

Anti-Bullying Policy

Fairmead School



Wellbeing Statement: At Fairmead School we take a holistic approach to the wellbeing of our students and staff. All policies are written with this in mind and consider the physical and mental wellbeing of our students, staff and our school community.

Signed by:	Mrs T Felstead
Date:	28 th March 2022
Next review:	March 2025

This policy should be read in conjunction with:

- Exclusions Policy
- Attendance Policy
- Behaviour Policy
- Staff Discipline
- Online Safety Policy
- Offsite Visits & Activities Policy
- Safeguarding Policy
- SEN Policy
- Working Together to Safeguard Children 2018

Contents

Rationale / Statement of Intent	3
Aims of this policy	3
What is bullying?	4
Anti-Bullying Policy Child Friendly Version	5
Rights Respecting School Ethos	6
Reasons for Bullying	6
Bullying outside school premises	7
Signs that a student may be being bullied	7
Prevention	8
Anti-bullying Strategies	8
Reactive Strategies	9
Reporting and Recording Incidents of Bullying	9
Procedures	10
Outcomes	10
Supporting the Victim and the Perpetrator of Bullying	10
Safeguarding Procedures	10
Other advice for Parents/carers:	11
Responsibility, Reporting and Reviewing Process	11
Appendix 1 : The law, other guidance & sources of support	12
Appendix 2: Card for all staff members to support bullying, prejudicial and gender-biased language	16

Rationale / Statement of Intent

Fairmead School is committed to providing a caring, friendly and safe learning environment for all of our students so they can learn in a relaxed and secure atmosphere. Our key values are Respect, Diversity, Participation and Equality. An ethos of mutual respect is encouraged to ensure we continue to create and sustain a safe, positive and inclusive environment for all pupils, staff and parents/carers. Bullying of any kind is unacceptable within Fairmead School. We believe that all members of the School community have the right to be protected from bullying and abusive behaviour. The safety, welfare and wellbeing of all of our students and staff is a key priority.

Within this policy there is a definition and the student's definition of what bullying is, the effects it can have on both child and parent/carer, the role and responsibility of Fairmead School along with parents/carers and students.

Aims of this policy

- All Governors, teaching and non-teaching staff, pupils and parents/carers should have an understanding of what bullying is.
- All Governors, teaching and non-teaching staff should know what the school policy is on bullying and follow it when bullying is reported.
- All pupils and parents/carers should know what the school's policy is on bullying and what they should do if bullying occurs.
- Pupils and parents/carers feel assured that the school takes bullying very seriously and what they should do if bullying arises.

Our students know that bullying will not be tolerated. Bullying is any behaviour that makes someone feel upset, uncomfortable and unsafe. This is usually deliberate and repetitive and can take many forms such as Verbal, Indirect and Physical.

Verbal Bullying-is usually attacking or upsetting somebody in the form of speech (this also includes signing). Examples: name-calling, intimidating, mocking and making hurtful comments.

Indirect Bullying-can take on a less obvious form that you wouldn't directly see or hear. Examples: spreading rumours or lying about someone, leaving someone out of a group on purpose, hiding, stealing or damaging someone property.

Cyber Bullying is a form of indirect bullying. This takes place via the use of devices such as computers (including tablets), game consoles and mobile phones. Examples: offensive texts, uploading pictures that could harm a person's reputation or cause harm, sharing damaging information about a person in a public forum, lying and starting/spreading rumours about someone.

Physical Bullying-is usually clear and is unwanted physical harm. Examples: hitting, spitting and pushing a person. Bullying can make a child feel insecure or have low self-esteem and self-worth. If your child is not helped effectively, bullying can have lasting psychological effects that can stay with a child and affect their adulthood.

Reasons for Bullying

Being a Special Educational Needs and Disability provision our approach to anti-bullying needs to take into consideration on the one hand, the impact of inappropriate behaviours on our physically, socially and emotionally vulnerable pupils, while on the other, the influence of specific types of special needs on the behaviour of some children. While the school recognises this dilemma it is also dedicated to combating both any actual bullying that may occur and the possible, while unintentional, incidents that may make pupils feel threatened, unsafe or afraid. The school will act promptly and firmly to combat bullying and aspects of behaviours that may impact upon the emotional and well-being of all, whenever and wherever it occurs.

Bullying needs to be understood in a way that it involves a 'perpetrator' and a 'victim', and that a person may engage in bullying as a learned behaviour due to past experiences. Thus a victim of bullying may be a perpetrator in the future, or in a different environment. Successful intervention needs to consider bullying within the context of both: the perpetrator and the victim.

There is evidence that a substantial amount of bullying is fuelled by prejudice - racial, religious, homophobic, bi-phobic and transphobic - and against children with special educational needs or disabilities or young people who are perceived as different in some way.

Bullying can be driven by prejudice or fear of difference. It can be linked to:

- race, religion or culture
- gender (e.g. sexist bullying, misogyny, misandry)
- sexual orientation (e.g. homophobic, bi-phobic or trans-phobic bullying)
- gender identity (e.g. trans-phobic bullying)
- disability or special need appearance or health conditions, home or other personal situation
- another vulnerable group of people, e.g. young carers

This list is not exhaustive and is simply indicative of some types of prejudicial bullying.

The school takes due note of the protected characteristics in the Equality Act (2010), namely age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

Racist and homophobic incidents will be dealt with in line with current Somerset County Council (SCC) Guidance.

Bullying outside school premises

Teachers have the power to intervene and respond to students for behaviour outside the school premises "to such an extent as is reasonable". This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or cyber-bullying from the home or community. The head teacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of

the action taken against a student. If the behaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

Signs that a student may be being bullied

Adults should be aware of these possible signs and that they should investigate if a student:

- Is frightened of travelling to or from school
- Changes their normal routines
- Changes in attendance, avoiding school, a reluctance to come to School making excuses or claiming they are unwell
- Becomes withdrawn, anxious, or lacking in confidence
- Lower self esteem
- Attempts or threatens suicide, runs away
- Reporting lack of sleep or nightmares
- Failing to thrive and achieve within the classroom
- Clothes, or personal possessions being damaged, go missing or torn
- Requests money or steals money (to pay a bully)
- Loses money
- Becomes aggressive, disruptive or unreasonable
- Is bullying other children or siblings
- Refuses or stops eating
- Is frightened to speak with anyone about what's wrong, giving improbable excuses
- Afraid to use the internet or mobile phone or nervous and jumpy when a message, email or telephone contact is made.
- Appearing upset after using the computer or mobile phone
- Spending a lot of time alone in their room
- Changes in attitude or behaviour, perhaps appearing sad, moody, aggressive or anxious
- Becoming more withdrawn, quiet and nervous in larger groups of people
- Lack of interest in social events or activities they normally enjoy
- Physical indications such as cuts, bruises or damaged possessions and clothing. Has unexplained cuts or bruises
- Some young people may have violent and verbal outbursts, as they can feel powerless at school but in the safety of their own home feel that they can take back some of the lost power.

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and will be investigated.

Prevention

- Bullying incidents to be reported to a member of staff or through the class 'Worry Box' (where appropriate)
- All incidents to be recorded by staff using Behaviour Watch.
- The Federation is proactive in gathering information about issues between students, which can provoke conflict and develop strategies to prevent bullying occurring in the first place.
- The bullying behaviour or threats of bullying will be investigated and stopped quickly.

- In serious cases, parents/carers to be informed and invited to a meeting to discuss the problem.
- In necessary and appropriate, the Police will be consulted.
- Appropriate interventions will be identified and implemented to support both the victim and the bully / bullies to move on in a positive way.
- Effective leadership that promotes an open and honest anti-bullying ethos
- Use of curriculum/learning opportunities (Personal, Health, Social and Citizenship Education, Life Skills, ICT) can be used to draw out anti-bullying messages . Use of opportunities throughout the school/service calendar and at certain times of the day to raise awareness of the negative consequences of bullying (e.g. Anti-Bullying Week in November of each year; and school assemblies).
- Intervention sessions through a personalised curriculum, such as Thrive Sessions, Elsa interventions and class activities.
- Drama and role-play activities promote understanding of the emotions and feelings associated with bullying.

Fairmead School Council are students who help prevent bullying through monitoring and reviewing the School Anti-Bullying Policy as well as being the Schools Anti-Bullying Ambassadors. If any parents/carers would like to review this policy please do not hesitate to contact the head teacher.

Anti-bullying Strategies

The aims of school/service anti-bullying strategies and intervention systems are:

- To prevent, de-escalate and/or stop any continuation of harmful behaviour.
- To respond to bullying incidents in a reasonable, proportionate and consistent way. . To safeguard the child or young person who has experienced bullying and to trigger sources of support for him/her.
- To use supportive strategies for the child or young person responsible for the bullying. . Any use of sanctions must be appropriate to the age, understanding and individual needs of the child or young person.

Reactive Strategies

Sanctions should be applied alongside supportive strategies which:

- Enable the perpetrator to become aware of what he/she has done
- Enable him/her learning different responses and decrease the likelihood of this pattern of behaviour to be repeated and
- To highlight the supportive ethos and philosophy for both the perpetrator and victim (or alleged victim) that bullying is unacceptable

Reporting and Recording Incidents of Bullying

Schools are advised to encourage children and young people to report bullying in confidence using appropriate methods. There should also be clear and simple reporting arrangements for all school staff and volunteers as set out below:

- A member of staff or a volunteer concerned about actual or suspected bullying should, in the first instance, raise the matter with their line manager. If deemed appropriate, by

taking account of the severity of the bullying, informal strategies for dealing with the bully should be implemented and the situation closely monitored.

- If the concerns about a given bullying situation are more serious, or strategies used to deal with a bullying incident have proven unsuccessful, the matter should be referred to the school Head Teacher and the Designated Safeguarding Lead (DSL) in order to discuss and agree appropriate action(s).
- Any instances of actual or suspected bullying by a member of staff must be immediately reported to the Head Teacher.
- All suspected or actual bullying instances should be recorded on Behaviour Watch.
- Bullying is best reported in person but it can be reported in any way including:
 - _ Reporting to a teacher or teaching assistant (trusted adult)
- To Childline on 0800 1111

All instances of bullying have to be logged onto Behaviour Watch

Records of bullying will enable the school/service to: . manage individual cases effectively . monitor and evaluate the effectiveness of strategies . celebrate the anti-bullying work of the school/service . demonstrate defensible decision making in the event of complaints being made . engage and inform multi-agency teams as necessary

Procedures

1. Students, parents/carers, volunteers or placement students report bullying incidents or incidents of perceived bullying.
2. All incidents of bullying are recorded on Behaviour Watch.
3. In serious cases parents/carers will be informed and will be asked to come in to a meeting to discuss the problem.
4. If necessary and appropriate, police will be consulted, for cyber bullying this might be through CEOP.
5. The bullying behaviour or threats of bullying will be investigated and the bullying stopped quickly.
6. An attempt will be made to help the bully (bullies) change their behaviour through a range of supportive and mentoring processes.

Outcomes

- The bully (bullies) may be asked to apologise.
- There may be a period of lost free time where the student may be asked to consider their behaviour and thereby increase their awareness of the effects of bullying. . In more serious cases, short term exclusion or even permanent exclusion will be considered (see Admissions and Exclusions Policy).
- After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

Supporting the Victim and the Perpetrator of Bullying

It is essential that all individuals who have experienced bullying are provided with timely and appropriate support. This may include one or more of the following:

- Active listening
- Advice
- Restorative Justice
- Introducing a staff member to provide appropriate support as a key worker.

Furthermore, should support be provided, it is important to take into consideration the impact within the family/carers of the child and relevant and appropriate support be available.

Safeguarding Procedures

Where a bullying incident leads to a concern regarding safeguarding, the School Safeguarding policy and procedures will be followed. This may include it being recorded on our Safeguarding software, My Concern.

Other advice for Parents/carers:

Keep a diary of WHEN, WHERE, WHO and WHAT was involved in the bullying. If there is physical harm to your child take a picture, as when you speak to your child's school you will need to recall this information.

Work with Us:

Remember to give the school a chance to act on your concerns. Try to avoid heading straight to the school — it is always advisable to get an appointment to ensure effective and timely communication. Ring up and ask to speak to someone and stress your concern. Try not to take your child out of school or keep them off. This can often make it harder to get them back to school and doesn't give the school the chance to sort out the problem.

Other parents/carers:

While you may be tempted to speak to the parents/carers of the bully, this isn't always the most helpful plan of action. Let the school deal with the situation.

Responsibility, Reporting and Reviewing Process

Responsibility for the Policy: Mrs Tracy Felstead, Head Teacher.

Written and Reviewed by: Mrs Nicola Barratt, Head of School.

Appendix 1: The law, other guidance sources of support

Fairmead School will take all measures to prevent all forms of bullying. The following legislation will also be taken into account.

The Education and Inspections Act 2006

Section 89 of the Education and Inspections Act 2006 provides that maintained schools must have measures to encourage good behaviour and prevent all forms of bullying amongst students. These measures should be part of the school's behaviour policy, which must be communicated to all students, school staff and parents/carers.

The Equality Act 2010

The Equality Act 2010 replaces previous anti-discrimination laws with a single Act. A key provision is a new public sector Equality Duty, which came into force on 5 April 2011. It replaces the three previous public sector equality duties for race, disability and gender, and covers age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The Duty has three aims. It requires public bodies to have due regard to the need to:

- eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act.
- advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- foster good relations between people who share a protected characteristic and people who do not share it.

Safeguarding children and young people

Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, the staff should report their concerns to their local authority children's social care (Safeguarding Policy, Child Protection Policy). Even where safeguarding is not considered to be an issue, the School may need to draw on a range of external services to support the student who is experiencing bullying, or to tackle any underlying issue which has contributed to a child engaging in bullying.

Criminal Law

Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour- or communications- could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986.

If the Senior Leadership Team at Fairmead feels that an offence may have been committed they will seek assistance from the police. For example, under the Malicious Communications Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender.

DFE Guidance

- Keeping Children Safe in Education, September 2020 (update Jan 2021)
- Cyberbullying: advice for head teachers and school staff
- Advice for parents/carers on cyberbullying

- DfE Behaviour and Discipline in Schools Guidance
- Supporting children and young people who are bullied: advice for schools . Counselling in schools a blueprint for the future: advice for school leaders and counsellors
- Make Them Go Away (A video resource about bullying involving young children with disabilities)
- Let's Fight it Together (A video resource about cyber-bullying)
- Appearance
- Family arrangements
- Any protected characteristic within the Equality Act 2010

These types of bullying are singling someone out because of their identity. When doing so, a bully may use any of the forms described above but in this list we are looking at intention, prejudice and discrimination.

Legislative links

- Schools' duty to promote good behaviour: Education and Inspections Act 2006 Section 89 and Education (Independent School Standards) (England) Regulations 2010
- Power to tackle poor behaviour outside school
- The Equality Act 2010

Specialist organisations

- The Anti-Bullying Alliance (ABA): Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance (ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues.
- Beatbullying: A bullying prevention charity with an emphasis on working directly with children and young people. In addition to lesson plans and resources for parents/carers, Beatbullying have developed the Cyber-mentors peer support programme for young people affected by bullying.
- Kidscape: Charity established to prevent bullying and promote child protection providing advice for young people, professionals and parents/carers about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.
- Restorative Justice Council: Includes best practice guidance for practitioners 2011.
- Action Work: <http://www.actionwork.com> — A creative resource centre for workshops, performance shows, resources and support.
- The ABA has also put together a fact sheet outlining the range of support that is available to schools and young people from the anti-bullying sector which can be accessed here <http://www.anti-bullyingalliance.org.uk/advice/support-from-the-sector/>
- The Diana Award: Anti-Bullying Ambassadors programme to empower young people to take responsibility for changing the attitudes and behaviour of their peers towards bullying. It will achieve this by identifying, training and supporting school anti-bullying ambassadors.
- The BIG Award: The Bullying Intervention Group (BIG) offer a national scheme and award for schools to tackle bullying effectively.

- Restorative Justice Council: Includes best practice guidance for practitioners

Cyber-bullying

- ChildNet International: Specialist resources for young people to raise awareness of online safety and how to protect themselves
- Think U Know: resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents/carers and teachers.
- Digizen: provides online safety information for educators, parents/carers and young people.
- Advice on Child Internet Safety I.O: The UK Council for Child Internet Safety (UKCCIS) has produced universal guidelines for providers on keeping children safe online.

LGBTQ+ [lesbian, gay, bisexual, transgender and queer (questioning) and others]

- EACH: (Educational Action Challenging Homophobia) :
provides a national freephone A training agency for employers and organisations seeking to tackle discrimination on the grounds of gender and sexual orientation.
- Schools Out: Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education.
- Stonewall: An LGBT+ equality organisation with considerable expertise in LGBT+ bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers.
- Actionline for targets of homophobic or transphobic bullying and training to schools on sexual orientation, gender identity matters and cyberhomophobia.

SEND

- Mencap: Represents people with learning disabilities, with specific advice and information for people who work with children and young people.
- Changing Faces: Provide online resources and training to schools on bullying because of physical difference.
- Cyberbullying and children and young people with SEN and disabilities: Advice provided by the Anti-Bullying Alliance on developing effective anti-bullying practice.
- Anti-bullying Alliance SEND programme of resources: Advice provided by the Anti-bullying Alliance for school staff and parents/carers on issues related to SEND and bullying.

Racism

- Show Racism the Red Card: Provide resources and workshops for schools to educate young people, often using the high profile of football, about racism.
- Kick it Out: Uses the appeal of football to educate young people about racism and provide education packs for schools.

- Anne Frank Trust: Runs a schools project to teach young people about Anne Frank and the Holocaust, the consequences of unchecked prejudice and discrimination, and cultural diversity.

Appendix 2: Card for all staff members to support bullying, prejudicial and gender-biased language.

Immediate responses to homophobic, bi-phobic, transphobic and gender biased language
Consider the student's anxiety levels and frame of mind. Is it the right time to discuss?
Ask a question to ascertain understanding. E.g: 1. What do YOU mean by that? 2. Can your trainers really be gay?
Challenge the comment. E.g.' 1. Do YOU realise that language is homophobic/bi-phobic/transphobic/sexist? 2. Do you understand why?
Compare the language to other types of prejudicial language. E.g: Would YOU use words that were hurtful about someone 's race/religion/disability?
Talk about the personal impact and making it real. E.g. "When you use that word it can make a person who is gay or has gay family/friends feel bad about themselves."
Talk about our school policy and ethos. E.g: "At Fairmead School hurtful language or behaviour is not accepted. Our school is a place where everyone is equal and should be treated with respect. Respect and acceptance are two of our school values."