile or degrading environment. Such behaviour may also constitute sexual harassment and will be managed in accordance with the Child Protection and Safeguarding Policy.

WHAT ARE THE SIGNS AND SYMPTOMS OF BULLYING?

A person may indicate by signs or behaviours that they are being bullied. Everyone should be aware of these possible signs and should investigate if the person;

- Is frightened of walking to or from school or changes route
- Is unwilling to go to school (school phobic)
- Becomes withdrawn, anxious or lacking in confidence
- Becomes aggressive, abusive, disruptive or unreasonable
- Starts stammering
- Threatens or attempts self-harm
- Threatens or attempts to run away
- Cries themselves to sleep at night or has nightmares
- Starts to wet the bed
- Feels ill in the morning
- Has a dip in attainment
- Asks for money or starts stealing money
- Has unexplained cuts or bruises
- Comes home ‘starving’
- Is bullying others
- Has a change in eating habits
- Is frightened to say what is wrong
- Is afraid to use the internet or mobile phone
- Is nervous or jumpy when a cyber-message is received
- Gives improbable excuses for their behaviour

CREATING AN ANTI-BULLYING ETHOS IN SCHOOL

Our school’s Behaviour and Relationships Policy explains how we promote positive behaviour in school to create an environment where children behave well; where children take responsibility for each other's emotional and social well-being; and where they include and support each other. Our aim is to create an ethos where bullying is not accepted by anyone within the school community.
Our curriculum is used to:

- Raise awareness about bullying and our anti-bullying policy
- Increase understanding for victims and help build an anti-bullying ethos

- Teach children how to manage their relationships with others

Circle Time, assemblies, role-plays and stories are used to show what children can do to prevent bullying, and to create an anti-bullying ethos in school.
Bullying will not be tolerated and we make this clear in the information we give to children and parents when they join our school.
Posters around school will tell children what to do if they are bullied, or see others being bullied, and about Childline and other sources of confidential help.

RESPONDING TO INCIDENTS OF BULLYING

It is very important that we take every allegation of bullying seriously.
If any member of the Fairlawn community has even the smallest concern about bullying, they should report this to a member of staff.
We will ensure that we inform the parents of all parties of the incident and of the outcome. We will keep a record of the incident.

Support for the Victim

When dealing with bullying incidents, staff will:

Listen attentively

- Indicate they are pleased that the young person has been able to tell them.
- Remain calm and reassuring.
- Accept their language and terminology.
- Remember that to confide in a member of staff may take considerable courage.

Acknowledge

- Acknowledge the feelings of the young person.
- Confirm they were right to make the disclosure.
- Show they understand the difficulty in discussing the matter.
- Encourage them to talk about how they feel
- Establish whether the incident is part of a pattern.
- Reassure them that they do not deserve to be bullied and that it is not their fault.
- Explain that it is important to take the matter further but also engage them in making choices about how the matter may be resolved.
- In certain cases, the victim's identity may need to be protected and this situation must be handled sensitively
- Reassure them that bullying can be stopped and that our school will persist until it does

Support for the Perpetrator

We will follow our behaviour policy when dealing with incidents.

- Interview the child (or children involved in the incident separately.
- Listen to their version of events.
- Talk to anyone else who may have witnessed the bullying.
- Reinforce the message that bullying is not acceptable, and that we expect the bullying to stop.

- We will support the perpetrator to repair the harm their behaviour has caused, encouraging them to take responsibility for the emotional and social needs of others.
- We will advise children responsible for bullying that we will be checking to ensure that the bullying has stopped.

We recognise the important role that education plays in teaching our children about bullying, what it is and how to challenge it. We will offer support in the following ways

- Whole class teaching on specific issues
- Reflection with a senior member of staff
- Inviting in experts and positive role models to work with the children or to advise staff
- Drawing up behaviour contracts that give clear guidelines on expected behaviours

OUR RESPONSIBILITIES

Everyone within school is expected to:

- Act in a respectful and supportive way towards one another.
- Adhere to and to promote the objectives of this policy.
- Report and record all incidents of bullying using the 'my concern' platform

Recording and Monitoring

The school will:

- Record all confirmed bullying incidents.
- Record all prejudice-related incidents separately where appropriate.
- Analyse patterns and trends.
- Use information gathered to inform preventative work.
- Report anonymised trends to Governors.

Role of the Designated Safeguarding Lead

The DSL will:

- Monitor bullying concerns that present a safeguarding risk.
- Consider whether external agency involvement is required.
- Maintain oversight of vulnerable pupils.
- Ensure appropriate safeguarding records are maintained.

Children are expected to:

- Report all incidents of bullying and suspected incidents that victims may be afraid to report.
- Support each other and to seek help to ensure that everyone feels safe and nobody feels excluded or afraid in school.

Parents can help by:

- Supporting our anti-bullying policy and procedures.
- Encouraging their children to be positive members of the school community.

- Discussing with their child's teacher any concerns that their child may be experiencing bullying or if they are unhappy in some other way.
- Helping to establish an anti-bullying culture outside of school.

What is the role of the Governing body?
The governing body monitors the incidents of bullying that occur and reviews the effectiveness of the school policy regularly. The governors require the Head teacher to keep accurate records of all incidents of bullying and report to the governors on request about the effectiveness of the school's anti-bullying strategies.

The Governing Body monitors the effectiveness of this policy through reports from the Headteacher and reviews bullying data, trends and outcomes. Concerns raised by parents will be managed through the school's Complaints Policy.
In all cases, the governing body notifies the Head teacher and asks them to conduct an investigation into the case and to report back to a representative of the governing body.

Links with other policies
This policy should be read alongside the following policies:
- Behaviour and Relationships
- Complaints
- Equality
- Online safety
- Safeguarding
- Special Educational Needs and Disability
- Whistle Blowing

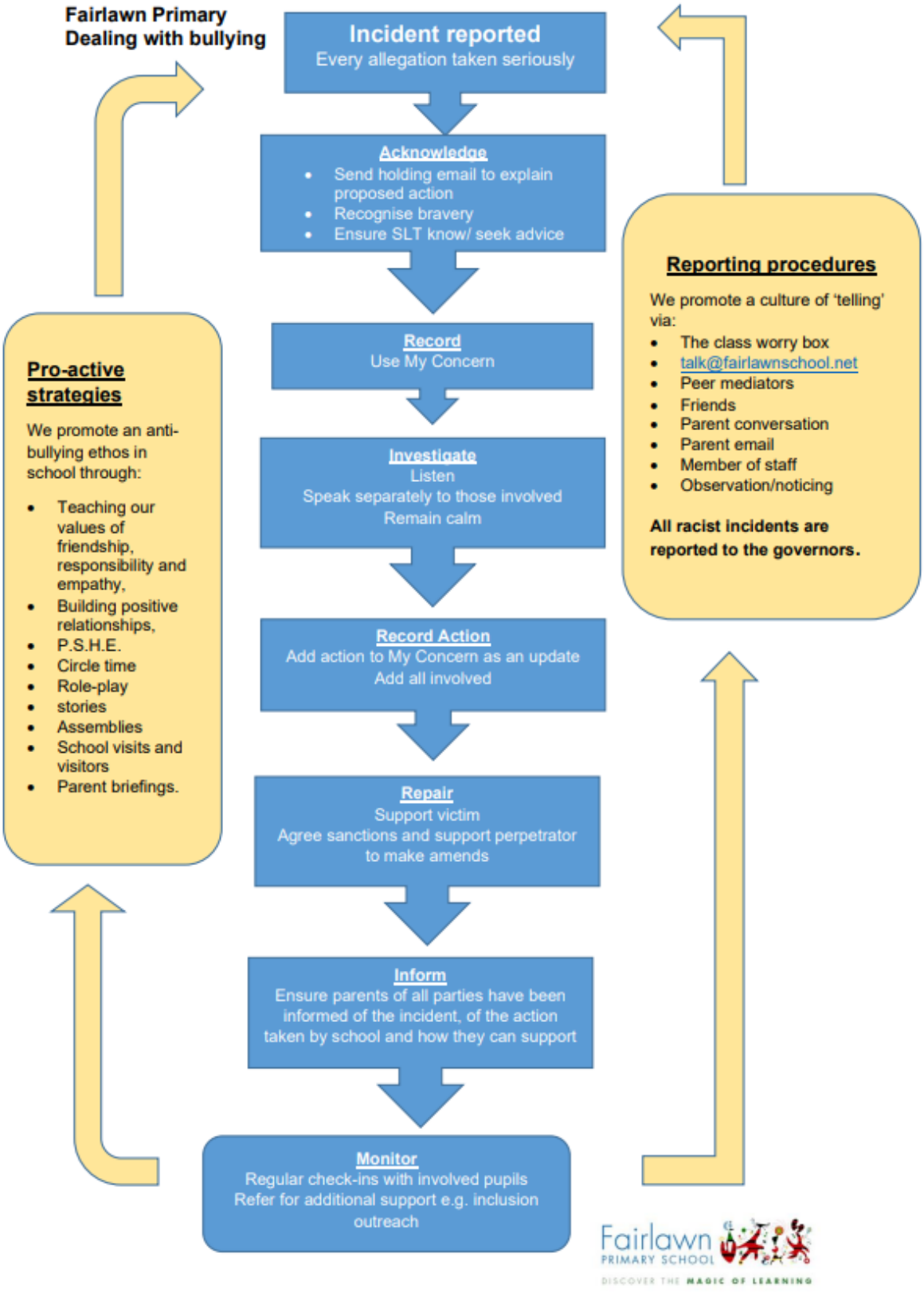
Monitoring and Review
This policy will be reviewed annually by the Headteacher and Governing Body, or sooner if there are changes to legislation, statutory guidance or local safeguarding arrangements.

Reviewed: September 2026

Next review: 2027

Appendix 1:

Dealing with an incident of bullying



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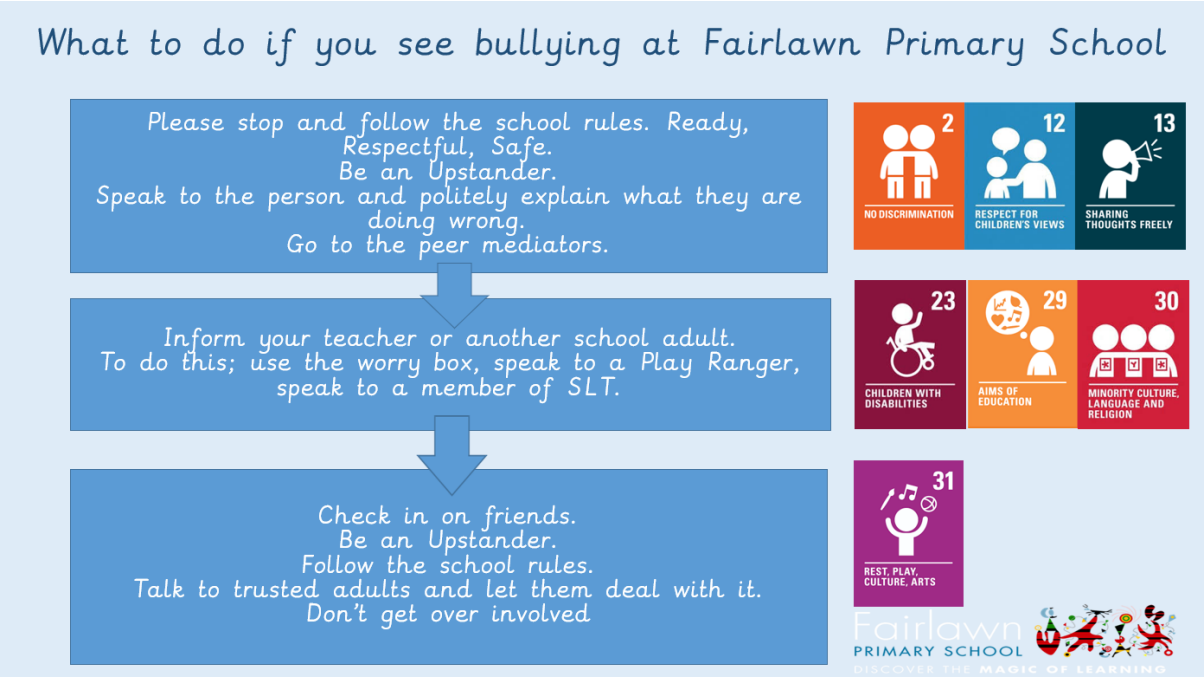
Anti-bullying Flow Chart Children's Version