



FINHAM PARK SCHOOL

A Mathematics and STEM College

ANTI - BULLYING POLICY



1. The aims are to ensure that Finham Park School is a caring community where all students (and staff) feel safe, respected and valued.

These aims could be expressed more fully as follows:

Everyone in the Finham Park Community is of equal value and has the right to equal opportunities. No-one should be discriminated against or bullied in any way. People should treat others as they themselves wish to be treated.

No-one should be treated with disrespect because of:

- age
- gender reassignment
- [disability](#) or illness
- race including colour, nationality, ethnic or national origin
- religion or belief
- sex
- sexual orientation
- they are richer or poorer than others (home circumstances)
- appearance
- the friendship groups with which they socialise.

Students who may be transitioning between genders or who may identify as a certain gender (or lack of gender) will be treated with sensitivity; negative or inappropriate behaviour from their peers will not be tolerated.

Teachers and students should respect each other and seek to establish and build upon positive relationships.

This policy sits alongside DfE guidance regarding the preventing and tackling bullying in school: [Preventing and tackling bullying](#).



2. What is Bullying?

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Three factors are implicit in bullying activities:

- (i) It is repetitive, over a period of time
- (ii) It involves an imbalance of power
- (iii) It can be verbal, physical and/or psychological. (TACADE).

Bullying can broadly fall under four main categories:

- **Physical Bullying:** Hitting, pushing or other forms of physical aggression.
- **Verbal Bullying:** Name-calling, threats or spreading harmful rumours.
- **Social/Emotional Bullying:** Excluding someone from a group, manipulating relationships or public humiliation.
- **Cyberbullying:** Bullying through digital platforms like social media, texting or email.

Any behaviour which is the illegitimate use of power to hurt others is bullying behaviour. Whilst recognising how bullies exercise their illegitimate power depends on who they are, who the 'victim' is, and the context. The school will always look to seek to challenge these categories of behaviours and connected interactions.

3. Reporting and Intervention - Confidential Reporting

All students have the opportunity to report bullying in school, in an anonymous way. Mechanisms include: teaching staff, pastoral staff support (Mentors, Assistant College



Leaders, College Leaders), via direct parental communication, or using QR codes on the back of toilet doors.

Students are encouraged to always report cyberbullying and to keep all evidence of it.

Students who witness bullying are encouraged to report it, either to a member of staff, via the 'no excuse for abuse' posters/QR codes or via our peer-support system (anti-bullying ambassadors). All students are made aware of consequences of being involved in group actions linked to 'joint enterprise' and being a passive bystander in bullying incidents.

Anti bullying Ambassadors: Our anti-bullying ambassador team meet regularly to discuss ways to improve ways students can be supported in school. This includes improving mechanisms for reporting bullying in school, how initiatives can be advertised better, and improved marketing (e.g. through videos).

4. Investigation Procedures

Upon receiving a bullying report, staff in school will investigate the incident as soon as they are able. Sources of evidence could involve: witness statements (victim, perpetrator, by standers), staff statements, CCTV evidence. This evidence will be used alongside chronology of past behaviours to identify if bullying has occurred.

There is a recognition that student's accounts of events can often conflict around these type of incidents and staff may act and intervene if the evidence supports bullying behaviours without being conclusive.

As much as possible we try and keep any reports of bullying behaviours confidential from other students, particularly if this is of concern to any victim or bystander. Mechanisms to support this may include information being overheard or observed by a member of staff rather than the report from a student.

Record of investigations and outcomes of bullying behaviours should be logged on CPOMs with both the perpetrators and victims tagged in. This ensures our safeguarding team and other relevant members of staff in school are fully aware but also so the school has a chronology if there are any repeated behaviours in the future.



Dealing with all instances of bullying is vitally important to the whole school ethos, and to the individual students involved. All students and staff have a responsibility to both inform, and deal with, incidents which may arise while students are in their care. This includes within the classroom, during school duties or in a wider curriculum setting (e.g. afterschool club or school trip).

Staff should use their professional judgment as to whether they (as class teacher, or mentor) deal with incidents themselves and seek appropriate action, or whether incidents are passed on. If ever in doubt staff are encouraged to communicate directly with relevant pastoral members of staff, members of the senior leadership team or members of the safeguarding team in school.

Reports of bullying should always be taken seriously.

5. Consequences for Bullying

Bullying behaviours evidenced in school will be addressed based on the level of severity of the incident (or incidents) alongside the school behaviour policy.

If an identified incident has been repeated, i.e. the student has not amended their behaviour linked to previous intervention the level of consequence is likely to escalate.

Examples of interventions we use at Finham:

- Parental communication linked to specific low level incidents. This can escalate to a parental meeting with relevant members of the pastoral team (e.g. College Leaders) and/or senior staff
- Detentions set in line with the school behaviour policy. These could occur during social time or after school
- Removal from wider curriculum activities for a period of time, e.g. a school sports team, school trip or Finham Fest
- A move of teaching or mentor group to reduce contact with any victims
- Being directed towards specific interventions in school to support more positive social behaviours and interactions. This may involve restorative



- Justice conversations or pieces of work to encourage longer term changes in behaviour
- Being directed off-site to spend a period of time learning at another school
- Fixed term suspensions and ultimately permanent exclusions as a last resort.

6. Support for Victims

It is also important that the victim feels supported and appropriate actions are in place to support any student that has been on the receiving end of.

Within our overall restorative justice model implemented in school, an opportunity of a restorative conversation may be offered to the victim of any bullying in school. This is something they can opt out of if they do not wish to participate but always involves the support of at least one member of staff with the aim of supporting the victim being heard and validated and also ensuring the perpetrator recognises the impact of their behaviours and reduce the chance of reoccurrence.

Victims may also be offered the opportunity for further counselling and mental health support to help them cope with the emotional impact of bullying. This may be via resources available in school (e.g. regular check ins with Assistant College Leaders) or more formal mechanisms via external agencies. Please be aware time frames of external agencies linked to mental health can be longer than we would like.

There may also be instances where victims are offered specific peer support programs. This may be via anti-bullying ambassadors or specific other, usually older, students in school who have been identified as a positive support option.

Some students may receive a personal safety plan if the perceived level of risk is high. This will be led with a co-ordinated approach between the safeguarding and pastoral teams in school. Specific plans may include changes to their daily routine to avoid contact with the bully, opportunities to avoid movement time by leaving lessons slightly earlier or later or designated safe spaces in school.



7. Prevention Programs

All staff, as professionals, are expected to work proactively to prevent the occurrence of bullying and to limit the potential for incidents as part of their ongoing professional conduct and expectations. Staff behaviours which will assist in a positive ethos and a vigilant but friendly atmosphere will:

- seek to model positive behaviours in how we speak to others and in how we manage our relationships with others
- seek to maintain and praise successful positive student interactions in line with our reward system (specifically linked to the school values)
- when on duty, seek to actively monitor student interaction and intervene and challenge if necessary
- monitor areas of high student movement such as corridors and at movement time between lessons
- to be vigilant at all times within classrooms, and to think carefully about seating plans
- Regular assemblies challenging negative behaviours and poor peer interactions
- Regular challenge of negative stereotyping and inappropriate behaviours through P1 mentor curriculum, academic curriculum and wider curriculum opportunities. PSHE lessons in particular support in this area
- A whole school focus around anti-bullying week
- Clear reporting mechanisms (already detailed)
- Anti-Bullying ambassadors as a peer support mechanism
- Escalating consequences for repeated bullying behaviours displayed by individual students in line with the Behaviour for Learning Policy
- A staff member leading on anti-bullying within school (LJ)
- Use of regular student voice to direct future initiatives and ensure all students opinions are heard.



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Written by J Foxon

Nov 2024

Next review date:

Dec 2025

Approved by Governors:

Signed:

Signed:

Mr C Bishop

Headteacher

Date: December 2024

Ms A Brennan

Chair of Governors

Date: December 2024