



Anti-Bullying Policy

Monkspath Junior and Infant School

'Bullying can be defined as the deliberate infliction of hurt on others, by those who hold power. Carried out repeatedly over a long period, bullying can make a child's life a sequence of harassment, degradation, anxiety, loss of confidence and diminished self-esteem'.

Statement of Intent

Monkspath School is committed to providing a caring, friendly and safe environment for all our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. Anyone who suspects or knows that bullying is happening is expected to tell the staff.

As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.

What is Bullying?

Bullying is any behaviour that is deliberately intended to hurt, threaten or frighten another person or group of people. It is usually unprovoked, persistent and can continue for a long period of time. It always results in an abuse of power. Bullying can be hard to identify because it is often covert, subtle and rarely witnessed by others. Bullying is quite distinct from unconnected incidents of inappropriate behaviour, albeit aggressive, or 'falling out' between pupils, albeit repeated.

Bullying can be:

Emotional	being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures), public humiliation Constantly over-ruling, ignoring marginalising excluding, undervaluing effort, work Unfair sanctions Deliberately impeding work performance
Physical	pushing, kicking, hitting, punching or any use of violence
Racist	racial taunts, graffiti, gestures
Sexual	unwanted physical contact or sexually abusive comments
Homophobic	because of or focussing on the issue of sexuality
Verbal	name calling, sarcasm, spreading rumours, teasing, shouting, persistent unwarranted criticism
Cyber	all areas of internet, such as email & internet chat room misuse
Mobile	threats from text messaging & calls
Misuse of associated technology	i.e. camera & video facilities

All pupils, parents and adults in the school should know that bullying is a behaviour which uses verbal or physical behaviour with the intention to cause emotional or physical harm to another person.

Any member of the school community can be a victim of bullying. Bullying can be direct – physical or verbal. It can be relational – e.g. leaving a child out, ostracising from friendship groups, using others as a means of attack or intimidation. Bullying can occur through the use of technologies such as by phone verbally, email, texting or by posting hurtful comments or pictures on websites. Bullying can happen on the basis of a perceived difference relating to race, religion and culture, SEN or disabilities, appearance or health conditions, home circumstances, gender or sexual orientation. Bullying can sometimes be unwitting, but the effect on the victim is still the same.

Differences between bullying behaviour and poor behaviour and aggression that is not deemed bullying:

- The key difference as mentioned above is the regularity and pattern.
- Very serious behaviour which will be dealt with under the Behaviour Policy may not be bullying for this very reason.
- It is important that parents, staff and pupils understand the differences so that incidents can be dealt with appropriately.

Warning Signs of Bullying

There are many possible warning signs of bullying, both for individual pupils and a whole school. These signs and behaviour could indicate other problems, but bullying should be considered a possibility and should be investigated.

Individual signs and symptoms may include:

Damaged clothes or possessions	Nervous tics
Mood swings	Tempers
Physical marks	Flinching
Avoidance of places, activities etc.	Poor attendance
Psychosomatic illnesses	Bedwetting
Loss of belongings	Underachievement
School refusal	Nail biting
Isolation	Deterioration of school work/ lack of motivation to complete
Fear of using the internet	Bullying towards siblings
Taking money without permission	Loss of appetite
Headaches/ stomach aches	Difficulty in concentration
Signs of depression	Sudden changes in behaviour

Preventing Bullying

We use a range of resources and methods for helping children to prevent bullying. Bullying behaviour can be prevented by exploring the issue through our School Aims, curriculum work, Restorative Thinking, School Council, Circle Time, Listeners, resources and attitudes in a combination of overtly planned or incidental opportunity. It is essential to challenge attitudes about bullying behaviour and to help to develop an anti-bullying ethos in our school.

Issues to address will include:

- Awareness raising about what bullying is and how it effects people. – Annual whole school Anti Bullying Week, regular anti-bullying teaching, displays around school
- Emphasising the important role that bystanders play in tackling bullying and telling. Teaching pupils how to safely challenge bullying behaviour.
- Teaching pupils how to manage their relationships constructively and assertively.
- Explore what causes people to bully.
- What the effects of bullying behaviour are on the bully, the bullied, bystanders and the whole school ethos.
- Writing school and class rules
- PHSE lessons
- Worry boxes utilised around the school
- Annual whole school E-safety week and regular teaching including a focus on cyberbullying
- Peer support – Playground leaders, buddies, peer mentors
- Information evenings and presentations for parents (eg E-Safety)

Teaching Children to Challenge Bullying Behaviour

By teaching young children to use assertiveness appropriately they can be equipped to address bullying. Role-play may be used sensitively to explore issues. Peers should be encouraged to make a stand and to be active in addressing the bullying by:

- Not allowing someone to be left out of a group
- Not laughing or smiling when someone is being bullied
- Telling another adult about what is happening
- Encouraging a bullied child to take part in activities
- Telling the bully to stop/show disapproval for what they are doing
- Raising the issue in Circle Time and through PSHE lessons, particularly those dedicated to teaching about anti-bullying.
- Assembly themes linked to whole school values and SEAL themes will contribute to raising awareness.
- Throughout all lessons teachers plan in 'BLP' (Building Learning Power) objectives to develop the personal skills of resilience, resourcefulness, reflectiveness and reciprocity. This includes skills such as collaboration, questioning, empathy and listening, noticing, perseverance and reasoning.

By teaching children to be:

- Self aware- to have the appropriate vocabulary to express feelings etc.
- Empathetic- share an understanding of others feelings and viewpoints
- Communicators- talking and listening about feelings and intentions
- Personally responsible-recognising the consequences of your actions and moods
- Assertive-being able to express your concerns and feelings without anger but with respect for others
- Competent at conflict resolution, able to use a win / win approach to disagreements;

children will be better equipped to deal with the ups and downs and more difficult aspects of their relationships.

What to do about Bullying

- Act upon the complaint by acting quickly and effectively (including where bullying occurring outside school is reported to staff)
- Investigate the incident thoroughly
- Listen carefully to all accounts from the 'perpetrator', 'the victim' and any witnesses,
- Record the incident in detail on 'My Concern' factually including who was involved, what happened and how it was followed up
- Take appropriate action:
 - Inform the perpetrator's parents
 - Impose sanctions in line with the Behaviour policy
 - Provide support for the victim
 - Inform other staff, share the information with those who need to know
 - Develop anti-bullying behaviours in the perpetrator (see above)
 - Monitor parties involved to ensure that repeated bullying does not take place
- Ensure that all parties are clear that bullying is wholly unacceptable and that it will not be tolerated
- If possible, all parties will be reconciled, using Restorative Thinking strategies where appropriate.
- The Head Teacher and Deputy Head Teacher to monitor the frequency and types of incidents of bullying on a termly basis. This will be further informed through the monitoring of racist incidents and monitoring of first aid records.

The role of the Headteacher

It is the responsibility of the Headteacher 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 Headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The Headteacher ensures that all staff, including lunchtime staff, receives sufficient training to be equipped to identify and deal with all incidents of bullying.

The Headteacher 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.

The role of the teacher and support staff

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

If teachers witness an act of bullying, they will either investigate it themselves or refer it to an appropriate leader. Teachers and support staff do all they can to support the child who is being bullied.

When bullying takes place between members of a class, the teacher will deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and punishment for the child who has carried out the bullying. The Deputy Head Teacher must be made aware and the monitoring form must be completed at the earliest opportunity.

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 future. 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.

The role of parents

Parents have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school. 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 class teacher immediately. If they are not satisfied with the response, it is essential that they should contact a Senior Leader. If they remain dissatisfied, they should follow the procedures detailed in the school's complaints policy.

The role of pupils

Pupils are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must keep on letting people know. Pupils are expected to follow the school behaviour policy and model the agreed whole school values.

The role of the Governing Body

The Governing Body recognises that Britain is a modern inclusive society and that Monkspath School should be welcoming to people of all backgrounds. The Governing Body will therefore ensure that all policies of the School reflect this and work with staff, parents and pupils to make everyone feel welcome.

This policy should be read in conjunction with the behaviour policy, equal opportunities policy, race equality policy and the Dignity in the Workplace statement.

Date of this review: January 2017

Date for review: January 2019