



# FAIRLANDS PRIMARY SCHOOL

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## POLICY STATEMENT

## ANTI-BULLYING

APPROVED BY GOVERNORS	September 2023
TO BE REVIEWED BY	September 2024

**FAIRLANDS PRIMARY SCHOOL**

**ANTI-BULLYING POLICY**

**STATEMENT OF INTENT**

We are committed to providing a caring, friendly, and safe environment for all our pupils so that they can learn in a relaxed, secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a Telling school. This means that anyone who knows that bullying is happening is expected to report it to any trusted adult.

**Everybody has the right to feel safe in school and the responsibility to keep others safe.**

**Feelings are *feelings*; Behaviour is chosen.**

**When we feel good about ourselves, we behave better, work harder, learn more, and form better relationships**

**OUR AIMS:**

- To keep school a safe place for all, including adults and children in the school.
- To ensure all pupils achieve the level of success and self respect which they deserve.
- To provide an environment in which bullying is constantly challenged.
- To provide a curriculum which teaches about 'protective behaviours'
- To give children the knowledge that bullying can and must be eradicated.
- To teach children that they have a responsibility, as citizens of our society, to eradicate bullying.

**DEFINITIONS**

The DfE definition of bullying is: '**Behaviour by an individual or group, repeated over time, which intentionally hurts another individual or group, either physically or emotionally**'.

We classify bullying under three main headings: **PHYSICAL**, **VERBAL**, and **INDIRECT**.

<b>PHYSICAL</b>		<b>VERBAL</b>				<b>INDIRECT</b> <i>'involves attacking the relationships of people and hurting the self-esteem, without making first-hand contact'</i>	
<b>Violent</b>	<b>Sexual</b>	<b>Abusive</b>	<b>Racist</b>	<b>Sexual</b>	<b>Homophobic/ Transphobic</b>	<b>Emotional</b>	<b>Cyber</b>
pushing, kicking, hitting, punching or any use of violence	unwanted sexual contact	name-calling, sarcasm, teasing, making threats, insulting, abuse of the vulnerable	racial taunts, gestures – may also involve <b>PHYSICAL</b> attacks	sexual comments or sexism	because of, or focussing on the issue of sexuality or gender – may also involve <b>PHYSICAL</b> attacks	spreading rumours, graffiti, gossiping, excluding, tormenting (e.g. hiding books, threatening gestures)	all areas of internet, such as email & internet chat room misuse; mobile threats by text messaging & calls; misuse of technology, e.g. camera/video facilities

However, bullying is often difficult to categorise in this way and may include more than one of the behaviours described above or a mixture of them.

**Importantly, the school works hard to ensure that all pupils know the difference between bullying and simply everyday ‘falling out’.** As part of ‘protective behaviours’ training, the school teaches children to be precise in the language they use when reporting incidents so that adults can respond to them appropriately: *e.g. ‘she beat me up’ – when actually it was a minor push.*

Where bullying outside of school is reported to school staff, it too will be investigated and acted upon.

## **FOCUS OF BULLYING / HARASSMENT**

Children who bully may seem to focus on one presumed characteristic of a child. However, we recognise that a child’s alleged “difference” is not really the point of the bullying — bullies may be playing with power in any way they can. The school records and reports incidents of bullying use the following descriptors:

- **Ability**
- **Age/Maturity**
- **Appearance**
- **Class/socio-economic**
- **Learning difficulties and disability**
- **Ethnicity and Race**
- **Religion/ Belief**
- **Institutional Racism**
- **Gender**
- **Homophobia**
- **Transphobia**
- **Sexualised**
- **Size**
- **Abuse of the vulnerable.** We also see bullying in children who have temporary vulnerabilities, for example, children who have suffered a death in the family.

## **SIGNS AND SYMPTOMS**

Adults should be aware of these possible signs and symptoms of bullying and that they should investigate if a child:

- is frightened of walking to or from school
- doesn't want to go on the school / public bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant

- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or " go missing"
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- begins self-harming
- comes home starving (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber message is received

These signs and behaviours could indicate other problems but bullying should be considered a possibility.

## **PRINCIPLES & PRACTICE**

- Allegations of bullying behaviour or threats of bullying will be explored and, if confirmed evidence is found, quickly addressed.
- Members of staff should find out about the incident from all sides of the story. When it is confirmed that bullying has occurred, the victim and perpetrator will be coached and helped to understand how similar incidents could be avoided.
- Establishing positive links with parents and carers is crucial.
- Through our curriculum, we give opportunities to explore the nature of bullying and how to combat it.
- Values Education is used to provide a forum for discussion and the development of skills and attitudes consistent with our aims
- The school holds peer-led 'Say No to Bullying' events, linked to National Anti-Bullying Week.
- We liaise closely with external organisations, such as Family Lives and The Anti-Bullying Alliance (ABA), to support our anti-bullying work and train staff appropriately.

## **SANCTIONS**

The full range of sanctions defined in the school Behaviour Management policy may be applied. Sanctions may include exclusion. This will be used as a last resort and the county guidelines will be applied rigorously. If necessary and appropriate, incidents may have to be reported to the police.

## **DEALING WITH A DISCLOSURE OF BULLYING**

### **The Initial Adult**

The initial adult may be the class teacher, or it may be any other adult in the school.

1. **Listen** – Give the child an immediate, sensitive and supportive response to the disclosure. Take their complaint seriously and allow them a full expression of feelings.
2. **Record** – with as much detail as possible.
3. **Refer** – by alerting the class teacher

### Class teachers

The class teacher is responsible for the initial process of responding to the referral. They will:

1. **Meet with the victim to clarify what has been happening.**
2. **Obtain permission from the victim to approach the perpetrators/bystanders** to get their side of the story. Be aware that this might be an extremely frightening thought for a child who is experiencing bullying. However, the perpetrators/bystanders need to understand what they are doing wrong for it to stop, so the child is encouraged to be brave and to let us talk to the perpetrator. If the child does not consent to this, we respect their wishes.
3. **Complete a CPOMS to record this initial response, making it clear which characteristic is the main focus of the bullying and the manifestation of the bullying behaviour:**

CHARACTERISTIC	MANIFESTATION
Age/ Maturity	Perception of individual: feelings of being bullied/harassed
Appearance	Isolation/ignoring
Size/weight	Teasing
Class/Socio-economic	General expressions of prejudice/stereotype
Family circumstance (e.g. caring role)	Racist literature, graffiti or insignia
Ethnicity/Race	Verbal abuse or name calling (specify below)
Religion/Belief	Targeted graffiti or hurtful note writing
Gender	Threats including threatened physical assault
Transphobia/Gender identity	Mobile phone/text message bullying/harassment
Homophobia/sexuality	Internet related bullying/harassment
Sexualised	Camera phone bullying/harassment
SEN and Disability	Actual physical assault
Ability/application	Other:

4. **Monitor the situation for a fixed period** – e.g. a week. This may include close monitoring of the children involved especially at playtimes and lunchtimes. Other staff may be involved in monitoring.
5. Parents and carers of the victim are also made aware at this point that the school is monitoring a situation.
6. **If there is confirmed evidence of bullying over time, the class teacher will then refer the matter to the deputy headteacher.**
7. **The deputy headteacher will liaise with the class teacher to complete a final report on CPOMS.** This will clearly record the type of bullying, those involved and what actions / support is in place to ensure bullying behaviour is addressed within a specified review period.

8. **A letter will be written to parents & carers of all children involved, summarising this final report and the headteacher will be copied in.**
9. **If no improvement is seen after the review period, the matter will be referred to the headteacher and more severe sanctions will be applied as appropriate.**

### **Parents and Carers**

Parents and carers, who are concerned that their child might be being bullied, or who suspect that their child may be bullying others, should contact their child's class teacher immediately.

Parents and carers are asked to talk to their children about bullying and to teach their children to tell someone if they are feeling bullied. Keeping things to themselves will not solve the problem and will prolong the suffering of the child who is experiencing bullying.

Parents and carers should be supportive of the school in their endeavours to implement this policy.

As part of teaching their children about protective behaviours, parents should help their children to understand the difference between bullying and 'falling out' and to be precise about the language they use when describing incidents: *e.g. 'she beat me up' – when actually it was a minor push.*

### **MONITORING AND REVIEW**

The headteacher will monitor the number and type of incidents every term and report in the headteachers' termly report to governors. The records will be provided to the Local Authority on request.

### **REVIEW**

The governing body will review this policy in line with its annual cycle of review.