



Farnborough Grange Nursery/Infant Community School

An Academy in the Good Shepherd Trust

Anti-Bulling Policy

This policy is prescribed by The Good Shepherd Trust and all reference to 'the Trust' includes all Trust schools, the central team and subsidiary organisations.

Date adopted:	01/09/2022	Last reviewed:	02/03/2026
Review cycle:	Every 2 years or earlier	Is this policy statutory?	Yes
Approval:	Headteacher	Author:	Headteacher
Local approval:	N/A	Local author:	N/A
Next Review Date:	01/03/2028		

*Local approval will either be the local committee, the head teacher, or the CEO (refer to policy schedule)

Revision record

Minor revisions should be recorded here when the policy is amended in light of changes to legislation or to correct errors. Significant changes or at the point of review should be recorded below and approved at the level indicated above.

Revision No.	Date	Revised by	Approved date	Comments

1. Statement

At Farnborough Grange Nursery and Infant School, we believe all members of our school community are entitled to a safe, secure, happy and productive environment free from bullying behaviour. It is important that all pupils and adults (including both school staff and parents / carers) are aware that bullying will not be tolerated within the school.

This policy document is a statement of the aims, principles and strategies for promoting anti-bullying behaviour and preventing bullying behaviour at our school.

It provides a framework for a happy, secure and orderly environment in which children can learn and develop as caring and responsible people and adults can work free from any intimidating or negative behaviours.

It is essential that the whole school community shares the ethos of promoting self-worth and respect for others. Everyone should have a clear understanding of what bullying is, the actions needed to prevent it and the measures which can be taken to deal with reported incidents.

2. Aims

Aims for anti-bullying behaviour are that all children and adults will: -

- be tolerant and understanding, with respect for the rights, views and property of others;
- feel secure in the school environment;
- develop a responsible and co-operative attitude;
- achieve their potential in terms of self-esteem, academic achievement, aesthetic appreciation and spiritual awareness;
- take pride and a responsible interest in caring for their environment.

3. Definition of Bullying

At Farnborough Grange Nursery and Infant School, bullying is defined as; Repeated, deliberate, systematic, hurtful behaviour where it is difficult for those being bullied to defend themselves, often, but not exclusively, over a sustained period of time. This should be distinguished from general negative behaviour incidents between children, which although undesirable, do not constitute bullying. If instances of bullying occur in a primary school, it will usually occur between pupils (child-on-child), but can sometimes be between staff or staff and pupil.

For the purpose of clarity, behaviour, which may be perceived as or actually defined as bullying includes but is, not limited to:

- Physical incidents including hitting, kicking, spitting, pushing, jostling, and 'accidentally' bumping into someone or using intimidating posturing or body language
- Verbal incidents including name-calling, taunting, mocking, teasing, making offensive personal comments, using threatening or abusive language
- Emotional incidents including creating situations in which someone is humiliated, or made to look ridiculous, or gets into trouble; playing tricks and pranks; leaving people out of groups or games or social occasions; and spreading hurtful and untrue rumours
- Cyber Bullying including the use of technology to cause distress or upset e.g. through email, instant messaging, chat rooms, social networking sites, mobile phones; abusing access to personal information.
- Discrimination due to a person's gender, sexual orientation, marital or civil partner status, pregnancy or maternity, gender reassignment, race, colour, nationality, ethnic or national origin, religion or belief, disability or age (the protected characteristics) is not tolerated. See the school's Equal Opportunities and Diversity Policy.

This type of behaviour is taken very seriously and action is actively sought to minimise its occurrence and impact. Instances of bullying are dealt with quickly, consistently and effectively when they occur.

4. What is not bullying

Not all negative behaviour is bullying. When two children of a similar age have a disagreement, quarrel or even fight, this is not bullying. This behaviour will always be stopped and dealt with in line with our Behaviour policy, but we recognise that this type of behaviour is part of growing up. Children need to be given the opportunity to learn to sort out everyday problems for themselves, in this way they develop social skills and grow in maturity and confidence. This is encouraged through the PSHE curriculum, Circle Times and school assemblies.

5. Preventing bullying

The school will seek to prevent bullying and to reduce its occurrence and impact through the following measures although is not an exhaustive list.

- Through the PSHE curriculum (SCARF), Circle Time and school assemblies, children will be taught what is meant by bullying and that bullying is unacceptable behaviour. There will be opportunities for children to be involved in discussions about bullying.

- Children will be involved in formulating their Class Promises agreement, which encourages them to be responsible for their transgressions against their own rules. This makes clear behaviour expectations.
- The school will encourage a sense of self-worth and respect for others through the promotion of its values.
- The school will promote a listening culture where children and adults are willing to report incidents of bullying, and consequences of bullying behaviour is known.
- The details and facts of incidents are reported, investigated and dealt with in a consistent, timely and appropriate way.

6. If bullying has occurred

Should incidents of bullying take place and be reported then some or all of the following measures will be employed.

- Parents of children concerned will be involved at an early stage.
- Protection and support will be offered to the victim of bullying behaviour. They will be listened to, measures put in place to help them feel secure and support to develop positive and assertive strategies to deal with future problems. Appropriate staff will be informed, so that they can be monitored for a given length of time (e.g. six weeks).
- Support will be given to the individual demonstrating bullying behaviour in the form of consistent, timely and appropriate consequences that are well-understood by everyone at the school. This may include Reflection time, a visit to the Head Teacher or loss of playtime/ privileges, in line with our school Behaviour Policy. If necessary, the Inclusion Lead, or ELSA will support them to understand the consequences of their actions on others, and develop positive behaviour strategies and manage their feelings effectively. A positive behaviour support plan may be drawn up, and this will be reviewed on a regular basis.
- When necessary, outside agencies such as Educational Psychologists and Primary Behaviour Support Services will be involved.

All incidents will be recorded on CPOMs with actions and follow-ups. This will allow the level of incidents to be monitored and acted on accordingly.

7. Responsibilities

Local Committee (LC)

- To have an effective equalities policy, which is reviewed regularly and evaluated.
- To support the Good Shepherd Trust in dealing with parental complaints including those about bullying.
- To monitor the impact of the school's anti-bullying policy - the headteacher will report to the LC regarding reported incidents of bullying.

Headteacher

- To determine detailed measures on behaviour and discipline that form the school's behaviour policy with a view to encouraging good behaviour and respect for others and preventing all forms of bullying amongst pupils.
- To publicise the measures in the behaviour policy and draw them to the attention of staff, pupils and parents at least once a year.
- To maintain good order and discipline.
- To keep accurate records of incidents of bullying and how they were dealt with.
- To provide a termly report to the LC about incidents of bullying in school.

Inclusion Lead

- To support staff to apply the school's rewards and sanctions consistently.

- To develop and promote suitable Consistent Approach Plans (CAPs) for individuals who require them.
- To support the Headteacher in monitoring situations involving bullying behaviour.
- To oversee interventions that may be appropriate for some individuals, e.g. ELSA.

Teachers and classroom staff

- To ensure that the pupils in their class understand the school's behaviour policy.
- To apply the school's rewards and sanctions consistently.
- To promote the general progress and wellbeing of individual pupils and any class or group of pupils assigned to them.
- To ensure PHSE skills are built into the curriculum.
- To inform the Headteacher, and record on CPOMs, any incidents of bullying and actions taken.
- To seek support, where necessary, for on-going situations involving bullying behaviour.

All School Staff

- To promote the general progress and wellbeing of all pupils and adults.
- To inform the Headteacher of any incidents of bullying.

Parents and carers

- To contact their child's class teacher immediately if they suspect that their child might be bullied or might be a perpetrator of bullying.
- To support the school's anti-bullying and behaviour policies.
- To contact the Headteacher if they have concerns about how the school has dealt with bullying.

This policy should be read in conjunction with the school's Vision and Aims, Behaviour Policy, E-safety Policy, Special Educational Needs Policy, Complaints Policy, Equalities Policy.