

ANTI-BULLYING POLICY
FAIRFIELD PRIMARY SCHOOL

VISION STATEMENT

Bullying, along with sexual or racial harassment, is unacceptable within our school and is not tolerated and action will always be taken. Bullying is continued, repeated physical or verbal abuse. Children remember that bullying is Several Times On Purpose and use the STOP acronym to remember this.

This policy should be read in conjunction with the Safeguarding, Behaviour, Child Protection, Equality, E-safety and Acceptable use policies as they form essential links to ensure our children are safe.

This policy applies to all members of our school community, because we want our school to be a safe and positive place of learning for all. As a result our school has a happy, hardworking and positive ethos, which applies to all children, parents and staff so that no-one suffers bullying by any members of our school community.

In order to raise awareness and celebrate our belief in our vision and values we aim to achieve the Bullying Intervention Group Award (B.I.G.). This is led by Mrs. A. Hodgson and Mrs. J. Fountain and consists of numerous members of staff, children, parents and other outside agencies. Please see the attached link for further details www.bullyinginterventiongroup.co.uk/

PRINCIPLES

We aim to support those who are involved in bullying in a range of ways:

We aim to ensure that:

For pupils who experience bullying:

- They are heard
- They know how to report bullying and get help
- They are confident in the school's ability to deal with the bullying
- Steps are taken to help them feel safe again
- They are helped to rebuild confidence and resilience
- They know how they can get support from others.

For pupils who engage in bullying behaviour:

- Sanctions and learning programmes hold them to account for their behaviour and help them to face up to the harm they have caused
- They learn to behave in ways which do not cause harm in future, because they have developed their emotional skills and knowledge
- They learn how they can take steps to repair the harm they have caused.

For schools:

- The whole school community is clear about the anti-bullying stance the school takes
- Pupils, as well as staff and other members of the school, are fully engaged in developing and reviewing anti-bullying work in the school

- Occurrences are recorded and audited, anti-bullying work is monitored, and every chance is taken to celebrate success
- All pupils are clear about the roles they can take in preventing bullying, including the role of bystanders
- The school promotes a climate where bullying and violence are not tolerated and cannot flourish
- Curriculum opportunities are used to address bullying
- Peer support systems are in place to prevent and respond to bullying
- The school has addressed site issues and promotes safe play areas
- All staff are aware, and model positive relationships
- The school works in partnership with parents, other schools, and with Children's Service and community partners to promote safe communities.

For parents

- They are clear that the school does not tolerate bullying
- They know how to report and get help if they are concerned that their child is being bullied or does not feel safe to learn, and are clear about the complaints procedure
- They have confidence that the school will take any complaint about bullying seriously and investigate/resolve as necessary and that the school systems will deal with the bullying in a way which protects their child
- They are clear about ways in which they can complement the school on the anti-bullying policy or procedures.

Our aim is to create a safe, happy and vibrant learning environment for all our children, meeting their individual needs and ensuring that their full potential is realised.

DEFINITION

What is meant by Bullying?

In consultation with all members of staff, we have agreed that it is bullying when any of the following are done several times and on purpose:

Verbal bullying is saying or writing mean things. Verbal bullying includes:

- Teasing
- Name-calling
- Inappropriate sexual comments
- Taunting
- Threatening to cause harm

This list is not exhaustive and all members of the school community need to bear in mind that other examples of bullying not listed may still occur.

Social bullying, sometimes referred to as relational bullying, involves hurting someone's reputation or relationships. Social bullying includes:

- Leaving someone out on purpose
- Telling other children not to be friends with someone
- Spreading rumours about someone
- Embarrassing someone in public

Physical bullying involves hurting a person's body or possessions. Physical bullying includes:

- Hitting/kicking/pinching
- Spitting
- Tripping/pushing
- Taking or breaking someone's things
- Making mean or rude hand gestures

Emotional bullying is when a person tries to get what they want by making others feel angry or afraid.

Cyber bullying

Cyberbullying is bullying that takes place using electronic technology. Electronic technology includes devices and equipment such as cell phones, computers, and tablets as well as communication tools including social media sites, text messages, chat, and websites.

Examples of cyberbullying include:

- mean text messages or emails
- rumors sent by email or posted on social networking sites
- embarrassing pictures, videos, websites, or fake profiles.

Hate crimes can also occur in schools and be classed as bullying.

A hate crime is any occurrence that is perceived by the victim, or any other person to be one of the following:

- racist
- homophobic
- transphobic (discrimination against transsexual or transgender people)
- biphobic

Or because of a person's:

- Religion
- Culture
- Beliefs
- Gender (sexist or sexual)
- SEN or Disabilities
- Health conditions or appearance
- Home circumstances

Bullying will not be tolerated at any level regardless of age and role in school and will be challenged accordingly. This includes; staff, pupils and parents. Lessons to all year groups will be delivered at appropriate levels through different media, to address and challenge prejudice-driven bullying. Any cases involving prejudice will be reported to governors as part of the Head Teacher's report. The school would follow local authority guidance on all/any serious incidents.

REPORTING AND RECORDING INCIDENTS OF BULLYING

If you are being bullied you should:

- Tell a responsible and trusted adult. This might be your class teacher or a teaching assistant, the Deputy Head Teacher, Mr. Ruffell or the Head Teacher, Mrs. Harrison. Pupils and parents/carers can also inform the school of concerns and worries using the 'tootoot' app that we are trialling in school.
- Keep a diary and any evidence (web pages, emails, text messages etc) of the bullying. Print copies of what you have received or save them.
- Try not to retaliate or fight back
- Try not to show they are getting to you
- Ask friends for advice
- If it's cyber bullying block them

Parents / carers should:

- Find out all the facts first
- Try not to get angry or more involved than your child wants you to. Ask your child what they want you to do, if anything
- Provide support for your child
- Contact the school to tell them what is happening and for further support. Your contact might be the class teacher, Deputy Head or Head Teacher.

Incidents of physical and psychological bullying are comparatively rare in our school, however no school can ever claim that bullying does not take place. Where there is evidence of bullying, action must be taken. Not to do so supports bullying. It is important that both the victim and the bully see the adult as POWERFUL and able to sort out the problem. Victims have to know that they have the strength to tell a responsible person and bullies have to know that they will be found out. Records of bullying incidents should be recorded on C-POMS, our in school recording system; staff should be clear about their assessment of the behaviour and record it clearly, identifying them as bullying where a pattern is appearing. C-POMS enables us to build up a very clear picture of children's behaviour and to follow this up. This information will be shared with all members of the SLT. Records are filed and monitored to improve practice.

Procedure to be followed

People that work with children and young people (teachers, youth workers, sports coaches etc) should:

- Talk to the person being bullied and provide support and advice for them.
- Be understanding and listen
- Talk to any witnesses to find out all the facts
- Talk to the bully but don't be accusing, help the bully realise what they have done is wrong and see if they need any support
- If it's possible and safe, get the victim and the bully together and try to resolve the situation
- Talk to the parents of all involved and let them know what is happening and offer advice
- Report to the class teacher /SLT or record the incidents on C-POMS.

Other children and young people should:

- Talk to the person being bullied, offer advice and be there for them
- Let them know where they can go to get help (class teacher, Head Teacher, Deputy Head Teacher)
- Encourage them to tell a trusted adult
- Talk to a trusted adult or the person's parent / carer on their behalf
- Don't take sides
- Speak to the bully (but only if it's safe)

PREVENTION OF BULLYING

Working to prevent bullying will improve the school ethos and climate by creating a safe, happy and vibrant learning environment meeting every child's individual needs and ensuring that their full potential is realised.

Some of our Year 5 children have been trained to support different year groups across the school in their role as Playground Friends.

1. They plan and organise games to enhance the playground environment for children to participate in and enjoy.
2. They support and encourage children to join in rather than playing on their own.
3. They provide a 'listening ear' for children who have any concerns.
4. Any children standing by Friendship Stop will be encouraged to join in activities.
5. Mrs. Fountain and Mrs. Hodgson will review any concerns contained in the Worry boxes and inform Playground Friends of any particular children that need extra support in the playground.

At Fairfield Primary, we promote equality and celebrate difference by following the Equality Act 2010. When staff respond to bullying, they are sensitive to special needs or other difficulties such as family problems.

THE EQUALITY ACT 2010

Under the Equality Act 2010, new duties on schools and other public bodies came into force in April 2011. The Act strengthens and simplifies existing equality legislation and brings together existing duties schools have, not to discriminate on grounds of race, disability and gender. It extends these to include duties not to discriminate on the grounds of age, sexual orientation, religion or belief, and gender re-assignment. It places a requirement on governing bodies and proprietors of schools to eliminate discrimination and promote equal opportunities. It will apply to school policies for tackling prejudice based bullying.

Raising Awareness

Throughout the academic year children participate in numerous activities to raise the awareness of bullying. These include:

1. Anti-bullying Week (November)
2. Half termly anti-bullying afternoons
3. Values Education assemblies
4. Regular updates to parents (presentations and newsletters)
5. Circle Time
6. Cross-curricular links where appropriate
7. B.I.G. meetings to feedback to staff, parents and children (half termly)

A range of strategies are used to prevent bullying in all areas of the school including playground, dinner hall, classrooms and corridors. These strategies are enforced by all members of staff. E-safety is embedded across the curriculum and anti-bullying work.

Children are used as a resource to counteract bullying; Playground Friends and the School Council act as a line of communication directly with the Head Teacher and their views are requested and acted on. Pupils can help shy children or newcomers to feel accepted and welcome. Children should feel secure enough to inform an adult immediately if they see acts of bullying or are being victimised themselves. To help our less confident children who do not feel that they can talk face-to-face with an adult or a friend, a post box is available in the Key Stage 1 shared area and the main hall for Key Stage 2.

The Head Teacher is the lead professional for preventing bullying, although all staff have a direct responsibility to prevent bullying.

All staff have attended safe-guarding training which included serious incident protocols and online incidents. Training has also included homophobic, transphobic and biphobic awareness. Staff are better equipped at identifying the possible signs of bullying.

You can't always see the signs of bullying. And no one sign indicates for certain that a child's being bullied. But you should look out for:

- belongings getting "lost" or damaged
- physical injuries such as unexplained bruises
- being afraid to go to school, being mysteriously 'ill' each morning, or skipping school
- not doing as well at school
- asking for, or stealing, money (to give to a bully)
- being nervous, losing confidence, or becoming distressed and withdrawn
- problems with eating or sleeping
- bullying others.

RESPONDING TO INCIDENTS OF BULLYING

Moderating Action

Members of staff ensure all incidents of bullying and action taken are recorded on CPOMS and shared with relevant staff appropriately through the CPOMS system. Staff promptly report incidents of bullying to parents of all children involved, whether they are the victim or the bully. Each case of bullying is followed up to ensure that the victim is given as much support as possible in order to prevent a recurrence of the behaviour. The case will be reviewed over time to determine whether the bully would benefit from counselling to prevent any long term effects.

In the case of persistent bullying, there is a possibility of a referral to Alliance counselling for both the victim and the bully. If all support given still fails to tackle the bullying behaviour, the school would consider using exclusion as a last resort.

Prejudice driven bullying would be covered through PSHCE lessons and regular circle time, and visitors from diverse backgrounds would be encouraged to visit the school.

The Senior Leadership team and Governors will regularly review cases of bullying in order to learn from them and to use the information to improve what we do to prevent bullying. E-safety is specifically taught in the first IT lesson of each half term.

We fully comply with appropriate Acts of law including:

THE EDUCATION AND INSPECTIONS ACT 2006 provides that every school must have measures to encourage good behaviour and **prevent all forms of bullying** amongst pupils. These measures should be part of the school's behaviour policy which must be communicated to all pupils, school staff and parents;

KEEPING CHILDREN SAFE IN EDUCATION updated March 2015.

Playground Friends play a huge part in supporting incidents of bullying

Sanctions and restorative processes available include the loss of Dojo points, the loss of playtime and contacting parents/ carers.

MONITORING AND REVIEW

During anti-bullying week on an annual basis the whole school community completes the B.I.G. survey to analyse how effective the bullying strategy within school is. The data is then used to reflect and redesign the strategy based on any areas for development that arise. In line with the completion of surveys, the policy will be reviewed and amended accordingly each year. Parents will be informed of any changes to the policy and directed to the school website for further notifications.

The Diana Award – in the Summer Term, Upper Key Stage 2 children are rewarded for their ideas and initiatives. We celebrate their success in Celebration Assembly by awarding the Fairfield B.I.G. trophy to the person who has shown the most promise and dedication. Any children deemed to be outstanding will be nominated for a national Diana Award in any one of the following five categories:

Anti-Bullying Champion

For young people who tackle bullying in schools and communities.

Active Campaigner

For young people who run campaigns in their schools and communities.

Champion Fundraiser

For young people who raise money for good causes.

Champion Volunteer

For young people who give their time to improve the lives of others.

Couragous Citizen

For a young person whose courageous approach to life has made a direct impact on the lives of others.

ROLES AND RESPONSIBILITIES

All staff are responsible for helping to prevent and tackle bullying. The staff responsible for the B.I.G. within school are Mr. A. Ruffell, Mrs. A. Hodgson and Mrs. J. Fountain.

Alongside these staff, the Head and the governors review this policy annually and agree any amendments made.

FULL PARTICIPATION

This policy will be reviewed annually in consultation with staff, pupils, parents and governors. Consultations will be through discussions with School Council, pupil questionnaires (adapted to ensure all children can participate), class discussions and Bullying focus groups held termly.

The school website is regularly updated for all members of the whole school community to access and view. Information is shared regarding anti-bullying initiatives and further ideas and suggestions are welcomed.

Resources

Parental support and information - <http://www.fairfieldprimary.org.uk/big-bullying-award/>

Bullying Matters

Bullying in schools- a positive approach

Bullying Intervention Group Resources <https://www.bullyinginterventiongroup.co.uk>

<http://www.anti-bullyingalliance.org.uk>

www.bullying.co.uk/

www.nhs.uk/Livewell/Bullying/Pages/Bullyinghome.aspx

<https://www.childline.org.uk/Explore/Bullying/Pages/Bullying.aspx>

<https://www.kidscape.org.uk/>

The Equality Act

Policy written by: J. Harrison, A. Hodgson and J. Fountain

February 2016

Approved by the Governing body on :