



# FAIRFIELD PREP SCHOOL

## Anti-Bullying Policy

This policy applies to the whole of the Fairfield Prep School including EYFS and Wrap Around Care.

The Board of Governors values the good relationships fostered by the school, and expects that every allegation of bullying will be taken seriously.

All staff, pupils and parents should be aware of the negative effects that bullying can have on individuals and the school in general, and should work towards ensuring that pupils can learn in an environment without fear. We aim to provide a caring, friendly and safe environment for all our pupils so they can learn and reach their potential in a relaxed and secure environment.

Bullying of any kind is unacceptable in this school and will not be tolerated. It will be taken seriously and acted upon. This includes bullying which has occurred outside of school but has been reported to school staff.

### Aims and objectives

- to produce a consistent school response to any bullying incidents that may occur
- to demonstrate that the school takes bullying seriously and it will not be tolerated by developing a school ethos in which bullying is regarded as unacceptable
- to take measures to prevent all forms of bullying in the school and on off-site activities including cyber bullying (please see the school's E-safety policy and ICT code of conduct for further details)
- to support everyone in their attempts to identify and protect those who might be bullied
- to demonstrate to all that the safety and happiness of pupils is enhanced by dealing positively with bullying
- to promote an environment where it is encouraged to tell someone about bullying
- to promote positive attitudes in pupils in line with our Promoting Good Behaviour Policy

### Definition of Bullying

Bullying is behaviour by an individual or group repeated over time, that intentionally hurts another group or individual either physically or emotionally. It is deliberately hurtful behaviour, whether physical or psychological, repeated over a period of time often where there is an imbalance of power.

The school use the acronym STOP – Several, Times, On, Purpose, to explain this to the children.

According to 'Kidscape' bullying can involve persistent aggression of a deliberate nature, unequal power relationships, actions of others that result in pain and or distress.

Bullying can take many different forms but it is usually categorised into the following areas and includes the following behaviour or actions.

- **physical** - hitting, kicking, stealing, fighting, extortion.
- **verbal** - name-calling, teasing and mimicking, insulting people with or without disabilities, threatening people, making racial, sexual, religious, cultural, homophobic remarks.

- **indirect** - spreading nasty stories about someone, excluding someone from social groups, making people feel unwelcome.
- **sexual/sexist** – comments or actions specifically referring to gender or gender differences in a derogative manner
- **Homophobic, Transphobic** – bullying motivated by a prejudice against lesbian, gay or bisexual people.
- **cyber** – The use of Information and Communications Technology (ICT) particularly mobile phones, internet and social media deliberately to upset someone else.
- **racial/cultural/religious** – Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent but it fulfils other descriptions of bullying. This possibility should be considered, particularly in cases of sexual, sexist or racist bullying and when pupils with disabilities are involved.

Some pupils are more likely to be the target of bullying because of the attitudes and behaviours some young people have towards those who are different from themselves.

### **Responsibilities:**

#### **The role of the Head**

The Head has a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying among pupils. The Head will:

- ensure that all staff have the opportunity to discuss strategies
- determine the strategies and procedures through the Promoting Good Behaviour Policy
- ensure staff (both teaching and non-teaching) are aware of the school policy
- discuss development of the strategies with the Deputy Head Pastoral
- update the governors through the Fairfield School Board Committee
- inform the Chairman of Governors of any instances of serious bullying.

#### **The role of the Deputy Head Pastoral**

- be responsible for the day-to-day management of the policy and systems
- ensure there are positive strategies in place to support both the victim and perpetrator
- inform the Head of any incidents
- organise and attend staff training on a bi-annual basis through Inset
- record all incidents involving bullying and determine if it is appropriate for parents to be informed
- offer advice and support to all staff (teaching and non-teaching) in any matters involving bullying
- liaising with the Head of PSHEE regarding the curriculum-based anti-bullying programme

#### **The role of Heads of Year**

- be responsible for ensuring that the school's positive strategies are put into practice (see Promoting Good Behaviour Policy)
- attend bi-annual training to keep up to date with current strategies
- know the school's procedures and deal with incidents reported to them in accordance with this
- support class teachers when allegations of bullying are made within the year group
- liaise with the Deputy Head Pastoral when appropriate
- keep records of allegations of bullying on CPOMS and pass on to the Deputy Head Pastoral

### **The role of Class Teachers**

- deal with allegations of bullying made by children in their class in line with the Schools policy
- inform the Head of Year and or Deputy Head Pastoral when appropriate
- attend bi-annual training to keep up to date with current strategies
- deliver the anti-bullying programme as set out in the PSHEE scheme of work

### **The role of all staff**

- be familiar with the Schools policy and procedures and deal with incidents in accordance with this
- attend bi-annual anti bullying training organised through Inset
- be observant and challenge any unacceptable behaviour witnessed
- advocate and empower pupils to develop the ethos of this being a 'telling' school
- ensure that the pupils are educated in the definitions of bullying and the impact that bullying can have on a person
- report all incidents to relevant staff
- ensure a consistent whole school approach to anti-bullying

### **The role of the pupils**

- to treat all members of the school community with respect and follow the school's Golden Rule to "Treat others as you would expect to be treated"
- not to be a part of any form of bullying
- not to be a bystander
- not to suffer in silence and speak out if another's behaviour is causing them distress
- to report any incidents of bullying they see
- to work together to stop bullying within the school community
- to understand the seriousness, effects and consequences of all types of bullying
- STOP – Start, Telling, Other, People

### **The role of the parents**

- inform the class teacher if they suspect that their child is being bullied or the perpetrator of bullying
- support the schools Anti-Bullying policy
- actively encourage their child to be a positive member of the school
- be aware of their child's activity on the internet and social media at home to help combat any kind of cyber bullying
- be involved as part of the solution to the problem of bullying as the parent of the victim or perpetrator

### **Implementation**

Our Anti-Bullying policy is implemented through:

- staff and pupils being informed of the Anti-Bullying policy
- providing opportunities for the pupils to behave positively recognised through appropriate reward
- adults in school being positive role models to the children
- promoting anti-bullying through assemblies
- teaching themes through the PSHEE curriculum
- encouraging discussion on anti-bullying strategies and promoting anti-bullying values
- training for all staff to ensure a consistent approach
- themed assemblies carried out by the Deputy Head Pastoral

## **Responding to Bullying**

- if bullying is suspected or reported the incident will be investigated and dealt with initially and immediately by the teacher approached
- if a cyber, racial, religious, cultural, sexual or homophobic element to the bullying is suspected the Deputy Head Pastoral must be informed immediately.
- the teacher will record the details of the incident on CPOMS and inform the Head of Year. This will enable us to establish patterns.
- if appropriate, the Head of Year/Department will interview all the parties and make a record on CPOMS.
- where appropriate, staff teaching the bullied pupil and the class teacher will be informed
- the Head of Year/class teacher will determine in consultation with the Deputy Head Pastoral the appropriate strategy and plan of action to combat the bullying for both the victim and the perpetrator
- the class teacher will oversee the implementation of the strategy
- parents will be kept informed by the class teacher or Deputy Head Pastoral.
- any sanctions against the perpetrator will be determined by the class teacher/Deputy Head Pastoral. The Head will be informed.
- The DSL will be informed of all bullying where there are safeguarding concerns

## **Children who have been bullied**

Staff who deal with pupils who have been bullied must always offer reassurance. Pupils who have been bullied will be given support determined by the class teacher/Deputy Head Pastoral in consultation with the pupil.

## **Children who have perpetrated bullying**

Changing the attitude and behaviour of bullies will be part of the culture endorsed by the school. However, the school recognises that sanctions may also have to be used against bullies (see Promoting Good Behaviour policy).

## **Sanctions**

Any of the school's formal punishments can be used against bullies as appropriate. For persistent offenders or incidents considered as gross acts of aggression, a pupil could be permanently excluded. The implementation of disciplinary sanctions which reflect the seriousness of the incident may be considered in order to convey a deterrent effect.

## **Monitoring and Review:**

The Deputy Head Pastoral will keep records and reports on serious incidents and inform the Head.

The Head will consider the records and reports with the SMT to determine what can be learned from the incidents

- Improvements or changes will be made to the School policies if felt to be appropriate.

The Head will inform the Chairman of Governors if required about any serious incidents.

This policy statement should be read alongside other policies, including Safeguarding Policy and Online Safety Policy

Reviewed: October 2020