

FAIRFIELD PRIMARY

SCHOOL

POLICY

FOR

Anti-Bullying

The vision and values of the school

Schools should adopt a whole-school approach for promoting positive, respectful behaviour between staff and learners as part of their whole school approach to well-being. This approach should be woven through all school activity.

Creating an environment which encourages positive behaviour and addresses the root causes of unacceptable behaviour will help create an inclusive and engaging environment where learners feel safe and are ready to learn.

At Fairfield School, we believe that good behaviour is the key to a good education. Our aim is to create a learning environment where everyone feels valued, secure and motivated to learn. In school we work towards standards of behaviour that are based on the basic principles of honesty, respect, consideration, and responsibility. Our expectation is that everyone in the school community will aim to show this behaviour at all times.

What is meant by bullying?

There is no legal definition of bullying in Wales or indeed in Great Britain. Therefore, the definition used in this guidance builds upon widely used principles established in the UK since 1993. Welsh Government guidance defines bullying as:

Behaviour by an individual or group, usually repeated over time, that intentionally hurts others either physically or emotionally.

There are a number of distinctive elements associated with bullying. These include but are not limited to the following:

- **Intention to harm:** bullying is deliberate with the intention to cause harm. Those who bully others are often skilled at knowing exactly how to humiliate or hurt their target: picking on key aspects of their appearance, personality or identity that produces the effect wanted. They seek out the area in which they have power over their target.
- **Harmful outcome:** someone or a group is hurt physically or emotionally. They can be isolated, humiliated or made fearful. Their sense of self-worth is reduced.
- **Direct or indirect acts:** bullying can involve direct aggression, such as hitting, as well as indirect acts such as spreading rumours, revealing private information about

someone or sharing intimate images with people for whom the information/images were not intended.

- **Repetition:** bullying usually involves repeated acts of aggression. An isolated aggressive act, such as a fight, is not usually considered bullying. Yet any incident can be the start of a pattern of bullying behaviour which develops subsequently. That is why incident records are so valuable.
- **Unequal power:** bullying involves the abuse of power by one person or a group who are (perceived as) more powerful, often due to their age, physical strength, popularity or psychological resilience.

Bullying can take many forms, including:

- **Physical** – kicking, tripping someone up or shoving them, injuring someone, damaging their belongings or gestures of intimidation
- **Verbal** – taunts and name-calling, insults, threats, humiliation or intimidation
- **Emotional** – behaviour intended to isolate, hurt or humiliate someone
- **Indirect** – sly or underhand actions carried out behind the target's back or rumour spreading
- **Online** – using any form of technological means, mobile phones, social networks, gaming, chat rooms, forums or apps to bully via text, messaging, images or video (see appendix 2 for more information on online bullying)
- **Relational aggression** – bullying that tries to harm the target's relationships or social status: drawing their friends away, exploiting a person's additional learning needs (ALN) or long-term illness, targeting their family's social status, isolating or humiliating someone or deliberately getting someone into trouble
- **Sexual** – unwanted touching, threats, suggestions, comments and jokes or innuendo. This can also include sextortion, so called 'revenge porn' and any misuse of intimate, explicit images of the learner targeted.
- **Prejudice-related** – bullying of a learner or a group of learners because of prejudice. This could be linked to stereotypes or presumptions about identity. Prejudice-related bullying includes the protected characteristics (including age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation). Prejudice can and does also extend beyond the protected characteristics and can lead to bullying for a variety of other reasons such as social status and background.

There are specific types of bullying relating to protected characteristics. These can broadly be categorised into the following groups:

- Bullying connected with age
- Bullying involving learners with disabilities, which can include SEN
- **Homophobic, biphobic and/or transphobic** bullying
- Bullying connected with **race, religion and/or culture**
- **Sexist and/or sexual** bullying

What is not bullying?

Some behaviour, though unacceptable is not considered bullying. Welsh Government expects these instances to be dealt with in accordance with the school's behaviour/relationship policy to deal effectively with these incidents and prevent them from potentially escalating to become bullying. It is essential that these one-off incidents are recorded by the school and that this data is regularly reviewed by the school alongside data on bullying to inform future practice. Some cases might be a safeguarding matter or require involvement of the police. A young person may be in need of multi-agency support or therapeutic intervention.

The following examples are cases which would not normally be considered bullying:

- **Friendship fallout** - a friendship feud may, however, deteriorate into bullying behaviour that is enabled by the fact that former friends have an intimate knowledge of the fears and insecurities of one another. Children and young people who are targeted by former friends feel the betrayal deeply and are frequently isolated from their former friendship group.
- **A one-off fight** – Welsh Government expects it to be addressed according to the school's behaviour policy unless it is part of a pattern of behaviour that indicates intentional targeting of another individual.
- **An argument or disagreement** between two children or young people is not generally regarded as bullying. Nevertheless, they may require assistance to learn to respect others' views.
- **A one-off physical assault** – Welsh Government expects it to be stopped and addressed immediately. Police involvement in cases where physical assault has happened may also be appropriate.
- **Prejudice-related incidents** – A prejudice-related incident can be defined as

“Any incident which is perceived to be prejudice or discriminatory by the victim or any other person hearing or witnessing the incident”.

It is crucial that schools act on and record such incidents to ensure that they are clearly seen as unacceptable within the school community. Whilst not meeting the definition of bullying because they may not be repeated over time, they are no less hurtful to the child or young person subject to this. These incidents could be linked to stereotypes or presumptions about identity.

Why it is important to prevent and challenge bullying

Fairfield's vision states the school's aim for every child to 'Feel Amazing In a Respectful environment, where every child is inspired and encouraged to learn and develop to their individual potential. Values and rights are embedded across the curriculum and positively promoted throughout the school community.

See appendix 3 for legislation relating to bullying.

How awareness of bullying will be raised

If there is a good level of awareness in the whole school community about unacceptable behaviour it is likely more learners will come forward to report it.

At Fairfield School we will:

- Ensure that all staff receive regular training on the anti-bullying policy and procedures
- Ensure that, on induction, all new staff are made aware of the policy, the approach taken by the school and how the procedures are administered
- Ensure that playground, lunch time and school transport supervisors and school administrators are fully aware of the policy and the procedures they should follow
- Regularly canvas children and young people's views on the extent and nature of bullying.
- Ensure that pupils know how to express worries and anxieties about one-off incidents and bullying.
- Ensure that all pupils are aware of the range of sanctions that may be applied against those engaging in one-off incidents and bullying
- Involve pupils in anti-bullying campaigns in schools.
- Publish the anti-bullying policy on the school website
- Publicise details of useful helplines and websites
- Offer support to pupils who have been bullied (both perceived and actual)
- Work with pupils who have been bullying in order to address the problems they have.

How anti-bullying and work to prevent any prejudice-related incidents will be embedded in the curriculum rather than an isolated annual event (such as during anti-bullying week)

Creating an environment which encourages positive behaviour and addresses the root causes of unacceptable behaviour will help create an inclusive and engaging environment where learners feel safe and are ready to learn.

Successful Futures

Successful Futures identifies 4 purposes for the curriculum. It recommends that the entirety of the school curriculum should be designed to help all children and young people to become:

- § ambitious, capable learners, ready to learn throughout their lives
- § enterprising, creative contributors, ready to play a full part in life and work
- § ethical, informed citizens of Wales and the world, ready to be citizens of Wales and the world
- § healthy, confident individuals, ready to lead fulfilling lives as valued members of society.

The Health and Well-being Area of Learning and Experience is about the physical, psychological, emotional and social aspects of our lives.

One-off lessons or short 'blitz' type activities are less likely to succeed than work embedded in the curriculum which progressively addresses relationships, positive behaviour and resilience.

Work across the curriculum builds a supportive school culture and shared values. It can be instrumental in enabling and empowering learners to acquire and maintain the social skills that will allow them to constructively manage their relationships with others and equip them to respond to bullying in an appropriate and, if necessary, assertive way. This approach to bullying enables the issue to be introduced progressively in an age, gender and culturally appropriate way and not treated as a 'one-off' lesson. It allows learners to make use of preferred and appropriate learning styles and can include the use of literature, audio visual material, drama, music, debates and outside visitors.

Targeted initiatives provide an opportunity to reinforce a positive and inclusive school culture. This can include awareness days, workshops, signposting and drop-in sessions as well as involving the wider neighbourhood and utilising a variety of organisations.

Schools should not be restricted to embarking on targeted initiatives only within dates set aside for planned prevention activities. In fact, limiting discussion of equality or discrimination

issues solely to preordained calendar dates misses numerous opportunities for ‘teachable moments’ such as what is topical in the news.

At Fairfield School, we will:

- incorporate the Health and Wellbeing Area of Learning across all elements of learning and teaching, to ensure it is embedded across all areas of school life.
- Focus every term on values and ‘Tools for Happiness’ to inform the school community and develop a respectful, safe environment.

Involvement of staff, learners, parents/carers and school governors in development and implementation of the policy

Successful implementation of an effective anti-bullying strategy to challenge one-off incidents and prevent bullying in schools must involve the whole school community. Taking a whole-school approach is more likely to succeed than a single initiative by a teacher or group of learners.

Without the wholehearted involvement of the school population anti-bullying strategies are not likely to succeed as they are unlikely to be successfully implemented. Schools should consult learners as an essential step in all stages of anti-bullying work.

If learners feel ‘ownership’ of the anti-bullying strategy, they are more likely to abide by it. It also allows them to influence decisions on matters that affect them, in line with their rights under the UNCRC. As respected members of the school, learners are more likely to feel a sense of belonging.

Successful anti-bullying work respects every member of the school community and demonstrates this respect rather than imposing a set of rules onto learners without any reference to how well this is working.

At Fairfield School, we will:

- engage widely with the school community to ensure that our policies and procedures are relevant and update them accordingly
- set clear and realistic objectives about what the strategy aims to achieve (awareness raising activities will be undertaken to promote these objectives among staff and learners)
- provide training, on how to implement the objectives of the strategy
- consult with all those involved in implementing the strategy as to how well the strategy is working

It is imperative that children and young people are taught, both at home and in school, about building and maintaining respectful relationships. This is the foundation on which positive behaviour is based.

Parents/carers have an important role to play, as part of the school community, in taking responsibility for their child's behaviour inside and outside school. Partnership working between the school and parents/carers to maintain high standards of behaviour and to encourage respect and kindness towards other people is vital.

Schools should engage with parents/carers, taking into account the following considerations when developing and rolling out their anti-bullying strategy.

At Fairfield School, we will ensure that parents/carers:

- are aware of the strategy
- know how the school would like them to report any concerns and how to escalate matters appropriately should they not be satisfied with the outcome of their initial concern
- know who to speak to when raising a concern about bullying or one-off incidents and evidence to provide
- have been engaged to support their children and support the vision and values of the school
- are aware that prejudice and discrimination are unacceptable within the school community
- are aware of the school's complaints procedure, in case they are not satisfied with the way the school has dealt with a case of reported one-off incidents and bullying
- are aware that one-off incidents and bullying relating to school staff via social media is not acceptable.

Signs a child or young person might be experiencing bullying

Indicators that a child is being bullied could include:

- Reluctance to go to school
- Appearing frightened of / during the journey to and from school
- Changing their usual route
- Being anxious, moody, withdrawn, quiet
- Complaining of illnesses such as stomach aches and headaches
- Bed-wetting in a previously dry child or young person
- Having nightmares or sleeping difficulties
- Coming home regularly with missing or damaged possessions
- Arriving home hungry
- Asking for extra money or stealing money
- Truanting

- Deterioration in their work / handwriting
- Not eating
- Unexplained cuts and bruises
- Being aggressive and bullying others
- Giving improbable excuses for any of the above

How bullying and prejudice-related incidents will be prevented, including on journeys to and from school

Creating a whole-school ethos

Effective schools take a proactive approach to preventing all one-off prejudice incidents (perceived or actual) and bullying and to mitigate their effects when they occur.

At Fairfield School we will:

- adopt a whole-school approach for promoting positive, respectful behaviour between staff and learners as part of our whole school approach to well-being - this approach will be woven through all school activity
- create an environment which encourages positive behaviour and addresses the root causes of unacceptable behaviour – this will help create an inclusive and engaging environment where learners feel safe and are ready to learn
- teach children and train staff about respect, positive behaviour, stereotypes and addressing prejudice
- build confidence to enable unacceptable language to be challenged and addressed
- ensure effective supervision between lessons with safe places provided for vulnerable learners during these times
- communicate a clear message of positive behaviour, kindness, loyalty and team spirit

Tailoring intervention

Young children who bully others using insults may not always understand the hurt they have caused and may be repeating what they have heard at home or in the community.

We will address this through:

- sensitive restorative work
- group activities exploring why some words are unacceptable can be used
- meetings with parents/carers to remind them about the values of the school

When young people become adolescents, they are more likely to be influenced by their peers and therefore interventions should address the whole group or class so that the majority opinion can be heard.

When the school will take action in relation to prejudice-related incidents and bullying outside the school

Bullying outside school can include online bullying. Information on this can be found in appendix 2.

Welsh Government guidance states that while schools are able to regulate certain conduct off school premises, such as one-off incidents and bullying behaviour, they can only impose sanctions when the learner is on the school site or under the lawful control or charge of a member of staff. A sanction could be imposed while a learner is on a school trip, but not while the learner is on their journey home from school for instance. In such circumstances, the member of staff could indicate to the learner that they have been seen misbehaving and/or engaging in bullying behaviour and will receive a sanction; however, the member of staff must wait until the learner is next in school to apply the sanction.

Welsh Government expect that any misbehaviour, including one-off incidents and bullying, on the journey to and from school should be dealt with using the most appropriate policy, such as the school's behaviour/anti-bullying policies or by enforcement of the Travel Code.

See appendix 3 for more information on the Learner Travel (Wales) Measure 2008.

At Fairfield School, we will:

- sensitive restorative work
- group activities exploring why some words are unacceptable can be used
- meetings with parents/carers to remind them about the values of the school
- involvement of outside agencies where appropriate

How the school will respond to incidents

Headteachers should ensure that all school staff, are aware of the procedures to follow if a learner reports being bullied or a prejudice-related incident.

All staff should be mindful that a learner may approach any member of staff they trust. Staff training and regular updates will increase their readiness and confidence to notice and respond when issues around one-off incidents and of bullying present.

The most effective interventions are sustained over the long-term, developed with staff, learners, parents and partners in the community. These are monitored, evaluated and revised to reflect changes in circumstances or context. Interventions are supported by a school ethos which inhibits one-off incidents, as well as bullying whilst promoting empathy and respect for

diversity. A single strategy or initiative is unlikely to provide a solution to bullying and the most effective anti-bullying strategy will usually include a range of tools which can be adapted to suit particular incidents and form part of the school's wider whole-school approach to well-being.

Interventions may be at class level, year group level or only with the perpetrator/s.

Whole-school response

There are frequently learning opportunities for the whole class or year group which can be implemented without mentioning the name of the person who reported it. This protects against retaliation.

Responding to the perpetrator

At Fairfield School we will:

- address the perpetrator/s according to the procedures and agreed sanctions in the school if they are found to have acted inappropriately
- give perpetrators the opportunity to put their side of the story before any decisions on penalties are made
- determine the most appropriate sanction in line with behaviour policy
- aim to address the root causes for the one-off incidents and/or bullying happening in the first instance - this is likely to have the greatest impact in preventing the issue from continuing.

Where isolation is used to tackle bullying, this will be used short-term and as part of a longer-term plan for addressing the root cause of the bullying.

Staff will explain to pupils the reason why they have been isolated and outline that the strategy is a short term intervention as part of a longer term plan to address the issue.

How to report bullying

At Fairfield, there are several ways in which pupils can report one-off incidents and bullying. These include:

- a quiet and private space to talk
- anti-bullying leads and staff available at key times
- Team leaders or School Council representatives
- Daily emotion check-in
- worry boxes
- PSE / circle time class sessions.

Supporting the pupil who has reported that they have been bullied

Effective listening

Those who are targets of one-off incidents (perceived and actual) and bullying tend to feel powerless. One of the first steps when responding to incidents is to work to restore their capacity to make choices for themselves. Using effective listening techniques staff (or a peer supporter where these are used) can help the targeted learner to feel they are doing something about the problem.

We will:

- acknowledge calmly the anger or distress of the targeted child or young person speaking
- try not to rush them if they need time to process their thoughts
- be mindful that it may have required considerable courage to come and report what is happening
- thank the learner for reporting the problem
- explain to them the next steps of how their concerns will be taken forward

Consider the setting

We will:

- sit at the same level as the learner reporting their experience of bullying
- place chairs at a slight angle rather than directly opposite each other to help reduce any conscious or unconscious sense of confrontation or opposition
- ensure privacy to avoid learners overhearing what is said or seeing a meeting taking place (note that for safeguarding best practice, it should be possible for other staff to observe the meeting)

Saving evidence

Learners who are bullied or subject to a one-off incident should be encouraged, where possible, to keep evidence of the activity. Evidence may include:

- threats or images sent on or offline by messaging, conversations, notes or images, damaged clothing or other belongings, online conversations or notes
- witness statements or additional evidence from bystanders
- dates and times when things happened
- screenshots

Bullying and one-off incidents rupture healthy self-esteem, replacing positive beliefs about oneself with beliefs linked to shame, disgust, criticism, incapacity, powerlessness and helplessness. When deciding on next steps to increase the self-efficacy of the learner who reports being bullied, staff should, where possible, give pupils an element of choice. Choices offered to the targeted learner may include:

- how the incident will be handled
- whether changes to the learner's current journey to or from school should be considered in more detail
- whether the learner would like help from peer supporters or agrees to join a club or activity.

What learners can expect

Welsh Government has produced helpful guidance for children and young people:

- Challenging bullying: rights, respect, equality. A guide for children
- <https://gov.wales/sites/default/files/publications/2019-11/rights-respect-equality-guide-for-children.pdf>
- Challenging bullying: rights, respect, equality. A guide for young people
- <https://gov.wales/sites/default/files/publications/2019-11/rights-respect-equality-guide-for-young-people.pdf>

Schools should ensure that this information is readily available to all pupils.

At Fairfield School we will:

- Regularly canvas children and young people's views on the extent and nature of one-off incidents and bullying
- Ensure that pupils know how to express and report worries and anxieties about one-off incidents and bullying
- Ensure that all pupils are aware of the range of sanctions that may be applied against those engaging in one-off incidents and bullying
- Involve pupils in anti-bullying campaigns in schools
- Publicise the details of helplines and websites
- Offer support to pupils who have been bullied
- Work with pupils who have been bullying in order to address the problems they have
- Encourage pupils to discuss anti-bullying, for example through the school council
- Put posters around the school, in language that can be clearly understood by all pupils

What parents/carers can expect

Welsh Government has produced helpful guidance for parents and carers:

- Challenging bullying. Rights, respect, equality: guidance for parents and carers

<https://gov.wales/sites/default/files/publications/2019-11/rights-respect-equality-guidance-for-parents-and-carers.pdf>

At Fairfield School we will:

- Ensure that parents / carers know whom to contact if they are worried about one-off incidents and bullying.
- Ensure that parents know about our complaints procedure and how to use it effectively.
- Ensure that parents / carers know where to access independent advice about one-off incidents and bullying.
- Work with parents and the local community to address issues beyond the school gates that give rise to one-off incidents and bullying.

Having reported an issue regarding bullying to the school, if a learner or their parent/carer does not feel that the school has taken it seriously or has not addressed their concern to a satisfactory standard, they can make a formal complaint.

The school complaints policy is available on the school website and made available on request from the school or school governing body.

How bullying and one off prejudice-related incidents will be recorded and monitored

Welsh Government expects schools to have in place mechanisms for reporting and recording bullying which are clearly communicated to the whole school community. The Welsh Government expects the information schools record and monitor to relate directly to their school's definition of bullying and broader provisions outlined in their school's anti-bullying strategy and policy.

Welsh Government expects schools to record all incidents of bullying, outlining the specific types of bullying, including bullying around the protected characteristics. The Welsh Government expects schools to monitor processes regularly. This will enable schools to modify their bullying policies to respond to specific trends and emerging issues in a swift and effective manner. Schools are likely to find this helpful in the context of their PSED under

the Equality Act 2010. This information could also be used by schools when reviewing their equality objectives and monitoring the impact of their anti-bullying policies.

At (name of school) we will use the forms found in appendix 4a and 4b to record each bullying or prejudice related incident.

If there is a good level of awareness in the whole-school community about unacceptable behaviour it is likely more learners will come forward to report it. A high number of incidents alone is not therefore an indicator that the school is ineffective. It could be the result of recent awareness raising work or anti-bullying activities.

Where schools report that they have no bullying, this may be as a result of the reporting mechanisms being ineffective whereby learners do not feel safe in raising their concerns. Schools reporting zero cases of bullying may be challenged through the inspection process to clarify what mechanisms the school employs to ensure learner well-being and inclusivity.

Where schools have recorded incidents of bullying, they should demonstrate that they are taking action to challenge bullying, address unacceptable behaviour and improve learner well-being.

As stated in Section 2 not all forms of unacceptable behaviour can be defined as bullying. At (name of school) no discriminatory or prejudicial actions or comments against pupils with protected characteristics will be tolerated and these will also be recorded monitored to ensure that all pupils are treated with respect. The incident form found in appendix 4b will be used to record these “one-off” incidents.

In some cases, bullying may be so severe as to become a safeguarding matter or require involvement of the police. A young person may be in need of multi-agency support or therapeutic intervention. If this is the case, this will be reported to the DSP who will contact the local authority safeguarding officer.

At Fairfield School we will:

- implement an ongoing cycle of school-level data recording, monitoring and analysis of anti-bullying and one off incident information
- use school level anti-bullying and one off incident data to identify priority areas for implementing whole school improvement
- take action to make those improvements
- share all data with the local authority

How learners and/or parents/carers can appropriately escalate the matter if they do not feel that their concerns are being taken seriously

Having reported an issue regarding bullying to the school, if a learner or their parent/carer does not feel that the school has taken it seriously or has not addressed their concern to a satisfactory standard, they can make a formal complaint.

Under section 29 of the Education Act 2002, school governors are required to have and publicise a complaints procedure ensuring anyone with an interest in the school can raise a complaint, confident it will be considered properly and without delay.

How the school will evaluate and review its policy and strategy

This policy will be reviewed on an annual basis and updated where required.

In reviewing the policy, all members of the school community, including members of the governing body will be consulted.

Effective schools will use surveys of learners' experiences to ask whether or not a learner, if bullied or subject to a one-off incident, reported it and were happy with the subsequent outcome. This gathering of feedback in order to learn lessons and continuously improve, more than any other, is of importance to establish trust among learners. Learners need to believe it is worthwhile to report being bullied and trust action will be taken on an individual and whole school level.

At Fairfield School we will:

- use surveys and group discussions to identify which aspects of the school's current policy and strategy work well and any areas for improvement
- regularly seek the views of learners, parents/carers and staff, through surveys and discussions, to measure the extent of bullying and one off incidents (perceived and actual), behaviour present
- monitor incidents of bullying and one off incidents (perceived and actual) and identify patterns of behaviour and the extent of bullying. This will enable us to modify our anti-bullying policy if required to respond to specific trends and issues.

Monitoring and Review

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