



Fairfields Primary School & Nursery

Antibullying Policy

Date reviewed:	Spring Term 2025
Date to be reviewed:	Autumn Term 2026
Owner	Mr G Gaidoni



Contents

1 Introduction	3
2 Definition of bullying	3
3 Role of the school	5
The School Environment	5
4 Procedures for dealing with bullying	6
Ways of supporting victims	7
Ways of disciplining the bully with an offer of help	7
Disciplinary action if bullying has occurred	7
5 Pupils should... ..	7
6 Parents should... ..	7
7 Governors should... ..	8
8 Monitoring and evaluation	8
9 Bibliography	8



1 Introduction

Through its Behaviour Policy, Fairfields Primary School & Nursery aims to provide a calm, well-disciplined, friendly and supportive atmosphere where children feel happy and secure. This in turn, enables children to develop high self-esteem and a positive attitude to learning. Good relationships are fostered and children learn to take responsibility for their own behaviour and learning.

Fairfields recognises and affirms the right of every child to learn in a safe and secure environment.

It acknowledges that bullying can seriously disrupt an individual's progress and achievement.

Its aim is to reduce and eradicate wherever possible instances in which pupils are subjected to bullying in any form.

Should an incident of bullying occur, appropriate after-care for both parties will be provided.

It ensures that all pupils and staff are aware of the policy and fulfil their obligations to it.

2 Definition of bullying

Defining bullying

While there is no single definition of bullying, the Department for Education provides the following guidance:

'Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.'

"Preventing and Tackling Bullying" DfE 2017

Most definitions include the following dimensions:

1. The behaviour is intended to cause distress.
2. The behaviour is repeated.
3. There is an imbalance of power between the perpetrator of bullying and the target.

However, there are important issues to consider within these broad factors:

The first element, 'the behaviour is intended to cause distress', should not be taken to excuse behaviour which individuals or groups claim was intended in fun. It is reasonable for schools to expect that young people will develop age appropriate skills of empathy and will not be drawn into behaviour that for the perpetrators amounts to teasing but for the target becomes seriously distressing. Behaviour that impacts to damage the emotional wellbeing of others should be taken to be a matter of serious concern and individuals should be made to understand their culpability, regardless of their intention. The effect of the behaviour on the recipient – not just the intention of the perpetrator – is significant in deciding whether to treat an incident as bullying.

The second element, 'the behaviour is repeated', should be understood in terms of the number and degree of impacts on the target. A single posting of hurtful material on the internet has the potential to be seen by hundreds if not thousands of people and is therefore a very serious matter. A single act of physical assault, mental abuse or threat of the same can lead a child to be in a state of ongoing fear. Any incidents of deliberately hurtful behaviour that lead to fear of recurrence should be designated as bullying incidents.

The final element, 'an imbalance of power', can be subtle and complex. It should not be assumed that a larger child cannot be a victim, nor a smaller child a perpetrator. It is also often important



to recognise the role of popularity as a factor that pertains to the balance of power. Equalities and issues of prejudice also need to be considered carefully within this dimension. A great deal of bullying is linked to difference, perceived difference or discriminatory attitudes towards certain groups regardless of whether the target is actually a member of these groups. For example, many children and young people who are not lesbian, gay, bisexual or transgender (LGBT) may be targeted for homophobic bullying while others may be the targets of racist bullying based on inaccurate presumptions about their culture. These dimensions should always be recorded and monitored.

Hertfordshire County Council recommends that schools therefore reflect the following more complex aspects in defining and responding to behaviour.

Bullying is behaviour that impacts negatively on others in the following ways:

1. The behaviour is either intended to cause distress or results in significant distress.
2. The behaviour is repeated or results in multiple impacts on the target.
3. There is an imbalance of power between the perpetrator/s of bullying and the target/s whether as a result of the prior context or the content or the experience of the hurtful behaviour.

Schools are encouraged to develop their own definitions in collaboration with children and young people, parents/carers and staff. It is very important that there is a shared understanding of the strength of the school's stance against bullying and understanding definitions is an important part of this. It is important that young people and their parents know the definition that the school is working with.

Bullying behaviour **can** include the following hurtful behaviours

- name-calling, taunting, teasing, mocking and making offensive comments;
- offensive, threatening or personalised graffiti or other written material;
- excluding people from groups;
- gossiping and spreading hurtful or untruthful rumours;
- kicking, hitting, pushing;
- taking belongings;
- cyberbullying – including sending inappropriate, offensive or degrading text messages, emails or instant messages, setting up websites or contributing content to social networking sites that is designed to embarrass or upset individuals or collective exclusion of individuals from social networking sites.

It should be noted that not all hurtful behaviour is bullying, but all reported hurtful behaviour should be taken seriously and resolved at the earliest opportunity.

The Equality and Human Rights Commission's report on the effectiveness of responses to 'Identity-based' (or 'Prejudice-based') bullying (Research report 64 2010) states that it **"is widespread and continues to blight the lives of many young people, affecting educational attainment and having a long term impact on their life chances."**

Schools should pay particular attention to ensuring that all prejudice-based hurtful incidents are identified and prevented from escalating. Ofsted will specifically look for evidence that this is the case in all schools and will ask to see records and analysis of bullying, discriminatory and prejudiced behaviour, either directly or indirectly, including racist, sexist, disability and homophobic/biphobic/transphobic bullying, use of derogatory language and racist incidents. In addition, schools should be sensitive to wider issues of prejudice. Some children and young people can be singled out because they are overweight, deprived, in care, young carers, particularly able or talented.

Schools should also be alert to challenging the development of an environment which is hurtful and threatening to particular groups or communities. For example, casual use of homophobic, biphobic, transphobic, sexist or racist language should not go unchecked whether or not it is targeted at an individual.

All incidents should be challenged and dealt with effectively and sensitively.



Peer on Peer Abuse

If one child or young person causes harm to another, this should not necessarily be dealt with as abuse: bullying, fighting and harassment between children are not generally seen as child protection issues. However, it may be appropriate to regard a young person's behaviour as abusive if:

- There is a large difference in power (for example age, size, ability, development) between the young people concerned; or
- The perpetrator has repeatedly tried to harm one or more other children; or
- There are concerns about the intention of the alleged perpetrator.

If the evidence suggests that there was an intention to cause severe harm to the victim, this should be regarded as abusive whether or not severe harm was actually caused.

Any instances of abuse should be referred to the school's Designated Safeguarding Lead or Deputy Designated Safeguarding Lead. It is the responsibility of everyone to report and deal with any incidents quickly. Please refer to the school's **Safeguarding Policy**.

3 Role of the school

Fairfields School ensures that all pupils and staff are aware of the policy and fulfil their obligations to it by following the procedures outlined in Section 4.

Issues of bullying are explored within the scope of the National Curriculum.

- Through literature, poetry, drama;
- Through acknowledging the importance of PSHE and Circle Time.

Bullying is referred to in the **Behaviour Policy**, the **Fairfields School Prospectus** and the **Home School Agreement**.

Bullying will not be tolerated.

Specific and more detailed procedures for dealing with bullying are outlined later in this document. The arrangements through which pupils troubled by bullying can draw their concerns to the attention of the staff in confidence are explained.

- Concerns will be carefully investigated and, if substantiated, taken seriously and acted upon.
- Staff must act and be seen to act firmly against bullying whenever and wherever it appears.
- Failure to respond to incidents of bullying may be interpreted as condoning the behaviour.
- Governing bodies should regularly review the Anti-Bullying policy.

The School Environment

At Fairfields we strive to encourage every member of our school community to be 'P.R.O.U.D.':

- **P**ositive
- **R**espectful
- **O**rganised
- **U**nited
- **D**etermined

'P.R.O.U.D' encapsulates the ways in which we wish our pupils to develop positive and valued behaviour traits and relationships for life and learning.

By reinforcing valued behaviours and discouraging detrimental behaviours we encourage each child to develop the ability to:

- determine right from wrong;
- grow in independent thought and judgment;
- take responsibility for their own actions.



Our expectations for pupil behaviour are enshrined in our PROUD values. These are the moral values which inform and develop the ethos of the school. Responsibilities are also dealt with in the Home School Agreement.

Summary

- Bullying concerns must be responded to immediately and appropriately. Some aspects may need to be dealt with at a later stage, for example after a parent/guardian has been contacted. It may be advisable to refer to another adult, while dealing with it.
- The reaction of staff to alleged incidents of bullying will influence the attitude of the pupils. Failure to respond may be interpreted as condoning such behaviour.
- All members of the school community, including staff, pupils and parents have a right not to experience bullying at school whether or not it is directed at them.
- It is important to acknowledge that pupils who have experienced bullying may have developed strategies to deal with this. Intervention should where possible, support and empower pupils/staff who have suffered harassment. There needs to be a balance between supporting and protecting pupils and staff.
- Staff should feel that dealing with these incidents is a learning experience and that there is often more than one way of resolving an issue.
- Staff must act and be seen to act firmly and consistently against incidents of bullying. It should be treated as a serious disciplinary matter and dealt with appropriately. For example, a deliberate bullying attack, which is either physical, verbal or indirect, should be dealt with on the same basis as a serious attack involving discipline in the way outlined in the following procedures.

4 Procedures for dealing with bullying

If bullying is suspected it must be investigated by talking to the suspected victim, the suspected bully and any witnesses and obtaining written accounts or diagrams when appropriate. Children should be interviewed separately.

If it is not possible to do this immediately a time later the same day must be offered, so that the child knows he/she will be taken seriously and listened to.

If after investigations it appears that bullying has not occurred, the reasons must be clearly explained to the child concerned, so that it does not appear that the school has done nothing about it. It may be helpful to contact the parents, to avoid any misunderstandings.

If bullying has occurred help and support will be given as appropriate to both the victims and the bullies.

All incidents of bullying should be recorded and monitored:

- Details about the nature of the incident (including date, time);
- Description of the incident itself;
- Note of action taken;
- List of people notified.

Policy, practice and recording should be regularly reviewed and reported to the Governing Body.

Reports to the Governing body should include **all** reported incidents of bullying over a specified period, so that consideration can be given in order to reduce the risk of further incidents occurring.

Staff must act as positive role models for pupils.



Ways of supporting victims

- By offering the immediate opportunity to talk about the experience with an adult of their choice or to write about it;
- By informing their parents/guardians;
- By offering continued support when it is needed;
- By making arrangements for 'break and lunch time' to be a safe time;
- By taking disciplinary steps to prevent bullying.

Ways of disciplining the bully with an offer of help

- By talking about what happened to discover the reason for involvement;
- By informing the bully's parents/guardians;
- By continuing to work with the bully in order to get rid of prejudiced attitudes;
- By taking the following action to prevent more bullying occurring.

Disciplinary action if bullying has occurred

- All bullying incidents must be recorded on CPOMS by the class teacher or a member of SLT.
- The Midday Staff verbally inform class teachers or a member of SLT if they witness or are made aware of any incidents of bullying.
- The parents/guardians and Headteacher must be informed.
- If the child does not stop bullying after the first warning, then the Headteacher will formally warn the parents and child of the risk of a temporary exclusion.
- If, after the first warning, a child continues to bully, then the Headteacher may issue a temporary exclusion.
- If temporary exclusion is not successful in modifying the child's behaviour, the Head will seek approval from the Governing Body to exclude the child permanently.

5 Pupils should...

- remember that silence is the bully's greatest weapon!
- know that no one deserves to be bullied and that it is **WRONG**;
- be involved in the development and review of behaviour and anti bullying policies and practice;
- learn what constitutes bullying and what to do about it through role play and Circle Time;
- stay with a group of friends – don't be alone;
- be assertive - say '**NO!**' walk away confidently and tell a member of staff;
- talk to a teacher/parent/guardian. **DON'T** fight back- it could make things worse;
- tell someone they can trust **IMMEDIATELY** – adults will take them seriously and will deal with bullies to end the bullying and not make it worse for them;
- write down or illustrate what has happened;
- express their feelings. It is not a sign of weakness.;
- Understand that if they know someone is being bullied and they do nothing about it — it may appear that they are on the side of the bully;
- not get involved but tell an adult **IMMEDIATELY**;
- not be or pretend to be friends with a bully.

6 Parents should...

- discourage their child from using bullying behaviour at school, at home and elsewhere;
- take an active interest in their child's school life, discuss friendships, how playtime is spent and the journey to and from school;
- watch out for signs that their child is being bullied, or is bullying others;
- contact the school at the first sign – **IMMEDIATELY** - if they are worried their child is being bullied – (they may suddenly not want to come to school, they may feel ill regularly or not complete their work to their normal standard) or if they fear their child is bullying others;



- ensure that their child is fully aware of the school Anti-Bullying Policy so that they are not afraid to ask for help but do so IMMEDIATELY;
- not confront pupils or their parents but inform the school if mediation is required.

7 Governors should...

- ensure that the Anti Bullying Policy is in place, is operated by all staff and is effective;
- review the policy regularly;
- consult all interested parties in revising the policy as necessary;
- help with, explain and comment on the policy to all interested parties;
- ask for information to enable them to monitor the implementation and evaluate the effectiveness of the policy.

Policy, practice and recording should be regularly reviewed and reported to the Governing Body.

Reports to the Governing body should include variations in the number of reported incidents over a given period of time and consideration of any action which needs to be taken to reduce the risks of incidents and bullying taking place.

8 Monitoring and evaluation

This is carried out regularly by the Governing Body and by teaching staff through CPOMS, weekly staff meetings and informal discussions.

9 Bibliography

Preventing and Tackling Bullying, 2017

Ref: DFE-00160-2017

Supporting children and young people who are bullied: advice for schools

Ref: DFE-00094-2014

The Kindness Principle

Dave Whittaker

<https://thegrid.org.uk/wellbeing/behaviour/anti-bullying>