



Anti-Bullying Policy

Fairview Community Primary School

Reviewed: December 2025

Review Due: December 2026

Introduction

Child on child abuse including bullying, if left unaddressed, can have a devastating effect on individuals. It can be a barrier to their learning and have serious consequences for their mental health. Bullying not only affects an individual during childhood but can have a lasting effect on their lives well into adulthood. At Fairview we recognise that preventing, raising awareness and consistently responding to any case of bullying should be a priority to ensure the mental and physical safety and well being of our pupils.

The Education and Inspections Act 2006 Section 89 provides that maintained schools must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures should be part of the school's behaviour policy which must be communicated to all pupils, school staff and parents.

In line with the Equality Act 2010, it is essential that our school:

- Eliminates unlawful discrimination, harassment, victimisation and any other conduct 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 people who do not share it.

This policy also considers DfE guidance "*Preventing and Tackling Bullying*" July 2017 and supporting documents as well as the DfE statutory guidance "*Keeping Children Safe in Education*" 2025 and "*Sexual violence and sexual harassment between children in schools and colleges*" guidance. This policy is closely linked with our Behaviour Relationship and Belonging Policy, our Safeguarding and Child Protection Policy and our School Values.

Policy Objectives

This policy outlines what Fairview Community Primary School will do to prevent and tackle all forms of bullying. Fairview Community Primary School is committed to developing an anti-bullying culture where the bullying of adults, children or young people is not tolerated in any form.

Anti bullying fits within our set of core values which form our school ethos.

Our Aims at Fairview

The four guiding principles of the Early Years Foundation Stage underpin our Anti-Bullying Policy from the moment a pupil enters our school, and throughout their time at Fairview Community Primary School.

They are that:

- every pupil is a unique pupil, who is constantly learning and can be resilient, capable, confident and self-assured;
- pupils learn to be strong and independent through positive relationships;
- pupils learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers
- pupils develop and learn in different ways and at different rates including pupils with special educational needs and disabilities.

We are determined to promote and develop a school ethos where bullying behaviour is regarded as unacceptable, to ensure a safe and secure environment is sustained for all pupils.

- To provide a safe and caring learning environment for the whole school community, especially for the pupils in our care
- to instil in pupils that bullying is unacceptable and that reports of bullying will be taken seriously, recorded and acted upon
- to reassure pupils that they will be listened to and that it is alright to tell
- to keep parents informed of actions taken in response to an incident
- to carry out a full investigation of a report of bullying and records kept of incidents, reports and complaints
- to take appropriate action in cases of bullying, referring to our Behaviour Relationship and Belonging policy
- to monitor incidents of bullying during the school year

At Fairview Community Primary School, we discuss what bullying is, what this could look like and how we can help our friends if we are worried or concerned about them. We also discuss incidents which we would not describe as bullying. This is discussed with all pupils from nursery to Year 6 and the content is covered through assemblies and PSHE lessons.

We have defined bullying as:

‘behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally’.

DfE ‘Preventing and Tackling Bullying’

This can include physical and emotional abuse, taking belongings, producing offensive graffiti, gossiping, peer isolation (e.g. excluding people from groups) and spreading hurtful and untruthful rumours. Bullying can be prejudiced based and often involves an imbalance of power.

Bullying is recognised by Fairview Community Primary School as being a form of child on child abuse; children can abuse other children. Abuse is abuse and it should never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”. We recognise that there may be severe incidents of child on child abuse that are isolated and not repeated which fall under our Behaviour Relationship and Belonging Policy. All incidents will be taken seriously and all parties offered appropriate support, regardless of how and where the abuse takes place.

Types of Bullying

Cyber-Bullying

The rapid development of, and widespread access to technology, has provided a new medium for 'virtual bullying', which can occur in and outside school. Cyber-bullying is a different form of bullying which can happen beyond the school day into home and private space, with a potentially bigger audience, and more accessories as people forward on content. Fairview Community Primary School recognises the widespread use of phones, gaming chats and social media which gives pupil's wider mediums to bully others.

Generative artificial intelligence (AI)

Artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as Chat GPT and Google Bard. Fairview Community Primary School recognises that AI has many uses to help pupils learn, but may also have the potential to be used to bully others. For example, in the form of 'deepfakes', where AI is used to create images, audio or video hoaxes that look real. Fairview Community Primary School will treat any use of AI to bully pupils in line with this policy and out Behaviour, Relationship and Belonging policy.

Racist Bullying

This refers to a range of hurtful behaviour, both physical and psychological, that make the person feel unwelcome marginalised and excluded, powerless or worthless because of their colour, ethnicity culture, faith community, national origin or national status.

Homophobic Bullying

This occurs when bullying is motivated by a prejudice against lesbian, gay, bisexual or transsexual people.

Vulnerable Groups

We recognise that some groups of pupils may be more vulnerable to bullying, including:

- Looked After Children
- Gypsy, Roma and Traveller children
- Children with Special Educational Needs or Disabilities (SEND)
- Children from ethnic minorities
- Children entitled to Free School Meals
- Children for whom English is an Additional Language
- Children who are perceived to be gay, lesbian, bisexual or transsexual
- Those suffering from health problems, including mental health

We (pupils, staff, parents and governors) at Fairview, work together to create a happy, caring and safe learning environment. Bullying, whether verbal, physical or indirect, is not tolerated. It is everyone's responsibility to try to prevent occurrences of bullying and to deal with any incidents quickly and effectively.

Bullying may be brought to the attention of any member of staff by the victim, their friend, their parent or other interested people.

Preventing Bullying

Preventing and raising awareness of bullying is essential in keeping incidents in our school to a minimum. Our Behaviour, Relationship and Belonging Policy includes rewards and sanctions which

are used consistently, alongside positive relationships, to prevent inappropriate behaviour, and promote positive behaviour.

- Through assemblies, as well as PSHE lessons, pupils are given regular opportunities to discuss what bullying is, as well as incidents we would not describe as bullying, such as two friends falling out, or a one-off disagreement.
- Behaviour is linked to our school values which form the core of our behaviour policy and drive our school ethos. The school values are referred to when dealing with any misbehaviour within school.
- An annual 'Anti-bullying' event is held to further raise awareness
- E-safety is an important part of the Curriculum and information for parents is included in newsletters and on the school's website. E-safety lessons are taught regularly, across all year groups, at the start of each term.
- Pupils are taught to tell an adult in school if they are concerned that they or someone they know is being bullied
- The school has trained Young Leaders whereby pupils from Y6 take responsibility for including children in the Foundation Stage and Key Stage 1 in happy and safe play. Y6 Sports Ambassadors organise and run sports clubs for children in Lower Key Stage 2

Dealing with Bullying

In dealing with bullying, staff at Fairview will:

- deal with any suspected bullying by speaking to the parties involved
- ensure all parties have their say to ensure staff have an accurate account of events
- record all incidents using the school CPOMS system
- adopt a solution focused approach that moves pupils forward
- follow up incidents to check that bullying and conflict has not returned
- keep detailed records

Responding to Bullying

All cases of alleged bullying should be reported to the Headteacher or senior member of staff and recorded on the school CPOMS system.

- In any case of alleged bullying, either the class teacher, the Headteacher, or a senior member of staff should first establish the facts, and build an accurate picture of events, through speaking to the alleged perpetrator(s), victim(s) and witnesses, as well as parents and pupil witnesses if necessary and appropriate
- If the allegation of bullying is upheld, the Headteacher (or senior leader) should seek a resolution with the perpetrator(s) and victim(s) together, if appropriate. The perpetrator(s) should fully understand the consequences of their actions on the victim(s), and apologise without reservation. Both parties should be clear that a repeat of these behaviours will not be acceptable
- All bullying incidents must be recorded and parents of both parties should be informed
- Staff should monitor the situation and the behaviour between the parties implementing any agreed strategies
- If the situation does not improve, the Headteacher (or senior leader) should meet with the parent(s) of the bullying child(ren) and agree clear expectations and boundaries which would be shared with the pupils involved
- Any further incidents should lead to intervention (e.g. through outside agencies), further monitoring, support and punitive sanctions as deemed necessary. Any necessary action should be taken until the bullying has stopped

Non-bullying incidents will be recorded using the school CPOMS system. Genuine bullying incidents will be fully investigated, recorded and reported to Governors.

The following procedures should be followed by staff when making an investigation. The procedures should be followed by every member of staff:

- discuss the nature of the bullying with the victim, record all the facts. This will require patience and understanding
- identify the alleged perpetrator and any witnesses
- interview the witnesses
- discuss the incident with the alleged perpetrator
- if the pupil owns up, make it clear that bullying is not acceptable at Fairview and the effects it has on the learning, happiness and self-esteem of the victim and the rest of the pupils in the school
- if the allegation of bullying is denied, investigate further. If there is sufficient evidence that the bullying occurred, apply relevant sanctions
- if persistent, hold separate discussions with parents of the pupil and victim
- provide support for the victim with an adult/named person, to make sure that there is no repetition. The adult/named person will be agreed upon by the victim of the incident and the member of staff
- provide support for the perpetrator. This may include a Behaviour Support Programme and opportunities in circle time or groups for the pupil to discuss relationships, feelings and the effect bullying can have on individuals. An adult/named person will support the pupil during the programme. The adult/named person will be decided by the member of staff who is dealing with the incident.

Signs of Bullying

Staff should be vigilant in looking out for signs of bullying or other child protection issues including:

- Physical: unexplained bruises, scratches, cuts, missing belongings, damaged clothes, or school work, loss of appetite, stomach aches, headaches, bedwetting
- Emotional: losing interest in school, being withdrawn or secretive, unusual shows of temper, refusal to say why unhappy, high level of anxiety, mood swings, tearfulness for no reason, lack of confidence, headaches and stomach aches, signs of depression.
- Behavioural: asking to be taken to school, coming home for lunch, taking longer to get home, asking for more money, using different routes to school, 'losing' more items than usual, sudden changes in behaviour and mood, concentration difficulties, truancy

Parents as Partners

All Fairview staff will work closely with parents of all pupils who are involved in any bullying incidents.

A leaflet on how we deal with bullying is available on request for parents from the school office (Appendix A).

Parents have a duty to inform the school if they think their child is being bullied or is bullying other children. It is important to try to establish the facts and keep an open mind. The symptoms at home of being bullied or of those who are bullying can sometimes be very similar. It is important that parents talk about the problems of bullying with their child and when doing so consider:

- the nature of bullying changes as pupils grow older and can become subtler

- most bullying is not physical or direct. Children identify emotional and social forms of bullying as the most hurtful
- most bullying is between children of the same age
- those who witness bullying are as deeply affected as those who are directly bullied
- children follow by example. If home life does not offer a secure and safe environment and they frequently see aggressive behaviour between adults and towards themselves they will tend to adopt aggressive behaviour patterns themselves

Links with Other School Policies and Practices

This policy links with several school policies, practices and action plans including:

- Behaviour, Relationship and Belonging Policy
- Child Protection policy
- Online safety and acceptable use policy
- Curriculum policies, such as, RSE/RSHE, PSHE, citizenship and computing
- Mobile technology and social media policies

Resources

www.anti-bullyingalliance.org

www.kidscape.org.uk

www.cybersmartcurriculum.org

www.nspcc.org.uk/preventing-abuse/keeping-children-safe/share-aware

Safe to Learn: Embedding anti-bullying work in schools (DCSF-00656-2007)

Cyberbullying: A whole-school community issue (DCSF-00685-2007)