

Learn Today for Tomorrow's Success



Fallings Park Primary School

Anti-Bullying Policy

2025

Anti-bullying Policy

This policy was reviewed in September 2025 and approved by the Governing Body. It will be reviewed in September 2026.

Rationale

At Fallings Park Primary School, we are committed to providing a caring, happy, friendly, and safe environment for all our children so they can learn in a relaxed and secure place. If bullying does occur, all children should be able to tell someone and confidently know that incidents will be dealt with promptly and effectively. Bullying of any kind is unacceptable and will not be tolerated.

What is Expected Behaviour for Children?

Our school values are based on the following:

- Ready
- Respectful
- Safe

We also promote the following four Learning behaviours:

- In it to win it
- Stick at it
- Be Prepared
- Going the Extra Mile

At Fallings Park we work hard to create a positive, anti-bullying ethos. We make clear each person's responsibility with regard to the prevention and response to bullying in our school. Our school takes every incident of bullying seriously. We make informed decisions, based upon evidence, which are in line with our Behaviour and Relationships Policy.

What is Bullying?

Bullying is the repetitive, intentional hurting of one person or group by another person or group.

It can happen face to face or online.

It is the intention to seek to harm, intimidate, cause distress, coerce, or other gratification for the bully/bullies.

It is done **Several Times On Purpose (STOP)**.

We recognise that bullying can take many forms:

- **Emotional** - being unfriendly, excluding, tormenting, excluding from friendship circles
- **Physical** - pushing, kicking, hitting, punching or any use of violence
- **Racist** - racial taunts, graffiti, unacceptable gestures
- **Sexual** - unwanted physical contact or sexually abusive comments
- **Homophobic** - because of, or focussing on the issue of sexuality
- **Verbal** - name-calling, sarcasm, spreading rumours, teasing

- **Prejudice** – judging people by any of the above
- **Cyber** – threats by text message, email misuse, inappropriate use of social media •
Damage/Theft- children may have their property damaged, taken off them or stolen.

Bullying is not:

It is important to understand that bullying is not the odd occasion of falling out with friends, name calling arguments, or when the occasional trick or joke is played on someone. We teach children about this through our ethos as a school and explicitly via our RSHEe and WELL curriculum.

Children sometimes fall out or say things because they are upset. When occasional problems such as this kind arise, it is not classed as bullying. It is an important part of children's development to learn how to deal with friendship breakdowns. We all have to learn to deal with these situations and develop problem solving and social skills to repair relationships. This is supported by our Behaviour and Relationships policy which follows a restorative approach.

Signs and Symptoms There may be signs or behaviour that a child is being bullied. These may be evident at home, at school, or in both locations. Any adult who notices such signs or symptoms should investigate further and take action if necessary. These may include:

At home-

- Fear of going to or from school
- Unwillingness to go to school
- Asking to move school
- Crying at bedtime, disturbed sleep, nightmares
- Feigned illness and/or an increase in complaints about feeling unwell
- Arrives home feeling very hungry (because lunch has been taken)
- Arrives home with clothes torn or books damaged
- Has possessions which are damaged or 'go missing'
- Asks for money or steals money
- Is afraid to use the internet or mobile phone
- Is nervous and/or secretive when a cyber message is received

At school-

- Deterioration of work; begins to do poorly in schoolwork
- Begins to truant; misses school
- Looks for excuses to say in school instead of going out with other children

In both locations-

- Becomes withdrawn anxious, or lacking in confidence
- Begins to stammer
- Has unexplained cuts or bruises
- Becomes aggressive, disruptive or unreasonable
- Bullying other children or siblings
- Changes their eating pattern
- Is reluctant to talk about any of the above
- Gives improbable excuses for any of the above

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

What can a Child Do?

- Tell an adult, teacher, teaching assistant, learning mentor, Year Leader, AHT, DHT or Headteacher (this can also be done anonymously using the class worry box)
- Tell their adult at home
- Support the victim by showing you disapprove of bullying

Report to School council any issues regarding bullying issues.

If it is you being bullied-

- Tell a trusted adult - teacher, teaching assistant, learning mentor, Year Leader, AHT, DHT, DSL, Headteacher as soon as possible
- Tell a friend
- Do not agree to keep the bullying a secret
- If possible (but this is not easy), try hard not to show that you are upset
- Try to ignore the bully
- Tell the bully to stop
- Say, very firmly, 'No' and walk away
- If you can see that a situation could be dangerous, keep away
- Avoid fighting back- this often makes things worse

Telephone: Childline (freephone 0800 1111)

What can a Parent do?

- Ask him or her about it directly
- Remain calm
- Take the bullying seriously and find out the facts
- Talk to someone at school (the issue could be raised by emailing the year leader, phoning the school office or speaking to a member of staff at the start/end of the school day)
- Help your child to develop self-assurance and confidence

If your child is the one doing the bullying-

- Keep calm
- Try to find out the cause of your child's bullying
- Discuss your concerns with the Class Teacher, Year Leader, Pupil Hub Team, AHT, DHT or Headteacher
- Try to monitor where your child goes and who he or she plays with (this includes online)
- Set clear guidelines for the behaviour you expect
- Help your child develop self-esteem
- Ensure that your child apologises to the victim of his or her bullying
- Monitor whether things improve or deteriorate

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- Support the school's anti-bullying policy and encourage their child to be a positive member of the school

What will the School do?

We take all instances of bullying very seriously-

- Action will be taken in all reported or observed instances
- Incidents are recorded on CPOMS by all staff. This also means they can be referred to at a later date.
- The action taken is reflective of the incident, as dictated by our Behaviour and Relationships policy.
- Both the victim and the bully will be made aware of the action taken
- Parents will be informed
- Persistent bullies will be closely monitored and supervised in line with our Behaviour and Relationships policy. School will take necessary, appropriate action to support both the victim and in some cases, the bully too. In some circumstances, exclusion would be considered- see Exclusions Policy.

If appropriate, the victim and the bully will receive counselling and/or support.

- If appropriate, outside agencies will be involved.

Peer on peer/ child on child bullying and abuse

Children are vulnerable to and capable of abusing their peers and that peer-on-peer abuse can manifest in many ways, including bullying, cyber bullying, criminal and sexual exploitation, sexual harassment and violence, initiation/hazing, sharing of nudes and semi-nudes and abuse within intimate partner relationships. We are very clear that this type of abuse should always be treated seriously, and never just as banter, or part of growing up.

We are committed to a whole school approach to ensure the prevention, early identification and appropriate management of peer-on-peer abuse within our school and beyond.

In cases where peer-on-peer abuse is identified we will follow our child protection procedures, taking a contextual approach to support all children who have been affected by the situation. We recognise that peer-on-peer abuse can manifest itself in many ways such as:

- Child Sexual Exploitation
- Sexting or youth produced digital imagery.
- The consensual and non-consensual sharing of nude and semi-nude images and/or videos.
- Sharing unwanted explicit content.
- Unwanted sexual comments and messages, including on social media.
- Coercion and threats
- Up skirting
- Bullying
- Radicalisation
- Abuse in intimate relationships
- Children who display sexually harmful behaviour
- Gang association and serious violence (County Lines)
- Technology can be used for bullying and other abusive behaviour.

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Some of these behaviours will need to be handled with reference to other policies in school such as the Behaviour and Relationships Policy, Child protection and Safeguarding policy, KCSIE policy and Online safety policy.

We recognise that sexual harassment and/or violence can happen anywhere including our setting. For the purposes of this policy, “sexual harassment” refers to unwanted conduct of a sexual nature that occurs online or offline, inside or outside of school. Sexual harassment is likely to violate a pupil’s dignity, make them feel intimidated, degraded or humiliated, and create a hostile, offensive, or sexualised environment. If left unchallenged, sexual harassment can create an atmosphere that normalises inappropriate behaviour and may lead to sexual violence. In cases of dealing with sexual harassment and/ or violence within school, staff are expected to follow the school reporting systems who would then follow sanctions for harmful sexualised behaviours accordingly.

At Fallings Park Primary School we have a responsible curriculum delivery which outlines regular targeted support for children.

Curriculum (see RSHEe curriculum and WELL Passport)

- Curriculum messages for all year groups with clear teaching of safeguarding mapped out on a long-term overview
 - Teaching of sex and relationship education (RSE)
 - Teaching of emotional literacy – the language of feelings
 - Covering body confidence and self esteem
 - Exploring and teaching about healthy relationships, consent and having respect for others • Ensuring children are equipped with functional coping mechanisms – anger management, relaxation, mindfulness, assertiveness
 - Teaching of communication, relationships and social skills
- Teaching of how to report concerns – including those about peers and friends
- Teaching of consent for all year groups, from Reception to Year 6.

This takes the form of:

- Our RSHEe curriculum and WELL Passport
- Assemblies – regular safeguarding assemblies, such as NSPCC speak out and stay safe/ PANTS
- Parents – ensuring parents are informed eg sharing online safety guidance.
- Policies – ensuring our policies are up to date and reflective of current climate and as a whole school we are following them
- Staff training – is up to date and in line with best practice guidance from local authority. Newly inducted teachers attend training and existing staff receive regular training through the school’s CPD programme. Such training enables them to become equipped to deal with incidents of bullying and behaviour management. Temporary or support staff are directed to report any bullying incidents immediately to the Year Leader.

Online Safety/ E Safety (see Online Safety Policy)

In some instances, bullying or harassment can take place online using technology devices. This can take the form of harassment or threats made by text message or email misuse, or via social media apps such as Facebook, Instagram, TikTok, Snapchat etc. As stated, all forms of bullying, including cyber bullying are taken very seriously.

- **Monitoring and Review**

This policy will be reviewed by the Governing on an annual basis.

They do this through consultation with the Leadership Team and by discussion with the Headteacher.

Governors analyse information about gender, age and ethnic background of all children involved in bullying incidents