Fairhaven CEVA Primary School

Anti-Bullying Policy

Date Agreed by Governors: **24/03/2022**

Date Agreed by staff: **21/03/2022**

Date for Review: **Autumn 2026**

Signed S Strowger **Date 24/3/22**
Chair of Governors

Vision Statement

Our Christian school community strives to provide a variety of learning experiences for all our young people. We are here to nurture the gifts God gives us and to celebrate our differences. We encourage our pupils to explore their interests, find their talents, flourish and live life to the full. We want our children to live great lives and ultimately make a difference in the world.

Ethos

As a Church School, we strongly promote Christian values of love, kindness, peace, thoughtfulness, self-control, patience, gentleness & forgiveness – these values all add together to ensure our positive, anti-bullying learning climate, to encourage children to treat each other respectfully and with kindness at all times. We are also deeply concerned to make sure we deal with any injustice and deliberate unkindness to bring real remorse, understanding of wrong doing, any pain caused and restoration of relationships where this is needed through our restorative justice practices.

Belief – Friendship – Diversity – Achieve

At Fairhaven we want everyone to be the very best they can be.

Statement of Intent

At Fairhaven CEVA Primary School everyone is equal and we treat each other with dignity and respect. Everyone in our learning community can expect to be free from all forms of harassment and be able to achieve their full potential in a caring, safe, secure and supportive environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated.

This policy outlines how instances of bullying are dealt with, including the procedures to prevent occurrences of bullying.

The Education and Inspections Act 2006 outlines several legal obligations regarding the school's response to bullying. Under section 89, schools must have measures in place to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures are part of the school's Behavioural Policy, which is communicated to all pupils, school staff and parents.

All staff, parents and pupils work together to prevent and reduce any instances of bullying at the school. There is a zero-tolerance policy for bullying at the school.

Aims and purpose of the policy

- To ensure a secure and happy environment free from threat, harassment, discrimination or any type of bullying behaviour.

- To create an environment where ***diversity*** is celebrated and ***friendship*** flows freely.
- To ensure that the school community understands that bullying or any form of discrimination and prejudice is not acceptable.
- To ensure a consistent approach to preventing, challenging and responding to incidents of bullying, prejudice and discrimination that occur.
- To inform pupils and parents of the school's expectations and to foster a productive partnership this helps to maintain a bullying-free and inclusive environment to all members of our community.
- To outline our commitment to continuously improve our approach to tackling bullying, prejudice and discrimination by regularly monitoring and reviewing the impact of our preventative measures.

Definition of bullying

Bullying is hurtful, unkind or threatening behaviour which is deliberate and repeated. Bullying can be carried out by an individual or a group of people towards another individual or group, where the bully or bullies hold more power than those being bullied. If bullying is allowed it harms the perpetrator, the target and the whole school community and its secure and happy environment.

Bullying is generally characterised by:

- Repetition – incidents are not one-offs; they are frequent and happen over an extended period of time.
- Intent: The perpetrator means to cause verbal, physical or emotional harm; it is not accidental.
- Targeting: Bullying is generally targeted at a specific individual or group.
- Power imbalance: Whether real or perceived, bullying is generally based on unequal power relations.

Types of Bullying

Many kinds of behaviour can be considered bullying, and bullying can be related to almost anything. Teasing another pupil because of their appearance, religion, ethnicity, gender, sexual orientation, home life, culture or SEND are some of the types of bullying that can occur. Appendix A gives more details about groups of people who are more likely to experience bullying.

Bullying is acted out through the following mediums:

- Physical
- Verbal
- Emotional
- Online (e.g. cyber bullying)

Reporting – roles and responsibilities

All Staff

All staff at Fairhaven Primary have a responsibility and duty to:

- Be vigilant to signs of bullying and play an active role in the school's efforts to prevent bullying and prejudice.
- Challenge unpleasantness from one pupil towards another – unpleasantness will never be ignored.
- Deal appropriately with incidents that are brought to their attention.
- Implement the policy.

Teachers

All teachers are responsible for:

- Being alert to social dynamics in their class.
- Being available for pupils who wish to report bullying.
- Providing follow-up support after bullying incidents.
- Being alert to possible bullying situations, particularly exclusion from friendship groups, and informing the Headteacher of such observations.
- Refraining from stereotyping when dealing with bullying.
- Understanding the composition of pupil groups, showing sensitivity to those who have been the victims of bullying.
- Reporting any instances of bullying once they have been approached by a pupil for support.

Headteacher

The Headteacher is responsible for:

- Ensuring the policy is implemented consistently and effectively.
- Informing governors half termly via the Head teacher's report to Governors of any bullying or prejudiced incidents.

Governing Board

The governing board is responsible for:

- Evaluating and reviewing this policy to ensure that it does not discriminate against any pupils on the basis of their protected characteristics or backgrounds.
- Analysing bullying data to establish patterns and reviewing this policy in light of these.

- Appointing a safeguarding link governor who will work with the DSL to ensure the policies and practices relating to safeguarding, are being implemented effectively.

Parents are responsible for:

- Informing their child's teacher if they have any concerns that their child is the victim of bullying or involving in bullying in anyway.
- Being watchful of their child's behaviour, attitude and characteristics and informing the relevant staff members of any changes.

Pupils are responsible for:

- Informing a member of staff if they witness bullying or are a victim of bullying.
- Not making counter-threats if they are victims of bullying.
- Walking away from dangerous situations and avoid involving other pupils in incidents.

Responding to bullying and prejudice related incidents

When bullying or a prejudice related incident has been reported, school staff will follow the procedures set out below:

1. Talk to all parties to ascertain what has taken place.
2. Record the incident on the schools Record of Behaviour form. (Appendix B)
3. Support will be offered to the target of the bullying/prejudice related incident from the class teacher or teaching assistant.
4. An early resolution is sought for the target and perpetrator through the use of restorative conversations.
5. As a result of the conversation, clear behavioural and attitude expectations are laid down. These could include:
    i. The arrangements for beginning/ending lessons, lunchtimes, starting and ending of the day
    ii. Who they should keep away from
6. The class teacher will share behavioural expectations for specific individuals with other adults working in class and midday supervisors. Any other adult in receipt of information should feed back to the class teacher as soon as possible.
7. Both parties (the target and the perpetrator) are informed that the situation is being monitored by the class teacher/s concerned.
8. If there is no improvement, or further incidents occur, the parents/carers of the child will be contacted in order to come into the school to discuss the problem and to make clear the school's zero tolerance policy is being adhered to.
9. If further incidents take place, there is a real risk that the pupil will be excluded for a fixed term in the first instance.
10. The Headteacher will monitor all parts of the procedure.

Bullying and prejudice outside of school

Occasionally the school is made aware of bullying or prejudicial incidents that have taken place outside of school. This may be on the way to and from school, or the park after school. Cyber bullying is more likely to take place outside of school. Any incidents of bullying or prejudice between pupils will impact on pupil's wellbeing, their self-esteem and ability to achieve in school.

Where there is clear evidence that bullying or prejudice incidents have taken place outside of school, parents/carers will be informed in the normal way. It will be the school's expectation that parents/carers uphold their parental responsibilities.

The Headteacher has a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives the Headteacher the power to regulate pupils' conduct when they are not on school premises, and therefore, not under the lawful charge of a school staff member.

Derogatory Language

Derogatory or offensive language is not acceptable and will not be tolerated. It will be challenged by staff and staff will then follow procedures set out in the school's Behavioural Policy. A child's parent/carers will be informed of any incidents using derogatory or offensive language.

School Strategies to prevent and tackle bullying, prejudice and discrimination

We use a range of measures to prevent and tackle bullying including:

- Our school's core values of **Belief, Friendship, Diversity and Achieve** are at the heart of everything we do.
- Adults teach the values of **Friendship** everyday through their pastoral support of all children and also through specific lessons such as PSHE.
- Learning about tolerance and difference **(Diversity)** is part of the school's curriculum, and promotes an inclusive, tolerant and supportive ethos at the school.
- Collective Worship explores the importance of inclusivity, dignity and respect as well as other themes that play a part in challenging bullying and prejudice.
- Wellbeing Mondays explores themes of self-esteem and managing relationships.
- Our school rules are pupil-friendly. The *golden rule* of ***Kind Hands and Kind Words*** is frequently discussed and pupils know what the consequence of breaking this and other rules are.
- Our behaviour Policy supports the use of restorative conversations. These conversations provide support for the targets of bullying or prejudice related incidents and those who show these behaviours.

- The school's counsellor can deliver support to pupils who find managing friendships difficult.
- Staff training ensures that adults know the importance of making time to listen to children's worries and concerns and how to acting appropriately.
- Across the curriculum, children are given the opportunity to gain self-confidence and develop strategies to speak up for themselves and express their own thoughts and opinions. This gives pupils the confidence to speak out when they see or feel an injustice.
- The school works with parents and carers to tackle bullying and prejudice.

Training

The Headteacher is responsible for ensuring that all school staff receives regular training on all aspects of the anti-bullying and anti-prejudice policy.

This policy should be read in conjunction with:

- Behaviour policy
- Equalities policy
- Safeguarding policy
- Online Safety policy
- PSHE policy
- Complaints policy

Appendix A -Types of Bullying

Bullying related to race, religion or culture

Racist or faith-based bullying is bullying based on a person's background, colour, religion or heritage. Some surveys and focus groups have found that a high proportion of bullied pupils have experienced racist or faith-based bullying. Recent political and social issues also appear to have been a factor in the rise in this type of bullying and harassment. There is research to support the suggestion that where black and minority ethnic (BME) children experience bullying, it is more likely to be severe bullying. Moreover, bullying incidents can be a subset of the indirect and direct racist hostility which BME children, children of different faiths and Traveller children can experience in a number of situations. When racist or faith-based bullying takes place, the characteristics singled out not only apply to the individual child but also make reference to their family and more broadly their ethnic or faith community as a whole. Racial and cultural elements in bullying can be seen to heighten the negative impact on a child's sense of identity, self-worth and self-esteem. Schools are advised to log all incidents of racist or faith- based, homophobic and disability-related bullying and submit them on a regular basis (termly) to the local authority. This allows local authorities to monitor the occurrence of incidents and identify underlying trends in racist bullying so that appropriate and relevant training and support can be provided to schools. It is important to note that all incidents that are identified as potentially racist must be recorded, reported and investigated as such. The Stephen Lawrence Inquiry Report (1999) defines racism as 'conduct or words which advantage or disadvantage people because of their colour, culture or ethnic origin. In its more subtle form, it is as damaging as in its more overt form'.

Bullying related to special educational needs (SEN) and disabilities

Research shows that children and young people with SEN and disabilities are more at risk of bullying than their peers. Public bodies have new responsibilities to actively promote equality of opportunity for all disabled people and eliminate disability-related harassment. Children and young people with special educational needs and disabilities, whether in mainstream or special schools, do not always have the levels of social confidence and competence and the robust friendship bonds that can protect against bullying. Where children with SEN and disabilities are themselves found to be bullying, in most cases (except those related to specific conditions) schools should expect the same standards of behaviour as those which apply to the rest of the school community, having made the reasonable adjustments necessary.

Bullying related to gifted and talented children and young people

Children and young people who are gifted and talented can be vulnerable to bullying. Their achievements, different interests and advanced abilities can set them apart from their peers and can lead to a sense of not 'fitting in' and feelings of isolation. Their talents and abilities

may cause feelings of resentment and jealousy among their peers which may make them targets for bullying behaviour.