



## **FAIRCHILDES ACADEMY COMMUNITY TRUST**

### **ANTI-BULLYING POLICY**

#### **Introduction**

Bullying in school can take several forms. It can be direct (either physical, or verbal), or indirect (for example, being ignored, or not spoken to), or cyber bullying using phones or the internet. There are three key characteristics of bullying:

1. Bullying is ongoing. It is not the same as a one off conflict between two individuals, or a random unprovoked aggressive act.
2. Bullying is deliberate and often premeditated.
3. Bullying is unequal – it involves a power imbalance (this can result from size, number, higher status, or as a result of having access to limited resources).

#### **Aims and Objectives**

In any form, bullying is wrong and damages children. We therefore do all we can to prevent it by developing an ethos in our schools in which bullying is regarded as unacceptable.

We aim to produce a safe and secure environment in our schools where all children can learn and play without anxiety and measures are in place to reduce the likelihood of bullying. We also aim for our children to feel safe through knowing that any problems they encounter will be dealt with swiftly, effectively and with sensitivity by school staff.

This policy aims to produce a consistent school response to any bullying incidents that may occur and makes clear each person's responsibilities with regard to the eradication of bullying in our schools.

#### **The role of governors**

The Academy Committee supports Headteachers in all attempts to eliminate bullying from our schools. The Academy Committee will not condone any bullying at all and any incidents that do occur will be taken very seriously and dealt with appropriately.

The governors require Heads to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.

A parent who is dissatisfied with the way the school has dealt with a bullying incident should first of all speak with the Head and, if still dissatisfied, follow the procedures in the Trust Complaints policy, which will involve governors.

#### **The role of the Headteacher**

It is the responsibility of the Head to implement their school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to identify and deal with incidents of bullying.

The Head reports to the Academy Committee about the effectiveness of the anti-bullying policy on request. The Head and the Senior Leadership team, ensure that all children know that bullying is wrong and that it is unacceptable behaviour in school. The Head draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the Head may decide to use an assembly as the forum in which to discuss with other children why this behaviour was wrong and why a pupil is being punished.

The Head ensures that all staff, including lunchtime staff, receive sufficient training to be equipped to identify and deal with all incidents of bullying.

### **The role of the teacher and support staff**

All staff in our schools take all forms of bullying seriously and seek to prevent it from taking place. Teachers initially deal with incidents that happen in their class. They will refer these to the Head where necessary. Teachers and support staff do all they can to support the child who is being bullied. The Head will inform the child's parents. Any pupil in distress concerning bullying can be immediately referred to a Mentor for support.

After a discussion with the Head and appropriate punishment, the child who has bullied will also be referred to the Mentoring Team. Time is spent talking to the child who has bullied, explaining why his/her action was wrong and that child is encouraged to change his/her behaviour in the future.

Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They use circle time, stories, PSHE sessions etc within the formal curriculum to help pupils understand the feelings of bullied children and to practise the restraint required to avoid lapsing into bullying behaviour.

### **The role of parents**

The Head will inform and meet with parents of children who have been responsible for bullying. In more extreme cases, for example where these initial discussions have proven ineffective and there have been repeated incidents of bullying, further action will be taken and the Head may contact external support agencies. (See School behaviour policies)

Parents who are concerned that their child might be bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. If they are not satisfied with the response, they should contact the Head or appropriate SLT member and if they remain dissatisfied, they should follow the Trust's complaints procedure.

### **The role of pupils**

Pupils are encouraged to tell anybody they trust that they are being bullied and if the bullying continues, they must keep on letting people know.

Pupils are invited to share their views about a range of school issues, including bullying, in the pupil questionnaire and within PSHE lessons.

### **Monitoring and review**

The policy is monitored by the Headteachers, who report to the Academy Committee on request about the effectiveness of the policy.

This anti-bullying policy is the governors' responsibility and they review its effectiveness annually.

This policy will be reviewed in two years, or earlier if necessary.