



## Anti-Bullying

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This policy is available to current and prospective parents upon request in the school office and on the school website. It should be read in conjunction with our behaviour, discipline and exclusion policies.

Fairfield very rarely finds instances of bullying, but we are aware that bullying behaviour exists and we make it clear that it will not be tolerated. The caring, family ethos of the school provides opportunities in class or in assembly to discuss behaviour and consideration for others.

The children should know that any threatening behaviour, whether verbal or physical, is to be reported to a teacher or supervisor immediately.

Fairfield seeks to have effective procedures for dealing with bullying. Concerns raised by parents or children will always be taken seriously.

Our policy reflects the school's aims and ethos. We emphasise respect for oneself and for others, taking responsibility for one's own behaviour and caring for others.

We recognise that bullying can also take place between adult members of the school community and this will not be tolerated. Threatening behaviour, whether physical or verbal, should be reported immediately to the Headmistress or a governor. Members of the school community include pupils, staff, governors and parents.

We recognise that bullying can also take place using information and communication technology such as mobile phones, text messaging, photographs, email, social websites and the internet (cyberbullying). Children are not permitted to bring mobile phones to school and strong internet filters are used to prevent any access to chat rooms or unacceptable sites. We seek advice from the police on teaching children about the dangers of the internet and how to use the internet safely. We recognise that staff, as well as children, may become targets of cyberbullying. Reference made to DCSF [Cyberbullying Supporting School Staff](http://intranet.fairfieldschool.org.uk/wp-content/uploads/2009/05/Cyberbullying.pdf)(<http://intranet.fairfieldschool.org.uk/wp-content/uploads/2009/05/Cyberbullying.pdf>) and Safe to Learn: Embedding anti-bullying work in schools: [www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/cyberbullying](http://www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/cyberbullying) (<http://www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/cyberbullying>) .

Incidents involving cyberbullying should be reported to the Headmistress.

### Links related to anti-bullying:

[www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)(<http://www.anti-bullyingalliance.org.uk>)

[www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying](http://www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying)  
(<http://www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying>)

[www.childline.org.uk](http://www.childline.org.uk)(<http://www.childline.org.uk>)

[www.kidscape.org.uk](http://www.kidscape.org.uk)(<http://www.kidscape.org.uk>)

[www.cybermentors.org.uk](http://www.cybermentors.org.uk)(<http://www.cybermentors.org.uk>)

[www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)(<http://www.thinkuknow.co.uk>)

We aim:

- To prevent bullying.
- To reassure individuals, whether children or adults, that we will listen to their concerns.
- To take action in the event of bullying.

We would define bullying behaviour as:

- Appearing in a range of behaviour, including physical, verbal, emotional, sexual and racial.
- Relating to/appearing in the areas of racial, religious, cultural, sexual, homophobic, disability and cyber.
- Aggressive or insulting behaviour that intentionally hurts or harms.
- Making homophobic or racial taunts, graffiti or gestures.
- Persistent humiliation of others, excluding others from groups.
- Being deliberately hurtful to others whether physically or verbally.
- Repeated over time and consistently.
- When it is difficult for the individual being bullied to defend him/ herself.
- Inciting others to join in a deliberate campaign against an individual.

However, if two pupils have an occasional fight or quarrel, this is not bullying. The occasional over-reaction to an incident is not bullying. These may be regarded as natural learning situations for a developing child. Such incidents will be handled firmly but fairly and with understanding of child development.

We prevent bullying by:

- Ensuring that all staff are aware of this policy and know how to deal with incidents of bullying;
- Challenging stereotypical views;
- Reinforcing the school's ethos and zero tolerance approach to bullying;
- Encouraging tolerance and respect for difference;
- Close communication between daycare staff, lunchtime supervisors and staff to identify potential problems and to reinforce school ethos;
- Emphasising respect for self and others and for Fairfield's code of behaviour;
- Identifying causes of bullying in an attempt to reduce them;
- Teaching children to take responsibility for their actions;
- Emphasising the link between behaviour and consequences;
- Making children aware of the seriousness of bullying, including the potential of causing psychological damage and/or inducing suicidal behaviour;
- Raising awareness that there are criminal laws which apply to threatening behaviour or harassment;
- Observation of behaviour patterns;
- Creating a positive ethos with high expectations of good behaviour;
- Fostering a caring atmosphere;
- Building self esteem—thus avoiding 'victims';
- Praising good behaviour as often as possible;
- Being fair and showing an interest in all children;
- Insisting on children telling the truth;
- Talking with children about behaviour;
- Having clear classroom routines;
- Ensuring good supervision at all times;
- Ensuring that the children know that bullying will not be tolerated;
- Ensuring proper procedures are in place to deal with disputes between adult members of the school community.

## Methods and strategies

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- Emphasis on the right of every child to feel safe, free from harm and happy in school;
- Encouraging parents to support and perpetuate the ethos of the school;
- Increasing pupil awareness of different cultures;
- Modelling desired behaviour;
- Monitoring, evaluation and review of policy and procedures each year;
- Class discussions about hurtful behaviour;
- Using storytelling, drama and role play;
- Using assembly, historical events and current affairs;
- Circle time, PSHE and Citizenship curriculum and sessions;
- Exploring feelings and emotions (primary SEAL);
- Teaching children to challenge bullying behaviour by:
  - Saying firmly, “Don’t do that”
  - Telling an adult
  - Helping other children in distress
- Close playground supervision;
- Taking action to reduce the risk of bullying at times and in places where it is most likely

## Dealing with bullying behaviour/Procedures to follow

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- Our PSHE policy and pastoral care system emphasise a zero tolerance approach to unacceptable behaviour and children are encouraged to share any concerns or fears immediately with their parent, class teacher or another adult in school;
- Children are aware that they will always be listened to;
- We show disapproval and remove the “bully” from the company of other children for a while;
- We ask them how they can put things right;
- We encourage them to understand how the victim feels;
- We ask them to apologise;
- If a group are involved in bullying, each member will be seen individually and, if appropriate, asked to write an account of their version of what happened. Then they will be seen together to discuss the incident.
- Support will be provided for both bullied child and bully;
- Reference made to Anti-Bullying pack DfES 0064/2000; DCSF website “Don’t suffer in silence”
- Reference made to DCSF *Safe to Learn* Guidance;
- Staff awareness is raised through staff meetings and training;
- Instances of bullying will be thoroughly investigated and staff kept informed;
- Written records will be kept of incident, investigation and outcomes;
- All written records are seen by the Headmistress in order to enable patterns to be identified;
- Incidents will be followed up to ensure there is no re-occurrence;
- Action will be taken to avoid further incidents eg; sanctions (withdrawal from class, loss of break or lunchtime playtime, withholding participation in school trips or events, suspensions, exclusion), apology, parental involvement, support for all concerned.
- Attempts will be made to encourage the bully to adopt a more co-operative approach, through group work in the classroom, where socially desirable behaviour can be modeled and praised.

## Anti-bullying Guidelines

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Identifying a possible problem. A child could:

- show signs of stress—being moody, silent or crying
- be frightened of walking to and from school
- be unwilling to attend with no clear reason

- want to change the route to school
- become withdrawn at home
- seem upset after using the internet or mobile phone, or change their behaviour e.g. not wanting to look at new text messages immediately
- sleep badly or start wetting the bed

You may notice:

- crying at night, nightmares
- deteriorating work
- clothes and equipment regularly destroyed, but excuses given
- loss of appetite
- unexplained bruises and scratches
- “losing” possessions, pocket money
- asking for extra money, or even starting to steal money at home.

Profile of a bully: the typical school bully may appear superficially confident, assertive and physically strong. He/she enjoys feelings of power, and may for some years have been used to getting what he/she wants. In fact he/she may have been bullied or even abused at home. There is rarely an area of the curriculum at which he/she excels, or for which he/she receives praise and approval.

Advice to give children who suffer bullying

- initially, try to ignore taunts or threats, and don't show distress.
- next, shout loudly and forcefully to tell the bully to go away, then walk off quickly—practise this shouting in front of a mirror, to look fierce.
- try not to have a predictable pattern of behaviour at play times, thus making it hard for a bully to plan his moves.
- stay with a group as much as possible.
- agree with friends that, if any one of the group is threatened, they will all stand together if a problem arises.
- inform teachers and parents, giving a clear description of what happened, and whether any money or items changed hands.
- if a bully approaches, stride confidently away, and don't avoid looking him/her in the eye.
- Ask for adult support
- Report any instances of bullying

School staff and parents can work together once everyone is in the picture. Reporting bullying is sometimes very difficult for the pupil, and should always be taken seriously.