Anti-Bullying and Discrimination Report

Fen Rivers

The Bridge Trust
Fen Rivers

Pride
Passion
Partnership
Professionalism
Positivity

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Figure 1. Interventions from PCSO (pg3)

Whole-school approach and values

Fen Rivers are proud to be an accredited partner of the United Against Bullying Alliance (UAB). This demonstrates a commitment to: (1) **Challenge** assumptions and be aware of bias, (2) **Be open-minded** and listen to new ideas and learn from others, (3) **Collaborate** and involve the wider community and seek advice coherently, (4) **Share strategies** of good practice to replicate, and (5) **Invest** the time in children.

Aims:

- To prevent bullying and discrimination in school.
- To have clear strategies for dealing with those who bully and discriminate against others.

Objectives:

- To encourage pupils to feel secure enough to communicate their worries or distress to adults.
- To help those who bully to understand that what they have done is unkind and is an opportunity to learn.
- To teach victims ways of avoiding and dealing with bullies and support bullies with changing their behaviours.
- To understand why specific behaviours are against the law.

Data analysis from current and previous years - Leaders

Recorded behaviour (staff)	**Whole year** 2023/24	**Whole year** 2024/25	**Current year** Autumn 1	Autumn 2	Spring 1
BMAT – Persistent Bullying (child on child; child on adult; online; physical; verbal) **BEHAVIOUR – Persistent Bullying (including Online)**	105 incidents	58 incidents	28 incidents	12 incidents	4 incidents
BMAT – Racist Abuse (child on child; child on adult; online; physical; verbal) **BEHAVIOUR – Racist Abuse**	109 incidents	142 incidents	55 incidents	26 incidents	17 incidents
BMAT – Abuse (Child on Child) (emotional; online; physical; sexual; verbal) **SEXUAL BEHAVIOUR – Child on Child (Abusive, Harassment, Inappropriate, Pornography, Problematic, Sharing Images, Upskirting, Violent)**	84 incidents	132 incidents	0 incidents	11 incidents	15 incidents
BMAT – Homophobic incidents (child on child; child on adult; online; physical; verbal) **BEHAVIOUR – Homophobic Abuse**	48 incidents	13 incidents	5 incidents	4 incidents	3 incidents
BMAT – Child Criminal Exploitation - CCE **CHILD EXPOLITATION – Child Criminal Exploitation - CCE**	13 incidents	3 incidents	0 incidents	1 incident	2 incidents
BMAT – Child Sexual Exploitation - CSE **CHILD EXPOLITATION – Child Sexual Exploitation**	9 children	7 incidents / 7 children	1 Child / 3 incidents	3 children / 4 incidents	3 children / 4 incidents
BMAT - Online / Social Media concern (age related content / inappropriate image or content sharing; inappropriate language; Smoothwall filtering alerts) **SAFEGUARDING – Pupil Presentation (online safety (Smoothwall alert)) + Adult on Child and online image sharing**	218 incidents	141 incidents	23 incidents	0 incidents	3 incidents

Trends and strategic response

1. There were 105 recorded incidences of persistent bullying (physical, verbal, online) in 2023/24. This significantly reduced in 2024/25 due to the strategic response: our advocate team was deployed to support behaviour leaders. They were assigned individual pieces of work to support students involved in each incident. Bespoke sessions from the Community PCSO were planned and delivered half-termly for students across the school (workshops and law discussions) focussing on these themes. ***See figure 1 below***

2. Persistent Bullying and racist abuse has risen this academic year. Analysis suggests that this is in part due to increased numbers of students and evidence demonstrates that a high percentage of students are exposed to online content and gaming risks that are ongoing. Associated online abuse is significantly greater and the PSHE, SMSC and Personal Development curriculum offer has been adjusted to target these areas, including changes in preparation for the 2026 statutory framework.

3. Homophobic incidents are low and these are consistently challenged by all staff on every occasion. Recently this has involved a small number of individual students where pieces of work have supported students to repair relationships and better understand and tolerate others in school. In 2025/26, Tolerance lessons were introduced and are taught explicitly at the start of the week to address universal themes relevant to contextual safeguarding concerns for the Fen Rivers community (Monday 0915-1015am). Moreover, 'Rights Respecting School' lessons are explicitly taught weekly on the curriculum offer (UNISEF framework).

4. Support form external services is sought to reduce and mitigate further risks. Bespoke interventions are crafted to address the most concerning individual behaviours, specifically for repeat offenders where support and advice could be of benefit. This includes working with the MACE Team, Prevent police, NIDAS (domestic abuse and misogyny), the Stone Wall Project (LGBTG+ awareness), Early help (bespoke concerns – RYPP (Respect Young People Programme) and Educate Against Hate to address racial discrimination and stereotyping. Advocates and Middle Leaders continue to increase training opportunities and focus on development of work in place across the school with individual students and their families.

5. The Advocate team has grown to five persons, all responding to anti-bullying in 2025/26 (in addition to senior leaders) to tackle the growing numbers of students on-site and challenge discrimination early (significantly increased school size since 2024). All advocates have areas of specialism to support successful interventions, including RYPP trained leaders (child-adult violence), PBS, Parent-child therapy practitioner, Grief First Aider, and all are Level 5 Trauma-Informed Practitioners, and Mental Health First Aiders.

6. There are a high number of incidents of racist abuse recorded recently, however, there is a culture of staff and students reporting these with confidence that they will be challenged and addressed robustly on an individual case-by-case basis, and will be supported by leaders in this. 1:1 interventions take place, including consideration of opportunities to signpost further support services. Statistics evidence a small number of students owning the larger number of incidents and the impact of work to change thoughts and behaviours is ongoing and not yet fully realised.

7. Peer-on-peer incidents are being recognised as '*Unwanted. Unwelcome. Uninvited.'* A whole-school focus on asking for and receiving consent for contact, is part of a response to behaviour data being associated with unwanted, unwelcome or uninvited acts in the eyes of the recipient. Promotion of healthy discussions and students knowing how to report unwelcome behaviours is embedded in school culture. *See appendix 1*.

Harmful sexual behaviours awareness workshop
Cyber bullying – reporting and keeping yourself safe
Dangers associated with social media platforms
Sextortion – risks of image sharing online
Sexting and identity theft – reporting of personal images
County lines and communicating with dangerous people
Malicious communications (child-on-child)
What is a hate crime? workshop
Misogyny workshop – small group discussions
Male masculinity – selective groups

Figure 1. Interventions from PCSO – Hazel Tampin

Leadership action plan

1) Leaders to understand the term "adultification" and to promote deeper consideration in response to behaviours where the level of response should be carefully considered. *Age and stage* and underlying trauma must be considered within staff practice and form part of their response, which might include further education for a child. Assigning of adult intentions, motivations and thoughts and feelings to a child's behaviour is 'adultification' and must be avoided, whilst not minimising the impact of the behaviour on the victim / reporter.
Also for adults to use the terms "reporter" and "reported" when referencing students – not the perpetrator or victim, so not to cast opinion-based judgement.

> (To "adultify" is *defined as: the practice of treating young people as adults in a way viewed as harmful or abusive, typically by subjecting them to excessively high expectations or severe punishments, or by exposing them to adult topics or situations that are inappropriate for their age*).

2) Student Questionnaire feedback (appendix 1) shows that there is a need to tailor our PSHE/RSHE/PD curriculum teaching to develop awareness for:

a. Feeling safe at school – channels of communication
b. Sense of belonging in our school
c. Strategies to improve and sustain peer relationships – tolerance
d. My responsibility and reporting of 'consent'

The Curriculum has been updated in light of feedback, misconceptions and gaps in knowledge, such as consent (see appendix 2). Individual causes for concern or safeguarding have also been actioned by leaders and DSL as a subsequent action following questionnaire feedback. Leaders and advocates consider views of both sides when there is conflict and discrimination and offer a space to explore feelings and any misconceptions to rebuild relationships and tolerance.

3) Behaviour scripts have been written and personalised for staff response 'in the moment' (such as flash cards) so challenge and societal consequence can be consistently explored by staff.

4) Sharing good practice: Interventions continue to capture creative activity, worksheets and drawings that support student voice (including wishes and feelings). These can be shared with parents in all Annual Reviews and collection of everyone's voice provides an opportunity to safeguard all.

5) Response to pupil views from recent Questionnaire survey (see response below)

Whole-school Well-being Survey

Part One: School	Never	A little	A lot	Always
I like going to school	10	19	12	4
I feel safe at school	8	15	14	7
I get on well with my teachers	2	15	22	6
I feel like I belong at school	10	15	15	4
Part Two: Pupil relationships				
I am hit, pushed or kicked by other pupils	13	20	2	10
I am called mean names by other pupils	6	19	11	8
Other pupils stop me from joining in with them	26	20	2	4
Other pupils say bad things about me when I'm not there	17	10	7	5
other pupils are mean or rude to me online	28	9	5	1
I hit, push, or kick other pupils	14	24	3	3
I call other pupils mean names	15	27	6	3
I stop other pupils joining in with me	25	13	4	1
I say bad things about other pupils when they aren't there	22	14	4	1
I am mean or rude to other pupils online	31	9	1	1
Part 3: Wellbeing				
I am calm	8	15	17	3
I sleep well	7	15	11	10
I feel lonely	11	22	5	3
I worry a lot	9	21	9	3
I wake up in the night	14	13	8	7
I hit out when I am angry	17	13	7	6
I break things on purpose	28	11	1	2
I am kind	2	14	21	6
I feel liked at school	3	14	20	4
I am happy	1	15	17	7
Part 4: Behaviours that are Unwanted. Unwelcome. Uninvited.				
I experience behaviours that are Unwanted. Unwelcome. Unir	9	17	8	4
*(see further details below)				
I know how to ask for consent in a relationship	4	9	7	18
I know how to give consent in a relationship	1	6	12	19
I know how to refuse or withdraw consent in a relationship	2	7	11	17
Others peers try to force me to engage in behaviours that mal	21	8	3	4
Anything additional school needs to know to keep me safe?	No:	27	Yes:	14
**(see further details below)				

Pupil views	Leader response
"My peers use excessive force when playing tag"	Spoke to class team to ensure no students are using excessive force, rules are outlined beforehand and consistent challenge is given from staff. Pupil views shared with class team as this has often not been recognised by the reported students. Behaviour is monitored and has not persisted since (to date).
"Getting hit by ***** in class."	Parents were communicated with and staff will remain vigilant and have adjusted their supervision to consider proximity, body language and the use of desk space. Intervention carried out with the reported student and further thoughts and feelings on 'feeling safe' completed with the reporting student. BSP updated. This has not reoccurred following one incident and a conclusive investigation. Parent happy with outcome.
"Coming into my space, touching my things without my permission."	Teachers have eyes-on through the day and are mindful of student perception, although they have not reported anything specifically linked to this survey. The student would also welcome tape to mark their desk zone (short term) and building up trust with peers by having a clear line for her distance of personal space. Reflections are ongoing, but by adults noticing this worry, this student feels heard and is happy with the actions taken since this was raised.
"Class hate me, bully me, judge my ideas and moan at whatever I do."	Unpicking student views to ascertain: who, when, frequency, adult support, adult challenge. Micro-aggressive comments have been persistent, but now recognised by staff and there is a universal script to challenge individuals who were named. Parents were made aware of comments and supported school with conversations about bullying. Moreover, they have identified some of the fears of the reported students and where comments have stemmed from. Leaders have observed directly and indirectly over a number of weeks and (to date) incidences have significantly reduced. Tolerance lessons, weekly, focus on including others and accepting differences to help this cohort.
Consider if ****** (Year 10) knows what "Unwanted. Unwelcome. Uninvited" means	Student spoke with Miss Henson and explained that they had not heard of the terminology 'Unwanted. Unwelcome. Uninvited.' Both then used the school display board to have a sincere conversation about all three terms and shared examples associated with consent, including your body is your body and human rights laws. The student felt heard and thanked Ms Henson for helping their understanding and knows where to signpost to for further support and advice.
"I feel uncomfortable when ****** put his army men together and said, "this is you licking someone's privates".	The incident was investigated same day by safeguarding team, including age-stage of the reported student and any new concerns that the behaviour could tell us. The reporting student has whistle-blown on her peer and felt safe to raise comments that were 'Unwanted'. As a result, BSP was updated with new behaviour, adult response, HSB referral was made, and 1:1 interventions took place, including the delivery of HSB advice service with key resources. Comments have not persisted and parents have been concerned so there is a wider team monitoring inappropriate comments and risk.
"I was kicked in the face".	Reporting carried out thoroughly on the same day. Parents all made aware and school dealt with the behaviour. Students have repaired and both have strategies to use in future to avoid verbal conflict escalating. Adults to monitor and leaders response was in line with behaviour protocols.
Year 11 student refused to complete all of Part 4: Consent only	Miss Henson had conversations with them about what 'Unwanted, Unwelcome, Uninvited' was. She challenged their understanding on situations associated with consent. It was identified that more interventions must take place and Miss

	Henson has planned to do further work with the student so they have strong knowledge of human rights laws around consent and self-decisions. Some key resources have been identifies to unpick this topic further and ensure the Year 11 student leaves Fen with solid foundational knowledge on consent and is signposted to advisory services beyond post-16.
"I hear racial language in class".	Discussed with him how this made him feel – checked that he felt class staff and leaders were acting upon racist comments and taken seriously. He said they are every time. This is not frequent and is not directed at anyone in particular. Still, the reporting student felt noticed for raising this through the questionnaire process.
"Sometimes they're mean about my hair colour".	Miss Henson could relate to the targeted comments at being ginger. Celebrating our differences was discussed and this is embedded in the curriculum. The individual comments have been challenged alongside the anti-bullying policy and taken seriously, as comments had been repetitive overtime. The reporting student was happy to share views over a cup of tea with an advocate and face the student who had made the unkind comments. This was brave, but was their decision and demonstrates a level of maturity. The students are fairly close now and comments have stopped (to date).
"My peers unexpectedly grab me".	Similar to above response. The reporting student has made their friends know how they feel when they do this unannounced. This has now stopped all together.
"I am stressed a lot" (Year 6).	Social care, work with mum, daily check-ins and "how are you sheet" completed daily, CAMHS referral/MH report (Supporting Smiles). Leaders and class staff continue to monitor and have a strong relationship with parents.
"My space is my own. I feel safe because I have my desk area".	Leaders continue to monitor and acknowledge how all students at Fen prefer learning at their desk spaces in their form room environment. There is a deep understanding of attachment in our school setting and how this student comments is largely universal. Delivery of the curriculum recognises 'safe place to learn' as a safety factor and transitions for students are minimised.
"Painting and the sensory room helps calm me".	Just one example of various wishes and feelings that has been added to this student's BSP and for support staff knowledge of this student.
"***** touches me in places I do not want him to touch"…"He makes me be his friend when I am not".	Thorough investigation same day. Unfounded. DSL to monitor and parents aware. No evidence of the reported student forcing a friendship on the reporting student, but staff are very vigilant as a result of the disclosure.
"I want less people to talk to me when I have not had enough sleep".	Just one example of various wishes and feelings that has been added to this student's BSP and for support staff knowledge of this student. Sleep pattern monitored over time.
"***** makes me sit with her, but I don't want to".	Students have individual desk areas. The reporting student has explained how they are friends with the student, but do not want to sit with them at their desk. They feel pressured to. Supporting staff have a script for the student to use and they are happy to say this to the student in a kind way that has, since, been effective. The reporting student has less anxiety about this situation reoccurring now.
"I need a weighted blanket" (Year 4).	Just one example of various wishes and feelings that has been added to this student's BSP and for support staff knowledge of this student.

Impact: Case studies

Case study 1: Students ages 12,12,11

Behaviour: Targeted verbal abuse about what gender a student has chosen. Including their preferred identity being mocked on a consistent basis.

Degree of understanding/education/awareness of actions: Low

Incident details: Student chooses to identify as non-binary and has explored being therian and shared this with their peers. Two students have then weaponised this choice and have continued to make targeted comments, insulting their choices on a regular basis – including being "a freak" for having interests in anime and cosplay. Their understanding of why anyone would choose to be "a freak" is confusing and comments have escalated, causing significant emotional distress to the student who is targeted and they no longer want to be in class. The rest of the class have begun siding with the aggressors and joining in with unkind comments.

Strategy and response: Wishes and feeling explored on a deeper level with emotionally available adult – highlighting emotional damage and the need for greater time for 1:1 talk sessions. Therapeutic sessions were planned and carried out with an advocate for emotional support and to understand points of view of the aggressors and their fears around identity, 6-8 weeks. Student and parent collaborated with leaders on a short-term change of class offered to accommodate safety and increasing self-worth whilst behaviours and education could be addressed with the class and attendance to school could be maintained for the reporter. The wider PSHE theme around 'relationships', 'identity' and 'accepting differences in others' were delivered by teachers and examples of how students could better support their peers was role-played. External support has been put in place and continued fortnightly from LQBTQ+ project (1:1 onsite well-being support). Incidents have significantly reduced during transitions to/from social times, and the student wishes to return to their class 12 weeks later. They have strategies to return to class with, including all students having behaviours from this experience identified on the BSP.

See appendix 3

Case study 2: Student age 13

Behaviour: Misogynistic toward female class peer and female staff (all) frequently. Presented as someone who had need for power.

Degree of understanding/education/awareness of actions: Partial

Incident details: Verbal abuse and verbally aggressive toward females and demanding the agency in the classroom space. Phrases such as "slag", "cunt", "bitch" were frequently shouted directly to individuals and challenged firmly by staff each time. Staff perceived this to be a power dynamic and to impose and intimidate the female demographic within the school.

Strategy and response: Wishes and feelings with everyone ibn the class and check well-being, pupil voice and check signs of safety and wider effect on peers. Advocate targeted interventions planned and carried out to understand where underlying attitudes stem from. This identified Andrew Tate and other influencers as his role model and views were stereotyped as a result in school often. Challenge from professions around this included work around ideology and regular support meetings with parent and guardian were completed.

See appendix 4