



Fairfield Endowed CE (C) Junior School

Policy Document Anti-Bullying

2016

Agreed by governors on: _____ Minute no.: _____

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FAIRFIELD ENDOWED CE (C) JUNIOR SCHOOL

ANTI-BULLYING POLICY

Rationale

At Fairfield Endowed CE (C) Junior School (in line with 'Every Child Matters') we aim to provide a safe, caring and friendly environment for all our pupils, to allow them to learn effectively in a secure atmosphere, improve their life chances and help them maximise their potential. We are committed to encouraging good behaviour for learning.

We expect pupils to feel safe in school, including an understanding of the issues relating to safety, such as bullying. We want them to feel confident to seek support from school should they feel unsafe and know that incidents will be dealt with promptly and effectively between home and school.

All Staff are responsible for creating a positive ethos through praise and rewards; we expect staff and pupils to act as positive role models for each other. At FEJS we reward achievement, progress, effort, and thoughtful, kind behaviour.

Principles

- We have high expectations of all pupils' behaviour and that pupils have high expectations for themselves.
- Children learn best when they feel safe and valued
- Children learn best when their learning needs are being met
- All behaviour is communication
- Positive behaviour can be learned
- We reward positive behaviour as this increases its occurrence
- We support children who exhibit inappropriate behaviour and help them to 'put things right'

Policy Development

This policy was formulated in consultation with the whole school community with input from:

Members of staff, governors, parents/carers, children and young people. Pupils contribute to the development of the policy through the school council. The school council has developed a Pupil friendly version, published on the school website.

Roles and Responsibilities

The Head Teacher - Has overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers, LA and outside agencies and appointing an Anti-bullying coordinator who will have general responsibility for handling the implementation of this policy.

The Anti -bullying Coordinator in our school is: J Hewson.

The responsibilities of The Anti-bullying Coordinator include:

- Policy development and review involving pupils, staff, governors, parents/carers and relevant local agencies
- Implementing the policy and monitoring and assessing its effectiveness in practice
- Ensuring evaluation takes place and that this informs policy review

- Assessing and coordinating training and support for staff
- Raising awareness of anti-bullying through organising Friendship Week
- Coordinating strategies for preventing bullying behaviour
- Managing the reporting and recording of bullying incidents

Class teachers – have responsibility to ensure pupils in their class feel safe and are supported.

Their responsibilities are:

- Managing incidents of bullying
- Investigating bullying incidents and taking appropriate follow up actions as outlined in this policy

Governors

The nominated Governor with the responsibility for Anti-bullying (Behaviour) is: Sarah Flint

What Is Bullying?

Bullying is the repetitive, intentional hurting of one person by another or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal, or psychological.

It can happen face-to-face or through cyberspace. (Anti Bullying Alliance 2013)

‘Behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically or emotionally’. Safe to Learn: embedding anti bullying work in schools (2007).

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

- There is a deliberate intention to hurt or humiliate.
- There is a power imbalance that makes it hard for the victim to defend themselves.
- It is usually persistent.

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent - if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of sexual, sexist, racist or homophobic bullying and when children with disabilities are involved. If the victim might be in danger then intervention is urgently required.

What does bullying look like?

Bullying can be:

- **Emotional** - being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- **Physical** – pushing, kicking, hitting, punching or any use of violence
- **Racial** - racial taunts, graffiti, gestures
- **Sexual** – unwanted physical contact or sexually abusive comments
- **Homophobic** – because of or focusing on the issue of sexuality
- **Verbal** – name calling, sarcasm, spreading rumours, teasing
- **Cyber** – all areas of internet, such as e-mail & internet chat room misuse, mobile threats by text messages & calls, misuse of associated technology, i.e. camera & video facilities.

Although bullying can occur between individuals in isolation, it quite often takes place in the presence of others (virtually or physically) who become the ‘bystanders’ or ‘accessories’.

Why are children and young people bullied?

Specific types of bullying include:

- bullying related to race, religion or culture
- bullying related to special educational needs or disabilities
- bullying related to appearance or health
- bullying relating to sexual orientation
- bullying of young carers or looked after children or otherwise related to home circumstances
- Sexist or sexual bullying

There is no hierarchy of bullying - all forms should be taken equally seriously and dealt with appropriately.

Bullying can take place between:

- Young people
- Young people and staff
- Between staff
- Individuals or groups
- Certain groups of pupils are known to be particularly vulnerable to bullying by others:

these may include pupils with special educational needs such as learning or physical disabilities; young carers, Looked After children, those from ethnic and racial minority groups and those young people who may be perceived as lesbian, gay, bi-sexual, transgender or questioning their gender role.

Why is it important to respond to bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different behaviour patterns.

Schools have a responsibility to respond promptly and effectively to issues of bullying.

Procedures when dealing with incidents

When a child or adult reports an incident of bullying, or a staff member sees an incident the following procedures will take place:

1. All incidents will be recorded by staff on an incident form and a record is kept on a school register to monitor incidents and frequency.
2. All incidents will be investigated by staff members where the victim, the bully and the witness will be allowed to put forward their point of view.
3. All incidents will be dealt with in line with the School Behaviour Policy. Sanctions outlined in the Behaviour policy (The Fair Deal Plan) may be applied, for example moving to red (loss of playtime, Golden time, phone call home, meeting with parents, referral to Headteacher, isolation, exclusion) including what actions may be taken if bullying persists.
4. Parents of both the bully and the victim will be informed as appropriate.
5. If necessary and appropriate, police will be consulted, with consent from parents.
6. Support will be provided to help the bully (bullies). These include a range of responses appropriate to the situation such as solution focused restorative approach, individual work with the victim, perpetrator and referral to outside agencies if appropriate.
7. Support will be provided for the victim and they are kept informed of the outcome of the situation.
8. All incidents will be followed up by the class teacher and a record of the outcome logged on the incident form, keeping in touch with the person who reported the situation, focusing on the victim if appropriate and the parents/carers of the parties involved.
9. The ABC coordinator will monitor the system and report the effectiveness to the Headteacher and the Governing body.

Recording Bullying and Evaluating the Policy

Bullying incidents will be recorded by the member of staff who deals with the incident

and held in school to be tallied at the end of each term. These documents are kept in school for the next three years.

The information we hold will be used to ensure individual incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of the policy.

This information will be presented to the governors in an anonymous format as part of the annual report.

The policy will be reviewed and updated annually.

Strategies for Preventing Bullying

As part of our on-going commitment to the safety and welfare of our pupils we at Fairfield Endowed CE (C) Junior School have developed a range of strategies to promote positive behaviour and discourage bullying behaviour, both as part of the curriculum and across the whole school, for example:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others.
- Involvement in Healthy Schools
- Friendship week annually in November.
- PSHE/citizenship
- Specific curriculum input on areas of concern such as Cyberbullying and internet safety
- Student voice – School Council
- Peer mentoring schemes - Playground Buddying
- Parent information events/information
- Staff training and development for all staff
- Positive Play
- Nurture programme and a nurturing alternative curriculum
- Counselling
- Restorative Approaches

Links with other policies

School Behaviour Policy

Safeguarding Policy

Acceptable Use Policy - Cyberbullying and internet safety

Equalities Policy - Race, Sexist, Sexual, Transphobic, Homophobia, SEN and Disability

PSHE and Citizenship Policy

Complaints policy

Confidentiality Policy

Prepared by: Mrs J Hewson

April 2016