

Fairhouse Primary School



Anti-Bullying Policy

Updated: July 2021

Agreed by governors: July 2021

To be reviewed: July 2023

Bullying damages children's and young people's physical and mental health, including their self-confidence and ability to build and sustain relationships. It can also destroy self-esteem sometimes with devastating consequences and with the effects lasting into adult life. Bullying undermines the ability to concentrate and learn and can impact on children's and young people's chances of achieving their full potential at school and later in life. Bullying causes harm to those who bully, those who are bullied and those who observe bullying. Fairhouse Primary School believes that all children and young people have the right to learn and work in an environment where they feel safe and that is free from harassment and bullying. The purpose of this policy is to communicate how the school aims to create a climate and school environment in which everyone agrees that bullying is unacceptable and is committed to tackling it to improve outcomes for children and young people.

At Fairhouse Primary School, we are aware that pupils may be bullied in any school or setting, and recognise that preventing, raising awareness and consistently responding to any cases of bullying should be a priority to ensure the safety and well-being of our pupils. In line with the Equality Act 2010, it is essential that our school:

- Eliminates unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Foster good relations between people who share a protected characteristic and people who do not share it.

We aim to do the above through:

- The promotion of our 4 core values: Respect, Responsibility, Courage and Kindness
- The promotion of our school rules: Be ready, Be Respectful, Be safe
- The use of positive role models;
- Our behaviour and relationship policy
- The curriculum we plan for the children, including PSHE and assemblies
- E-safety education and workshops
- Increasing community and cultural awareness
- Train all staff to identify all forms of bullying and to follow the schools policy and procedures
- The involvement of families in their children's education and the life of the school.

Our definition of bullying

There is no universally accepted definition of bullying and sometimes parents / carers and children can get confused between what is bullying and what is a fall out or relational conflict between children.

At Fairhouse, we define bullying as the behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. (DFE July 2017)

With children we use the acronym STOP (Several Times On Purpose) to support their understanding of this.

Bullying can be: -

- Physical harm
- Threat of physical harm
- Nasty name calling or teasing
- Extortion-demand for money or favours
- Exclusion-deliberately leaving someone out of an activity
- Racism-remarks to do with colour, culture or religion
- Homophobia- prejudice against lesbian, gay or bisexual orientation
- Gender – including prejudice around transgender
- Sexual – unwanted physical contact or sexually abusive comments
- Cyber bullying-the use of Information and Communication Technology, particularly mobile phones, the internet and social networking sites to deliberately to upset someone else through messages, or posting comments or images intended to hurt others emotionally
- Discrimination towards others with a physical, mental or learning disability

The school recognises pupils will use social networking sites and that parents will allow this. The school is committed to teaching pupils how to use the internet safely.

Relational conflict vs. bullying

The following provides a very simplistic guide to some of the differences between bullying and relational conflict.

Relational Conflict:

- Happens occasionally
- Accidental
- Equal Power
- Remorse and effort made to resolve it

Bullying:

- Repeated hurtful behaviour
- Deliberate/intentional
- Imbalance of power
- No remorse

It is not unusual for pupils to fall out with friends and others in their class. We need to be aware that not all aggression or incidents are bullying, or all name-calling. It becomes

bullying when it is exercised through repetition over time or the use of power rather than an exchange between equals.

Reporting concerns

Firstly, we aim to provide a culture that we are a “telling” school. Our children, staff and our school community know that we must tell if we feel bullied or suspect someone else is being bullied. Staff are aware of the importance of listening to, acknowledging and responding to children’s concerns. All classrooms also have a worry box or worry monster where they can post any worries, concerns or requests for help.

What can children do if they are being bullied?

- Tell someone that they can trust – it can be a teacher, a teaching assistant, a member of the lunchtime team or Inclusion Team, a parent, a friend, or a relative. Generally, it is best to tell an adult they trust straight away. They will get immediate support and it can be resolved in school.
- Children can post their worry or problem in one of the classroom’s “worry monsters” or “worry box” where a member of staff will pick it up.
- Remind themselves that they do not deserve to be bullied and that it is wrong.
- Stay with a group of friends/people. Bullies usually pick on individuals.

What can a child do if they know someone is being bullied?

At Fairhouse we recognise that bystanders have the power to significantly reduce unwanted, ongoing, and aggressive actions directed toward another person or group of people. By intervening non-aggressively in the first few seconds, bystanders can reduce bullying. Knowing this, we prepare our children not only for what to do when being bullied but also how to be active bystanders to reduce bullying.

- Take action! Be an active bystander - watching and doing nothing is no help at all.
- If they feel they cannot get involved, they should tell an adult immediately. Teachers/adults will deal with the bully without getting them into trouble (school staff will not tell the bully who told them).

Any reported incidents of bullying will be investigated promptly and sensitively in order to ensure that the person reporting their concerns feels safe and supported.

- Pupils and parents are actively encouraged to tell someone if they have a concern about bullying either for themselves or for someone else. The message is that standing by and allowing it to happen is agreeing by compliance and allows it to take place and continue.
- If a concern is reported to a member of staff or a member of staff is concerned that bullying has been taking place, they record the information.
- This information must then be passed on to a senior member of staff who will investigate, once the investigation is completed a decision is made about the most appropriate approach to use.

School strategies for responding to bullying:

All cases of alleged bullying should be reported to a member of the senior leadership team. In the first instance, the class teacher should be made aware and so should a member of the senior leadership team. In any case of alleged bullying, either the class teacher, the Headteacher, or a senior member of staff should first establish the facts, and build an accurate picture of events over time, through speaking to the alleged perpetrator(s), victim(s) and adult witnesses, as well as parents and pupil witnesses if necessary and appropriate. If the allegation of bullying is upheld, the Headteacher (or senior leader) should record this on a bullying incident report form (appendix 1). They will then follow the appropriate action, which is listed below: Parents of both the victim and the perpetrator will be informed of the situation.

Process of responding to a bullying incident:

Making sure the person being bullied is safe and feels safe.

When a CYP reports being bullied, the school will acknowledge their concerns and the incident will be taken seriously. Incidents of bullying reported by witnesses are treated in the same manner and will always lead to a conversation with the targeted child. Incidents of bullying reported by witnesses are treated in the same manner.

Establishing and recording what happened by listening to the targeted child.

After listening to the views and feelings of the targeted child and their account of what has happened to them, the school will record the incident appropriately using Section A of the Bullying Incident Report Form (see Appendix A Bullying Incident Report Form). Section A includes:

- Date, time incident reported
- Member of staff to whom the incident was reported
- Date, time, location of alleged incident
- Nature of the alleged incident from the perspective of the person being bullied
- Statement from the alleged bully (perpetrator)
- Statements from any other witnesses or bystanders

Written records are factual and where opinions are offered these will be based on factual evidence. Recording incidents helps to build a picture of behaviour patterns in school e.g. who, when, how, what action taken. It enables the school to manage individual cases effectively and monitor and evaluate the effectiveness of strategies.

Deciding upon a response.

After listening to the account of the targeted child, the school will discuss an appropriate course of action with them. All incidents of bullying will be responded to seriously and the behaviour of those who have been bullying will be challenged. Section B of the Bullying Report form will then be completed with actions to be taken.

A restorative approach

Where appropriate and in most cases of bullying, the school will initially consider the use of a Restorative Approach to resolve the situation. This will form one of the actions on section B of the Bullying Report form. A Restorative Approach involves perpetrators of bullying, focusing on their unacceptable behaviour in an emotionally intelligent way and ensures CYP causing harm are held to account for their behaviour by enabling them to:

- Accept responsibility for the harm caused to the individual being bullied
- Accept responsibility for the harm caused to others (for example staff, friends or family)
- Recognise the need to take action to begin to repair the harm caused
- Agree a range of helpful actions to repair the harm caused, which will be monitored over an agreed period of time.

This approach supports the person who is doing the bullying through a process of mediation to help them to understand and accept that it is wrong to bully, take responsibility for their behaviour and make amends. This involves the person focusing on their unacceptable behaviour in an emotionally intelligent way.

The school believes that all bullying is unacceptable but that many CYP who display anti-social behaviour and lack empathy for others can be helped to understand the consequences of their actions and change their behaviour for the long term.

In situations where the school has decided to use restorative approaches, the school will add to section B of the Bullying Incident Report Form. (With many restorative approaches, it is inadvisable to gather accounts from perpetrators and witnesses as this tends to inflame situations and is not conducive to establishing a restorative approach where perpetrators are more likely to come to terms with the harm they have caused, accept responsibility for their actions and feel compelled to change their behaviour).

Monitoring and following up with all parties concerned, including parents/carers to ensure that the bullying has stopped.

Part of the school's process of responding to an incident is to seek an agreement to meet at some point in the future to see whether the situation has been resolved or whether further work needs to take place. This will include evaluating the effectiveness of the follow up strategies that have been put in place to ensure that the bullying has stopped. The school does not assume that a situation requires no further attention simply because a CYP has made no further complaints. Where a problem has not been resolved to the satisfaction of all parties the follow up strategies will be reviewed and/or further advice sought. The timing of this monitoring will depend on the agreed responsive approach. Section C of the incident report records follow up checks to ensure those involved are clear about their actions and that the actions taken have been effective. If further actions are noted, then these can be taken and noted.

Responding to incidents of cyberbullying.

The school will follow the above procedures and will seek guidance on responding to different forms of cyberbullying via organisations which provide information on the safe and responsible use of technology.

Possible actions taken to support the victim:

- Environmental changes will be made if necessary to the classroom and playground to ensure that child feels more secure and safe.
- Staff must communicate with other staff and record, where relevant, any incidents or concerns on an incident form.
- The situation will continue to be monitored by all staff to ensure no repetition. Children will be observed at break times, lunchtimes and in the classroom. Any follow-up findings will be documented on an incident report and given to the Inclusion Team.
- Key friends identified by the child will be asked to give extra support.
- The child will nominate an adult in school whom they trust and feel they can talk to.
- The child will be made aware of the importance of immediate reporting of any further incidents.
- Parents will be telephoned or invited into school so that action taken can be shared.
- The SENCO, Inclusion Team and the class teacher will work together to assess whether the child needs support in the development of social skills such as assertiveness and positive communication skills.

Possible action to be taken to support the bully:

This support will depend on individual needs, age and maturity of the child.

- The children involved meet, as part of a restorative meeting.
- It will be made clear to the child that their behaviour is unacceptable and the effect that it has on the other child.
- The child may be asked what they hoped to gain by their behaviour – if their answer indicates that they need additional support, then this will be addressed through discussion with parents.
- The child will be reminded that they are responsible for their behaviour and there are consequences for poor behaviour.
- Consequences and intervention for behaviour may include the removal of breaks and lunchtimes – parents will be informed which sanctions will be used.
- Following the interventions, if the behaviour persists, then a Bullying Referral will be made to address the needs of the child, with the permission of the parents.

Bullying referrals

When we have worked with a pupil or group of pupils to resolve ongoing issues related to behaviour which could be considered as bullying, we may raise a bullying referral. The school will work intensively with the parents of the victim and parents of the alleged bully. This means that we may engage outside agencies such as the Police, counselling services or Social Care. Parents will be fully involved in this process. The safeguarding governor will be informed of our actions.

Role of Parents:

Parents/carers have an important part to play in our anti-bullying policy. We ask parents/carers to:

- Look out for unusual behaviour in their children – for example, they may suddenly not wish to attend school, feel ill regularly, or not complete work to their usual standard.
- Take an active role in their child's education and enquire how the day has gone, who they have spent their time with and what went well.
- Inform the school if parents/carers feel their child may be a victim of bullying behaviour. All complaints will be taken seriously and appropriate action will follow.
- Encourage children not to retaliate as this can make matters worse!
- Reinforce the school's policy concerning bullying and make sure your child is not afraid to ask for help.
- Reassure their children that the school will be deal with matters.

Links to other policies:

- Child protection policy
- Behaviour and relationships policy

Appendix A (sections A, B and C are below).

Bullying Incident Recording Form

Original concern from person reporting incident/s:

Name of person reporting the incident:			
Date reported:		Time	
Record/notes of incident including date/s of any incidents:			

Details of those involved	Name	Role
Person reporting the alleged incident		
Alleged Victim		
Alleged Perpetrator		
Possible witnesses		

Types of alleged bullying: (Please circle all that apply)			
Physical	Verbal	Indirect	Cyberbullying
Homophobic	Racial	Harassment	Isolation
Intimidation	Obstructing/jostling		

Please NOTE: If this relates to a Racist incident, this must be recorded in the Racist Log.

Other witness accounts (please complete a different one for each person involved)

Please circle the role of the person giving the account:			
Alleged Victim (if own account not already given)	Alleged Perpetrator	Witness	Other
Name of person giving account			
Record/notes of incident (including dates/times and details			

Please circle the role of the person giving the account:			
Alleged Victim (if own account not already given)	Alleged Perpetrator	Witness	Other
Name of person giving account			
Record/notes of incident (including dates/times and details			

Please circle the role of the person giving the account:			
Alleged Victim (if own account not already given)	Alleged Perpetrator	Witness/bystander	Other
Name of person giving account			
Record/notes of incident (including dates/times and details)			

Is the allegation of bullying upheld?					
Yes		No		Unsubstantiated	

Have parents of the alleged victim been informed?			
Yes		No	

Have parents of the alleged perpetrator been informed?			
Yes		No	

Has the class teacher been informed?			
Yes		No	

Section B Actions to be taken

Action	Whom the action applies to	When should this be done	Monitoring arrangements	Follow up date

Section C: Follow up

Follow up meeting 1 (within a week)			
	Date of follow up	Notes from follow up	Any further actions?
Victim			
Perpetrator			

Follow up meeting 2: At a later date			
	Date of follow up	Notes from follow up	Any further actions?
Victim			
Perpetrator			