

Statutory/HCC Recommended	Developed by:	Approved by:	Date Approved/Reviewed	Next review date:
School	HT/Curriculum Comm	HT	December 2015	December 2018

Fairfields Primary School Equal Opportunities Policy – Anti bullying

Purpose

“Bullying causes considerable suffering to individual pupils and has a damaging effect on school atmosphere” Elton report (1989). It prevents equality of opportunity.

Article 3 of the United Nations Convention on the Rights of the Child states that “All organisations concerned with children should work towards what is best for each child”. We are committed to providing a caring, friendly and safe environment for all our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a TELLING school. This means that *anyone* who knows that bullying is happening is expected to tell the staff.

Objectives of this policy

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All governors, teaching and non-teaching staff should know what the school policy is on bullying, and follow it when an incident of bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.

What is bullying?

Bullying is the use of aggression with the intention of hurting another person, repeated often and over a period of time, making it difficult for the victim to defend themselves. Research has shown that bullying by text messages on mobile phones or by email is an increasing problem. Bullying results in pain and distress to the victim. It is important that children understand the difference between bullying and simply ‘falling out’. Bullying can affect adults as well as children.

Bullying can be:

- Emotional being unfriendly, excluding, tormenting (e.g. hiding books, 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 focussing on the issue of sexuality.
- Verbal name-calling, sarcasm, spreading rumours, teasing.

Cyber-bullying

The development of new technologies, e.g. mobile phones, email and social networking, means that bullying is often now taking on a new form: cyber-bullying. Victims can experience anxiety as much as traditional forms of bullying, particularly as it can occur outside of the school and school hours, significantly intruding into the personal life of the victim. For further information see: Cyber-bullying and Appropriate Internet Use: Practical Advice for School Staff Acceptable Use of ICT Resources Policy

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 and the responsibility to treat other the same way. Pupils who are bullying need to learn different ways of behaving.

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

Strategies to prevent bullying behaviour

Prevention is better than cure and we aim to reduce the opportunities for bullying behaviour through:

School organisation

- By being aware of areas within the school where bullying can occur.
- By minimising areas within the school buildings and grounds where bullying can occur.
- By ensuring that playgrounds and play areas are places that offer purposeful recreation, catering for different play needs and reducing boredom.
- By ensuring that all staff, pupils and parents are aware of the common aims of acceptable behaviour and the consequences of unacceptable behaviour.
- By being aware of the early signs of distress in pupils.
- By encouraging pupils to report any bullying that they witness, knowing that the bully will be dealt with firmly.
- By encouraging parents to contact the school if they feel their child is being bullied.

School Curriculum

We will use the school curriculum wherever possible to reinforce the ethos of the school and help pupils to develop strategies to combat bullying-type behaviour.

- By developing pupil's self esteem through personal, social and health education (PHSE) and by having circle time activities that include discussions on equal rights, discrimination, relationships, justice and acceptable behaviour.
- By teaching those values, attitudes and skills that foster mutual respect.
- By ensuring that, wherever possible, PHSE values permeate all aspects of school life including the curriculum.
- By using assembly and circle times to remind the whole school of the importance of respectful and caring behaviour towards all.
- By having discussions about bullying and why it matters, avoiding direct, closed questioning which may be interpreted as accusatory or interrogational

In addition, children may be required to take part in other activities such as:

- Writing a set of guidelines for positive personal behaviour
- Signing a behaviour contract.
- Writing stories or poems or drawing pictures about bullying.
- Reading stories about bullying or having them read to a class or assembly.
- Role-play with a focus on deterring bullying behaviour.

Whole school ethos

- All staff should be made aware of the mechanisms and procedures of the anti-bullying policy.
- The school will work in partnership with parents to foster anti-bullying behaviour and to deal with individual incidents.
- Victims will receive help, support and advice in a safe secure environment.
- Perpetrators will receive help and be treated appropriately.

Procedures

- All reported incidents of bullying should be taken seriously and investigated by staff. Where the reports are substantiated, the incidents should be recorded on an incident report form and given to the Head Teacher or Deputy Head Teacher.
- If bullying includes racist abuse, it should be recorded on a racial incidence form.
- Where appropriate, the parents of the child victims and bullies will be informed of any incidents that occur and any actions taken. They may be asked to attend a meeting to discuss the problem and/or to support the strategies proposed to tackle the problem.

Outcomes

- An attempt will be made to help the bully (bullies) change their behaviour.
- The bullying behaviour or threats of bullying will have been investigated and the bullying stopped as quickly as possible.
- The bully (bullies) may be asked to genuinely apologise. Other consequences may take place.
- In serious cases, suspension or even exclusion will be considered.
- 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.

Whilst there is little history of bullying at Fairfield's Primary School, we believe that one case is one too many and that it is essential to review this policy frequently to ensure that we are in a position to strengthen our approach to this issue.

We invited our parents to drop-in with any questions or queries they may have as part of this policy review, however none did so. Our School Councillors have worked with their classes to share ideas and create an anti-bullying leaflet.

Guidelines for recognising the signs that may indicate a child is being bullied

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these signs and that they should investigate if a child:

- Is frightened of walking to or from school.
- Begs to be driven to school
- Changes their usual routine
- Is unwilling to go to school (school phobic)
- Begins truanting.
- Becomes withdrawn anxious, or lacking in confidence.
- Wants to remain with adults.
- Starts stammering.
- Attempts or threatens suicide or runs away.
- Cries them selves to sleep at night or has nightmares.
- Feels ill in the morning
- Begins to perform less well in school work.
- Comes home with clothes torn or books damaged.
- Has possessions go missing.
- Asks for money or starts stealing money (to pay bully)
- Has dinner and other monies continually 'lost'.
- Has unexplained cuts or bruises.
- Comes home starving (money or lunch has been stolen).
- Becomes aggressive, disruptive or unreasonable.
- Is bullying other children or siblings.
- Stops eating
- Is frightened to say what's wrong.
- Give improbable excuses for any of the above.

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