Falconbrook School

Anti-Bullying Policy

Updated September 2026

Principles and Values

Falconbrook Primary School is an Anti-bullying school. As a school we take bullying and its impact very seriously. Bullying will not be tolerated and all known incidents of bullying will be responded too. The school will seek ways to counter the effects of bullying that may occur within school or in the local community. This policy was written with reference to the equalities act 2010.

- Pupils have a right to learn free from intimidation and fear.
- The needs of the victim are paramount.
- Falconbrook Primary School will not tolerate bullying behaviour.
- Bullied pupils will always be listened to.
- Reported incidents will be taken seriously and thoroughly investigated.

Definition of Bullying

Bullying is "Behaviour by an individual or a group, usually repeated over time that intentionally hurts another individual either physically or emotionally". (DfE "Preventing and Tackling Bullying", March 2014). In other words, bullying at Falconbrook Primary School is considered to be, "unacceptable behaviour which occurs **'lots of times, on purpose'."** Bullying can be short term or continuous over long periods of time.
The Anti Bullying Alliance defines bullying as:
'the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.'

Bullying can include: name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours. This includes the same inappropriate and harmful behaviours expressed via digital devices (cyberbullying) such as the sending of inappropriate messages by phone, text, Instant Messenger, through websites and social media sites and apps, and sending offensive or degrading images by mobile phone or via the internet. Bullying is understood by all as a barrier to learning, a safeguarding issue and a health issue.

Forms of Bullying

Bullying can be:

- Emotional: being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical: pushing, kicking, biting, hitting, punching or any use of violence
- Racial: racial taunts, graffiti, gestures
- Sexual: unwanted physical contact or sexually abusive comments
- Misogynistic
- Homophobic
- Direct or indirect
- Verbal: name-calling, sarcasm, spreading rumours, teasing
- Cyber bullying: All areas of internet ,such as email and internet chat social media misuse
- Mobile: threats by text messaging and calls
- Misuse of associated technology, i.e. camera and video facilities, IPad, games consoles

Bullying may be related to:

- Race
- Gender
- Religion
- Culture
- SEN or disability
- Appearance or health condition
- Home circumstances, including young carers and poverty
- Sexual orientation, sexism, or sexual bullying, homophobia

Bullying can take place in the classroom, playground, toilets, on the journey to and from school, after school, on residential trips and cyberspace. It can take place in group activities and between families in the local community. The school will respond to and take action when notified of bullying outside school. Artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots. Falconbrook School recognises that AI has many uses to help pupils learn, but may also have the potential to be used to bully others. Falconbrook School will treat any use of AI to bully pupils in line with our anti-bullying and behaviour policies.

Creating an anti-bullying climate in our school

Our school's Behaviour Management Policy explains how we are clear about the high standards of learning and social behaviour we expect from all of our children.
We also draw on the school's PSHE Curriculum Promoting Alternative Thinking Strategies (PATHS) and promote appropriate behaviour through direct teaching, and by creating an emotionally and socially safe environment where these skills are learned and practised. Our aim is to create a climate where bullying is not accepted by anyone within the school community.

As a school we:

- Raise awareness about bullying and our anti-bullying policy
- Increase understanding for victims and help build an anti-bullying ethos
- Teach pupils how constructively to manage their relationships with others
- Use PATHs lessons, assemblies, role-plays and stories to show what pupils can do to prevent bullying, and to create an anti-bullying climate in school.
- Publish our anti-bullying policy on the school web-site.
- Ask pupils whether they feel safe in school and we will supervise, and try to eliminate any unsafe areas which they report to us.
- Provide regular training/reminders for teachers and non-teaching staff on spotting the signs of bullying and how to respond to it.
- Have a leader on Anti-bullying, Adrian Callender-Ferrier, AHT.

Responsibilities

It is the responsibility of:

- School Governors to take a lead role in monitoring and reviewing this policy.
- Governors, the Headteacher, Senior Leaders, Teaching and Non-Teaching staff to be aware of this policy and implement it accordingly.
- The Headteacher and Senior Leaders to communicate the policy to the school community and to ensure that disciplinary measures are applied fairly, consistently and reasonably.

- Staff to support and uphold the policy
- Parents/carers to support their children and work in partnership with the school
- Pupils to abide by the policy.

Preventing, identifying and responding to bullying

The school will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others which will be upheld by all.
- Respond and take action to all forms of bullying.
- Record any incidents of bullying on CPOMS.
- Identify any trends in groups of pupils targeted for bullying and act accordingly.
- Work with staff and outside agencies to identify all forms of prejudice-driven bullying.
- Actively provide opportunities to develop pupils' social and emotional skills, including their resilience.
- Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns and ensure they know who they should report to and how.
- Challenge practice which does not uphold the values of tolerance, non-discrimination and respect towards others.
- Consider all opportunities for addressing bullying in all forms throughout the curriculum with a range of approaches such as displays, assemblies, peer support and the school council.
- Regularly update and evaluate our approaches to take into account the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
- Train all staff including teaching staff, support staff (including administration staff, lunchtime support staff and site support staff) and pastoral staff to identify all forms of bullying, follow the school policy and procedures (including recording and reporting incidents).
- Proactively gather and record concerns and intelligence about bullying incidents and issues so as to effectively develop strategies to prevent bullying from occurring.
- Use a variety of techniques to resolve the issues between those who bully and those who have been bullied.
- Take action when bullying outside of school (online bullying, journeys to and from school) is reported to the school.
- Work with other agencies and the wider school community to prevent and tackle concerns.
- Celebrate success and achievements to promote and build a positive school ethos.

Involvement of pupils

We will:

- Regularly canvas children and young people's views on the extent and nature of bullying.
- Ensure that all pupils know how to express worries and anxieties about bullying.
- Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.

- Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
- Offer support to pupils who have been bullied and to those who are bullying in order to address the problems they have.

Liaison with parents and carers

We will:

- Make sure that key information (including policies and named points of contact) about bullying is available to parents/carers.
- Ensure that all parents/carers know to contact their child's class teacher, the assistant Headteacher or Headteacher, if they are worried about bullying. Contact can be made by telephoning the school office to make an appointment or speaking to the member of staff before or after school has started.
- Ensure all parents/carers know about our complaints procedure and how to use it effectively.
- Ensure all parents/carers know where to access independent advice about bullying.
- Work with all parents/carers to address issues beyond the school gates that give rise to bullying.
- Ensure that parents work with the school to role model positive behaviour for pupils, both on and offline.

Action to be taken to support the child who has experienced bullying:

The school will tailor actions to support a child who has experienced bullying in a way that will best support them and their individual needs, age and maturity. All staff will do this in collaboration with a member of SLT and in accordance with the Behaviour Management Policy. The school will review the support for the child who experienced bullying, together with the pupil and their parent/carer.

Action to be taken to support the bully:

The school will tailor actions to support a bully in a way that will best support them and their individual needs, age and maturity. All staff will do this in collaboration with a member of SLT and in accordance with the Behaviour Management Policy. The school will review the support for the bully, together with the pupil and their parent/carer.

Links with other school policies and practices

This Policy links with a number of other school policies, practices and action plans including:

- Behaviour Management policy
- Complaints Policy
- Safeguarding and child protection policies
- Online Safety

This policy is in accordance with the Equality act 2010 and shows our commitment to preventing and responding effectively to the bullying of protected and vulnerable groups of children including disabled children / children with SEN, those who are or perceived to be LGBT, race and religion targeted, young carers, looked after children, sexist and sexual bullying.

Supporting Organisations and Guidance

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- DfE: "Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies", and "Supporting children and young people who are bullied: advice for schools" March 2014: https://www.gov.uk/government/publications/preventing-and-tackling-bullying
- DfE: "No health without mental health": https://www.gov.uk/government/publications/no-health-without-mental-health-a-cross-government-outcomes-strategy
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- NSPCC: www.nspcc.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net

Cyberbullying

- Childnet International: www.childnet.com
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk

LGBT

- EACH: www.eachaction.org.uk
- Schools Out: www.schools-out.org.uk

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- DfE: SEND code of practice: https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

Racism and Hate

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Show Racism the Red Card: www.srtrc.org/educational