
Anti-Bullying Policy

Reviewed 21.06.2021

Next Review Term 6 2024



Fairfields
School

Anti-Bullying Policy

Introduction

Fairfields School is a fully inclusive school; we believe everyone should feel valued and included. We aim to build a community of people in which everyone, irrespective of age, ability, gender, attainment, ethnicity and social background feels fundamentally respected and encouraged, their differences valued and their difficulties understood.

We believe that all pupils and adults should learn and work in a supportive, caring environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated.

What is Bullying?

Bullying is defined as "Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally." (DfE 'Safe to Learn')

At Fairfields bullying is *repeated* behaviour that is intended to make another person feel uncomfortable or threatened. We have adopted Northamptonshire's definition that states that bullying is taking place where there is:

Intent- it is deliberate, hurtful behaviour

Repeated – it happens more than once

Power imbalance – it is difficult for those being bullied to defend themselves

Harmful-it can cause physical or emotional damage

We will use the simple message below to communicate the meaning to children

Several	Start
Times	Telling
On	Other
Purpose	People

Separate guidance on bullying and harassment of staff is given in the Anti-harassment, Discrimination and Bullying at work policy.

Bullying can be:

- Emotional - being unfriendly, excluding, tormenting (e.g. hiding belongings, threatening gestures)
- Physical - pushing, kicking, hitting, punching or any use of violence
- Racist - racial taunts, graffiti, gestures
- Sexual - unwanted physical contact or sexually abusive comments
- Homophobic - because of, or focusing on the issue of sexuality
- Religious - focusing on belief as different and a threat
- Culture - taunts about being different
- Verbal - name-calling, sarcasm, spreading rumours, persistent teasing
- Disability - taunting because of appearance or health conditions
- Related to home -verbal abuse about home or family members, rumours, social exclusion, or by phone/computer.
- Circumstances
- Cyber - text or emails.

The children at Fairfields School have a wide-range of complex needs. As a school community we understand that bullying in this context can have additional subtleties and raise issues that are in themselves complicated to resolve. Not all pupils at Fairfields will recognise bullying behaviour if they experience it; equally not all pupils would recognise their own behaviour as bullying towards another individual. Cognitive understanding and communication impairment are strong factors in how/what the children communicate and understand.

Signs and Symptoms A child's response to bullying may vary depending on the type of bullying taking place hence a child may indicate by signs or changes in behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- Doesn't want to go on the school bus
- Changes their usual routine
- Is unwilling to go to school (school phobic)
- Becomes withdrawn, anxious, or lacking in confidence
- Cries themselves to sleep at nights or has nightmares
- Feels ill in the morning
- Changes in their work pattern or achievement
- No longer shows an interest in using the computer (cyber bullying)
- Fears answering the phone
- Comes home with clothes torn or books damaged
- Has possessions go "missing"
- Has unexplained cuts or bruises
- Becomes aggressive, disruptive or unreasonable
- Is bullying other children or siblings
- Stops eating
- Is frightened to say what's wrong
- Gives improbable excuses for any of the above

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

Aims:

- To promote the well-being of all pupils
- To prevent, reduce and eradicate all forms of bullying
- To offer an environment free from all forms of abuse
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Objectives:

- All staff, governors, pupils and parents/carers to have an understanding of behaviours that constitute bullying.
- To take positive action to prevent and combat bullying.
- To provide clear procedures that are understood and followed by everyone, for reporting and managing bullying.
- To work with parents and carers to ensure that bullying does not continue.
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Practice

Prevention: whole school proactive approaches

Fairfields School believes that it is better to have effective systems and practices which prevent instances of bullying happening at all.

Curriculum approaches- direct through:

- Core subjects where appropriate
- PHSE and Circle time
- Drama and art
- Assemblies

Curriculum approaches – indirect through:

- Recognising and celebrating diversity

- Reinforcing high self-esteem, minimising low self-esteem
- Differentiation in the class
- Classroom management techniques/styles which challenge racist, sexist or homophobic remarks
- Promotion of positive play and cooperation in circle time, at playtimes and lunchtimes, during which time children are supervised by Teachers and support staff.

Structural through:

- Identifying danger spots and improving supervision
- Improving environmental quality and educational use of school grounds
- Informing parents
- Publicising the policy
- Displaying anti bullying posters

Responding to incidents – reactive approaches

Reporting and recording

Everyone should be encouraged to report any form of bullying whether directly involved or not. Children are taught that bystanders have a responsibility to act either directly, or if unsafe, through reporting to an adult.

Children should be regularly reminded that:

- They have a right not to be bullied.
- It is not their fault if they are bullied.
- They should speak about it to a trusted adult straight away.
- They should keep telling until it stops.

Procedure for reporting and recording bullying incidents

- Any adult receiving a report of bullying will record the names of the people involved, dates and nature of incidents. Reports are to be recorded on 'My Concern'
- Children may report bullying themselves or on behalf of peers to their chosen adult in school, or through their parents/carers.
- Adults will listen to the reporting child and reassure them.
- Adults will inform the victim's and the bully's class teacher/s.
- An adult designated by the teachers will speak to the alleged bully and record his/her version of events.
- The exact course of action will vary according to the circumstances but will follow the same principles:
 - ✓ The report will be taken seriously and both sides will be listened to.
 - ✓ The bully will be made aware that the behaviour is unacceptable and must stop.
 - ✓ Parents/carers will be informed.

Outcomes / Sanctions

Any action taken following a bullying incident will obviously depend on the severity of the incident and the age, understanding and ability of the child (children) involved. It is important to show that bullying will not be tolerated but sanctions should not involve the use of anger, aggression and humiliation. One or more of the following actions may be considered appropriate:

- Asking the bully (bullies) to genuinely apologise.
- For recurring problems children could be given 'time out' for a clearly defined period
- Keeping him / her in at break times / lunchtime play
- Moving to a different place in class
- Withdrawal of privileges
- Moving class

If possible the pupils will be reconciled. After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

Pupil support

Pupils who have been bullied will be supported by:

- being offered immediate opportunity to discuss the experience with a member of staff
- reassurance
- the offer of continuing support
- restoration of self-esteem and confidence
- informing parents/carers

Pupils who have bullied will be helped by:

- discussing what happened
- discovering why the pupil became involved
- exploring how the victim felt
- establishing the wrong-doing and the need for change
- informing parents/carers to enlist support in changing the attitudes of the pupil

Roles and Responsibilities

We believe that all staff have a collective responsibility for the wellbeing of children. Staff are clear about learning and behaviour expectations and have a shared responsibility to implement the procedure laid down in the Anti-bullying policy.

The Governing Body

- Creating the right ethos for the school that ensures it is an inclusive environment.
- Ensure regular review of anti-bullying policy and practice including analysis of data published under its single equality scheme.
- Ensure the school is promoting equality for its whole community.

The Head Teacher

- To determine, publicise and ensure implementation of the school's measures on behaviour support and anti-bullying.
- To ensure bullying is factored into any analysis of pupil behaviour.
- To consider what adjustments may be needed to policy and practice in this area.
- Ensure the whole school is promoting equality and inclusion.
- To ensure the anti-bullying behaviour policy is kept up to date.

The Deputy Headteacher

- Promote anti-bullying work in general. Ensure the curriculum covers anti-bullying.

The Assistant Head Teacher

- To deliver and organise any necessary training for staff to ensure they understand and implement the anti-bullying policy.
- Keep up to date on bullying related data from the Fairfields behaviour report analysis and plan appropriate interventions either at an individual or whole school level.
- To act as a port of call to advise staff on any bullying related matter
- To liaise with external agencies as necessary in partnership to support anti-bullying strategies

Family Support Team

- Work with families so that they are aware of the school's policy/practice and specific circumstances if they arise.

Working with parents

Parents/carers will be informed and involved as soon as an incident of bullying has been reported. We wish to work closely with parents/carers to ensure that there is a shared understanding of bullying and anti-bullying education. Parents and carers are encouraged to report any concerns of bullying to the school via the class teacher.

Basic information about bullying will be sent to parents/carers annually during Anti-bullying week.

Monitoring

- Number of incidents reported
- Number of bullies re-offending
- Number of pupils reporting a feeling of safety in school

The school will review the policy annually to assess its implementation and effectiveness, by consulting with staff and governors and through questionnaires to pupils and their parents/carers which ask about bullying and feeling safe in school. The recording system will be co-ordinated and monitoring data will be analysed by the anti-bullying lead who will present this information to staff and governors. Where there is an increase in incidents or concerns expressed from any party, action will be taken to find the root cause and effect improvements. All staff will be involved in deciding the best course of action.

Equal Opportunities

We are firmly committed to the principles of equal opportunities. We believe that all pupils are entitled to learning experiences, which will enable them to achieve their potential and enrich their lives. We place great value on diversity and treat every member of the school as an individual. This means we value equally the unique qualities of each individual.

This school policy reflects the consensus of opinion of the whole school community and has the full agreement of the governing body.

This policy is to be read in conjunction with:

- Behaviour policy
- Race, Disability, Gender and Equality schemes
- Anti-harassment, Discrimination and Bullying at work policy