



POLICY ON BULLYING

1 Introduction

- 1.1 It is a government requirement that all schools have an anti-bullying policy. This policy reflects the guidance and the principles enshrined in 'Every Child Matters' and complies with the Human Rights Act 1998 and Equality Act 2010 as well as the National Assembly guidance Rights, respect, equality: guidance for schools, 2019. It also reflects further material including: Inclusion and pupil support (2016); Keeping learners safe (2022); Framework on embedding a whole-school approach to emotional and mental wellbeing (Welsh Assembly Government, 2021)
- 1.2 DCSF guidance defines bullying as actions that are meant to be hurtful, and which happen on a regular basis. Bullying can be direct (either physical or verbal) or indirect (e.g. being ignored or not spoken to).

2 Aims and objectives

- 2.1 Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.
- 2.2 We aim, as a school, to produce a safe and secure environment where all can learn without anxiety, and measures are in place to reduce the likelihood of bullying.
- 2.3 This policy aims to produce a consistent school response to any bullying incidents that may occur.
- 2.4 We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

3 The role of the Principal

- 3.1 It is the responsibility of the Principal to implement the 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 Principal reports to the governing body about the effectiveness of the anti-bullying policy on request.
- 3.2 The Principal ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The Principal draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the Principal 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.
- 3.3 The Principal ensures that all staff, including playground supervision staff, receive sufficient training to be equipped to identify and deal with all incidents of bullying.
- 3.4 The Principal sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

4 The role of the teacher and support staff

- 4.1 All teachers and support staff in our school take all forms of bullying seriously, and seek to prevent it from taking place.

- 4.2 Teachers keep records of all incidents that happen in their class or playground. If teachers witness an act of bullying, they will either investigate it themselves or refer it to the Principal. Teachers and support staff do all they can to support the child who is being bullied. If a child is being bullied over a period of time, then, after consultation with the Principal, the teacher informs the child's parents.
- 4.3 When any bullying has taken place between children, the teacher will deal with the issue immediately. This may involve counselling and support for the victim, and punishment for the offender. Time is spent talking to the child who has done the bullying, explaining to them why their action was wrong and how they should change their behaviour in future. The Principal is informed of any bullying incidents. If any child is repeatedly involved in bullying, the child's parents will be called in to discuss the situation.
- 4.4 All members of staff routinely attend training, which equips them to identify bullying and to follow school policy and procedures with regard to behaviour management.
- 4.5 Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They use drama, role-play, stories 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. Staff praise, reward and celebrate the success of all children, and thus help create a positive atmosphere.

5 The role of parents

- 5.1 Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's Form Teacher immediately. If they are not satisfied with the response, they should contact the Principal. If they remain dissatisfied, they should follow the school's complaints procedure, as detailed in the school Policies available on the School Website.
- 5.2 Parents and guardians have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.

6 The role of pupils

- 6.1 Pupils are encouraged to tell any member of staff if they are being bullied, and if the bullying continues, they must keep on letting staff know.
- 6.2 The Principal has an open-door policy encouraging pupils to discuss any School issues directly with the Principal, including any incidents of bullying.
- 6.3 Pupils should be aware of and abide by the School Code of Conduct, which details behaviour expected of Fairholme Pupils, in and out of the classroom.

7 Monitoring and review

- 7.1 This policy is monitored on a day-to-day basis by the Principal.

Signed: 

Date: 21/07/2025