



FAIRFORD CHURCH OF ENGLAND PRIMARY SCHOOL

Isaiah 49:16 'I have written your name on the palms of my hands'.

Actively learning together in a safe, happy environment shaped by the certainty that each individual is loved and known by God.

Fairford C of E Primary School



Anti-Bullying Policy

Approved by the Curriculum and Standards Committee June 2026
Date of next review Curriculum and Standards Committee: June 2027

Our school vision is:

Isaiah 49:16 'I have written your name on the palms of my hands'.

Actively learning together in a safe, happy environment shaped by the certainty that each individual is known and loved by God.

At Fairford Primary School we have chosen those values that best reflect our thoughts as a school and community:

Perseverance

Friendship

Respect

Forgiveness

Trust

Thankfulness

1. Policy Statement

1.1 Fairford C of E Primary School is committed to providing a caring, friendly, safe and inclusive environment for all of our pupils built on a strong foundation of Christian values, so they can learn in a relaxed and secure atmosphere. Fairford C of E Primary School promotes tolerance of and respect for people of all faiths (or those of no faith), races, genders, ages, disabilities and sexual orientations and other groups with protected characteristics¹.

1.2 Bullying of any kind is unacceptable in our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. **This means that *anyone* who knows that bullying is happening is expected to tell the staff.**

2. The legal background - Anti-bullying and the Equality Act 2010

2.1 The Equality Act 2010 introduced a single Public Sector Equality Duty (PSED) (sometimes also referred to as the 'general duty') that applies to public bodies, local authorities, schools and academies, and extends to certain protected characteristics – **race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity, marriage and civil partnership and gender reassignment**. This combined equality duty came into effect in April 2011. It has three main elements. In carrying out their functions, public bodies are required to have due regard to the need to:

- eliminate discrimination and other conduct that is prohibited by the Act;
- advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- foster good relations between people who share a protected characteristic and those who do not.

Under the Act people are not allowed to discriminate, harass or victimise another person because they have any of the protected characteristics. To discriminate, harass or victimise is a hate crime. There is also protection against discrimination where someone is perceived to have one of the protected characteristics or is associated with someone who has a protected characteristic.

2.2 This anti-bullying policy, and the procedures and values of our school, help us to meet the requirements of the Equality Act 2010. The issue of bullying motivated by prejudice is a particularly sensitive issue. Although the relationship between one pupil and another is not within the scope of the Equality Act, we seek to ensure that any form of prejudice-motivated bullying is taken seriously and dealt with equally and firmly. The Department for Education has published specific guidance on bullying, including homophobic and transphobic

¹ As defined by the Equality Act 2010
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bullying, and bullying related to sexual orientation, transgender, disability, race and religion. This is available on the GOV.UK. website. This policy takes into account current DfE guidance, including the advice in the DfE publications *Bullying at school, Preventing and tackling bullying; Advice for headteachers, staff and governing bodies and Keeping Children Safe in Education*.

3. What is bullying?

3.1 The Department for Education publication *Bullying at School* confirms that there is no legal definition of bullying and defines it as behaviour which is

- repeated;
- intended to hurt someone either physically or emotionally; and
- often aimed at certain groups, for example, because of race, religion, gender or sexual orientation

3.2 Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or from having access to the support of a group, or the capacity to isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

3.3 Bullying results in pain and distress to the victim. Some examples of bullying are set out below.

- Emotional: being unfriendly, excluding, tormenting; for example, hiding books, making threatening gestures.
- Physical: pushing, kicking, hitting, punching, or any use of violence.
- Racist: racial taunts, graffiti, gestures. Racial minorities can be targets of bullying; for example, Gypsy, Roma and Travellers. Gypsy, Roma and Travellers of Irish Heritage are identified as racial groups in the UK and are covered by the Race Relation Acts as legitimate ethnic minority communities.
- Sexual: unwanted physical contact or sexually abusive comments.
- Homophobic, lesbian, gay, or bi-sexual bullying because of, or focussing on, the issue of sexual orientation. Anti-gay language is unacceptable and any anti-gay language will be challenged even if not directed at an individual.
- Transgender bullying: Transgender means someone whose gender differs from the one they were given when they were born. Transgender people may identify as male or female, or they may feel that neither label fits them. This might be something they are bullied for.
- Verbal name-calling, sarcasm, spreading rumours, teasing.
- Religious bullying related to religious beliefs (or lack of beliefs) and practices.
- Cultural bullying related to cultural beliefs and practices.
- Cyber bullying: all areas of the internet, such as email and internet chat room misuse; mobile threats by text messaging and calls, misuse of associated technology such as camera and video facilities. See appendix 1 for more information on cyber bullying.
- Bullying due to special educational needs and/or disabilities (SEND).
- Bullying related to appearance or health conditions.
- Bullying related to home circumstances; for example, children in care, children from same sex families.
- Child on child abuse – please read our Safeguarding and Child Protection Policy.
- Hate crime

Within Fairford C of E Primary School, we do not tolerate bullying in any form and will respond in accordance with this policy. This includes incidents which occur offsite, such as on school trips, and out of school hours, for example, at childcare run by external services on the school site.

3.4. Low level disruption and the use of offensive language can have a significant effect on its target. If left unchallenged or dismissed as banter or horseplay. It can also lead to reluctance to report other behaviour.

Early intervention can help to set clear expectations of the behaviour that is and is not acceptable and help stop negative behaviour escalating.

4. Prevention as the main defence

4.1 The DfE states (*Preventing and tackling bullying*, July 2017) that “a school’s response to bullying should not start at the point at which a child has been bullied”. We aim to tackle bullying through prevention. Our Positive Relationship and Behaviour Policy sets out clear expectations of the behaviour of our pupils. We aim to create an environment of tolerance, kindness, safety and respect. Through our curriculum including PSHE (Personal Social Health Education), SMSC (Spiritual, Moral, Social and Cultural) education, through our teaching of the Equality Act through ‘No Outsiders’ and through RHSE (Relationship, Health and Sex Education) we teach about difference and tolerance. Values of respect for staff and other pupils, an understanding of the value of education, and a clear understanding of how our actions affect others permeate the whole community and are reinforced by staff.

4.2 Other actions that we take to prevent bullying include those set out below.

- PSHE (Personal Social Health Education), RHSE(Relationship Health and Sex Education) and SMSC (Spiritual Moral Social and Cultural) education cover many aspects of keeping young people safe, healthy, resilient and aware of the world around them so that they can make informed decisions. Some examples follow.

Gender, identity and tolerance: preventing homophobic and transphobic bullying, preventing bullying of pupils from different types of families such as those with same sex parents, , avoiding anti-gay derogatory language, considering gender identity and emphasising that there is no such a thing as a typical girl or boy, promoting understanding and acceptance of others different from us, including those with different religions.

Keeping Safe: teaching E-safety (Facebook, the internet), personal safety (out and about), how to respond to an emergency, sexting – what is it, is it illegal and how to take control and stay safe. Appropriate assertiveness.

Emotional well-being: Children learn where to go for help if you, your friend or family member is struggling with emotional well-being/mental health problems and what are the signs someone is struggling. What makes you feel good, how to look after your own emotional well-being, personal strength and self- esteem, stress management, being happy!

Relationships: children learn how to make and maintain friendship and family relationships, about different types of families and abusive relationships.

- Fairford C of E Primary School teaches traditional British values through the curriculum: democracy, rule of law, respect for others, liberty, tolerance of those with different faiths and beliefs, and the promotion of ‘Britishness’.
- We include opportunities across the curriculum, (explicit SMSC/RSHE topics) to equip pupils with the skills they need to stay safe from harm and know whom they should turn to for help (for example, telephone helplines). In particular, this includes anti-bullying work (including homophobic and transphobic bullying), and e-safety.
- We undertake regular consultation with children: for example, through the school council, pupil questionnaires and involvement in anti-bullying week and other such events.
- We ensure that all children know they can approach any adult within school if they are worried or in difficulty.
- Fairford Primary encourages self-esteem and assertiveness through the curriculum whilst not condoning aggression or bullying.

5. Trauma Informed School Statement

5.1 Our vision is to participate in appropriate training so that our school can become trauma informed and a mentally healthy place for all.

5.2 This means we aim to help children BEFORE they get mental health problems – to catch them as they are falling not after they have fallen. Towards this aim we strongly endorse the statement in the Government Green Paper December 2017 Transforming Children and Young People’s Mental Health Provision, “There is evidence that appropriately trained and supported teachers and teaching assistants can achieve results comparable to those achieved by trained therapists in delivering a number of interventions addressing mild to moderate mental health problems (such as anxiety, conduct disorder and post-traumatic stress disorder)”.

5.3 Our objective continues to be to bring about a whole school culture where the wellbeing of all is the highest priority.

6. Signs and Symptoms of Bullying

6.1 Children and young people who are bullied do not feel very good about themselves and sometimes think it is their fault or that they deserve to be bullied. Alternatively, they can feel angry. Children and adults can feel helpless, frightened and desperate.

6.2 A child or young person may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and they should investigate if a child/young person:

- is frightened of walking to or from lessons;
- changes his/her usual routine;
- has changes in moods;
- begins not to attend teaching sessions;
- runs away;
- says he/she is feeling unwell, for example complains of stomach aches;
- becomes withdrawn, anxious, or lacking in confidence;
- starts stammering;
- cries themselves to sleep at night or has nightmares;
- feels ill in the morning;
- begins to do poorly in academic work
- has possessions which are damaged or “go missing”;
- asks for money or starts stealing money (to pay bully);
- has monies continually “lost”;
- has unexplained cuts or bruises;
- 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; or
- is afraid to use the internet or mobile phone.

6.3 Persistent bullying can result in:

- depression;
- low self-esteem;
- shyness;
- poor academic achievement;
- truancy;
- isolation;
- threatened or attempted suicide; and
- self-harm.

6.4 Anyone and everyone who is subjected to, involved in, or who witnesses bullying is affected by it. Parents, carers, siblings and friends are affected when a member of their family is being bullied.

6.5 There are different roles within a bullying situation:

- victim
- perpetrator
- observer

If someone is a bystander or observer, it could be argued that they are condoning what is happening if they do not highlight the situation. Many bullies will not persist unless they have an audience to play to. Bullying has a “ripple effect” and, whilst the victim might be at the centre of it, the impact upon others is sometimes devastating.

7. Vigilance and care regarding bullying issues

Every Child Matters agenda’s aim is that every child should have the support they need to stay safe and enjoy and achieve. Every member of staff at Fairford C of E Primary School must be vigilant in the prevention and recognition of bullying, and in their response to bullying if it occurs.

8. Responses to incidents of bullying

8.1 Pupils being bullied, or who witness bullying, and parents who have concerns, are encouraged to report the incident to any member of staff they feel comfortable approaching. Schools can only investigate incidents of bullying they know about.

8.2 For any incidents the procedures would be as follows, whether relating to staff or pupils and whether the bullying occurred at school or outside school premises.

- All complaints will be listened to and taken seriously.
- Further investigation will be thorough and may involve the Headteacher.
- Written accounts will be taken prior to further discussion of the incident by the parties involved.
- All incidents will be reported to and recorded by the Headteacher and reports will be put into the accident and incident file (My Concern).
- Action will be decided upon by the Headteacher. We will involve the Police, if that is appropriate. The bullying behaviours or threats of bullying must always be investigated and the bullying stopped as quickly as possible.
- The support of the parents/carers of those involved will be sought by the Headteacher.
- Restorative justice and mediation are techniques that may be used following the investigation. if possible, the pupils will be reconciled and the bully or bullies come to make a genuine apology.
- The victim of bullying will be provided with support, if required.
- The bully will be offered help to change their behaviour.
- After the incident/incidents have been investigated, recorded and dealt with, those involved will be monitored to ensure repeated bullying does not take place.
- The Headteacher will be responsible for co-ordinating all the reported incidents and analysing any emerging patterns. The Headteacher will then feedback to the staff any action points arising to implement for future provision.

8.3 Bullying can be a criminal matter, involving, for example, offences of theft, criminal damage, assault or harassment. Fairford C of E Primary School may involve the police in such cases. Consideration will be given to the safety of all parties involved.

9. Early Intervention

In all cases of bullying, in whatever form, early and effective intervention has an important part to play in preventing such behaviour. It may be necessary to explain to a particular pupil that his/her behaviour is causing concern. Suggestions on how it could be modified would be made. We respond to any incident we are made aware of concerning bullying which regards our pupils, including incidents which are offsite, such as on school trips, and out of hours, online and during after-school/holiday clubs. Where external companies run childcare at the school, we would investigate alongside and in partnership with these services.

10. Curriculum Support

We endeavour to equip young people with an awareness of bullying and how to deal with it if it happens to them through the RHSE and SMSC curriculums.

11. The Anti-Bullying Policy and other policies

11.1 The foundation of this policy and all other school policies is our school's distinctive Christian vision, our vision statement and our values which call on us to create a 'safe, happy environment' and 'provide the best learning experience' living out our values of which friendship, respect, forgiveness and trust are particularly relevant to this policy

11.2 This policy has links with and should be read in conjunction with the following policies;

Accessibility Policy
Attendance and Absence Policy
Positive Relationship and Behaviour Policy
Complaints Procedure
Equality and Diversity Policy
Anti-Racism Policy
FGM Policy
First Aid Policy
Health and Safety Policy
Online safety Policy
Social Media Policy
Spiritual, Moral, Social and Cultural Development Policy
Supporting Children with Medical Conditions Policy
Safeguarding and Child Protection Policy
Special Educational Needs and Disability (SEND) Policy
Relationships, Health and Sex Education Policy.

12. Review

This policy will be reviewed every year and whenever any relevant change in law or statutory guidance occurs.

Appendix 1

Cyber-bullying

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click. The school's Online Safety Policy contains more information about cyber-bullying and the steps the school takes to prevent and address it.

The wider search powers included in the Education Act 2011 give teachers stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones. Separate advice on teachers' powers to search (including guidance on dealing with electronic devices) is available in the Department of Education publications, *Preventing and tackling bullying; Advice for Headteachers and school staff* and *Searching, screening and confiscation; Advice for Headteachers, school staff and governing bodies*.

The school's Online Safety Policy sets out the school's policy and procedures for examining electronic devices which will be followed when it is appropriate to do so in order to address cases of cyber-bullying.

For more information on how to respond to cyber-bullying and how pupils can keep themselves safe, please refer to Childnet International: <http://www.childnet.com/>