



ANTI-BULLYING POLICY

Review Date: January 2020

Statement of Intent

At Monkshouse School we aim to provide a safe, caring and friendly environment for all our children and young people to allow them opportunities to learn effectively, improve life chances and help them maximise their potential.

We will strive to ensure the children feel safe, including understanding the issues relating to safety, such as bullying and that they feel confident to seek support should they feel unsafe.

Aims:

- To ensure that all pupils know that bullying behaviour is not acceptable
- To ensure preventative measures are in place
- To ensure all staff have read, and are following, this policy
- To ensure that the children and their parents know what they should do if bullying occurs
- To take all forms of bullying equally seriously

Objectives

Preventing bullying

The most effective way of preventing bullying is to create effective environments in which:

- The contribution of all the children is valued
- All children feel secure
- Stereotypical views are always challenged and children learn to appreciate and view positively differences in others whether arising from race, culture, gender, sexuality, ability or disability
- All forms of bullying and harassment are challenged
- Children take responsibility for their actions and behaviours, both in school and the wider community
- Children are supported to develop their social and emotional skills
- The curriculum offers many opportunities to discuss the effects of bullying and what bullying looks like
- Pupils work together to resolve issues (peer mediators/mini police)
- Rewards the upholding of the school values
- Staff reinforce expectations of good behaviour and follow the equality policy
- The whole school community acts together

Children are also involved in the prevention of bullying they may:

- write stories or poems or drawing pictures about bullying
- read stories about bullying or have them read to a class or assembly
- make up role-plays about what to do through scenarios of bullying
- have discussions about bullying and why it matters that children who use unacceptable behaviour towards others are dealt with quickly.

The school also participates in anti-bullying week to raise awareness of, and discuss strategies to deal with, bullying.

We send questionnaires to parents and interview children about their perceptions of bullying and how it is tackled at the school.

What is Bullying?

The Lincolnshire Children's Services Anti-Bullying Strategy defines bullying as:

Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group, either physically or emotionally.

Bullying can take place between individuals or groups; face to face, indirectly or using a range of cyber bullying methods. The recognised categories are:

- **DIRECT PHYSICAL BULLYING:**
Hitting, kicking, pushing, taking or hiding/damaging belongings including money
- **DIRECT VERBAL BULLYING**
Name calling, teasing, insulting, using verbal threats
- **INDIRECT BULLYING**
Looks, social exclusion, spreading rumours, gossiping, graffiti
- **CYBER-BULLYING (see separate policy)**
Has become more prevalent due to the increased use of Internet, mobile phones and social media sites. It can be an extension of the abovementioned bullying, with technology providing the bully with another route to harass their target. However, it is different from other kinds of bullying: the invasion of home and personal space; the difficulty in controlling electronically circulated messages; the size of the audience; and the perceived anonymity.

Cyber bullying can be defined as:

The use of Information and Communication Technology, particularly mobile phones and the Internet, deliberately to upset someone.

BULLYING IS NOT:

Bullying is not an isolated incident in the playground or classroom where children either bump into each other or have a minor disagreement.

Although we do not condone this type of behaviour and would try to intervene, it does not, in our opinion, constitute bullying.

Remember –

- i. Children often blame others when they themselves are at fault.**
- ii. Children do not always give a full account of an incident. It is important to get everybody's version of events.**

Why are children bullied?

Children are bullied for a variety of reasons. Specific types of bullying include bullying related to:

- Race, religion or culture.
- Special Educational Needs or disabilities
- Appearance or health conditions
- Sexual orientation
- Home circumstances
- Cyber bullying

Signs and Symptoms for Parents and Staff

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night, has nightmares or starts bed wetting
- feels ill in the morning
- begins to make less effort with school work than previously
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"- asks for money or starts stealing money
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home hungry (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous and jumpy when a cyber-message is received
- avoids eye contact
- becomes unusually short tempered
- changes attitude towards people at home

All staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with this policy. These signs and behaviours could indicate other social, emotional and/or mental health problems, but bullying should be considered a possibility and should be investigated.

Recording of incidents:

When an incident of bullying has taken place, staff must record and report each incident. In the case of racist bullying, this must be reported to the Headteacher.

General incidences of bullying should be recorded in the Class Behaviour Logs, this would include incidents where staff have had to become involved and speak with children, and/or where parents have raised concerns regarding bullying. The child displaying unacceptable behaviour, may be asked to genuinely apologise (as appropriate to the child's age and level of understanding). Other consequences may follow e.g. a parent being informed about their child's behaviour and a request that the parents support the school with any sanctions that it takes. Wherever possible, the pupils will be reconciled. Recording of these issues enables the school to see if any patterns are established, keeps an accurate record of events and can be made reference to if the Headteacher becomes involved.

In some cases, outside agencies may be requested to support the school or family in dealing with a child continually demonstrating unacceptable behaviour towards others. In serious cases (this is defined as children displaying an on-going lack of response to sanctions, that is, no change in behaviour of the perpetrator and an unwillingness to alter their behaviour choices), support from behaviour outreach, counselling, reduced timetables, or even fixed or permanent exclusion will be considered. During and after the incident(s) have been investigated and dealt with, each case will be recorded in the Behaviour Log and monitored to ensure repeated bullying does not take place.

The Safeguarding Governors will be informed of any serious incidents recorded in the log along with sanctions and reconciliation.

Failure to respond to allegations of bullying may be interpreted as condoning the behaviour. As with bullying, any form of racial or sexual harassment is totally unacceptable at Monkshouse Primary School and will be treated very seriously and dealt with firmly. If staff are made aware of any racial or sexual harassment then they follow the same course of action as for bullying.

Evaluation

The Anti-Bullying Policy and its delivery will be regularly monitored and evaluated by the Headteacher, staff and School Council through the following methods:

- Talking with children i.e. circle time;
- Playground observations and Class Behaviour Logs;
- School Council discussions;
- Assemblies.

Signed _____ Headteacher on behalf of the Governing Body.

Date _____

Anti-bullying information sheet for pupils

Is it bullying?

It is bullying if you feel hurt because individuals or groups are **regularly**:

- Calling you names
- Threatening you
- Pressuring you to give someone money or possessions
- Hitting you
- Damaging your possessions
- Spreading rumours about you or your family
- Using text, e-mail or web space to write or say hurtful things (cyberbullying)

It is bullying if you feel hurt because of things said about your ethnic background, religious faith, gender, sexuality, disability, special educational need, appearance or issues in your family.

At Monkshouse we do not tolerate bullying. This is what we do:

- Make sure that the person being bullied is safe
- Work to stop the bullying happening again
- Provide support to the person being bullied.

What should you do?

Talk to someone you trust and get them to help you take the right steps to stop the bullying.

If you feel you are being bullied:

- Try to stay calm
- Be firm and clear – tell them to stop
- Get away from the situation as quickly as possible
- Tell an adult what happened immediately – if you do not feel comfortable telling an adult, tell a friend.

If you have been bullied:

- Tell a teacher or another adult in school
- Tell your family
- If you are scared to tell an adult on your own ask a friend to go with you
- Keep on speaking until someone listens and does something to stop the bullying
- Don't blame yourself for what has happened

Be very clear about what has happened to you, how often it has happened, who was involved, who saw it, where it happened, what you have done about it already.

If you find it very difficult to talk to anyone at home or school ring **Childline on 0800 1111**. This is a confidential helpline and is free of charge.

Anti-bullying information sheet for parents

Is it bullying?

It is bullying if individuals or groups are regularly:

- Calling your child names
- Threatening him/her
- Pressuring your child to give someone money or possessions
- Hitting your child
- Damaging your child's possessions
- Spreading rumours about your child or your family
- Using text, e-mail or web space to write or say hurtful things (cyberbullying)

It is also bullying if your child feels hurt because of things said about their ethnic background, religious faith, gender, sexuality, disability, special educational need, appearance or issues in your family.

What you should do if you think your child is being bullied:

- Talk to school staff about the bullying. At Monkshouse your first contact point to report concerns about bullying is their class teacher. They should be contacted on 01775 722006 or you can speak to them to make an appointment when you drop off/pick up your child.
- Be as specific as possible about what your child says has happened; give names, dates and places of any pupils involved.
- Discuss the action the school intends to take – remember the teacher may have no idea that it is happening
- Ask if there is anything you can do to help your child
- Stay in touch with the school. Let them know if things improve or if the problems continue.

What will Monkshouse School do?

At Monkshouse we do not tolerate bullying. This is what we do about bullying:

- Investigate what has been happening
- Work to make sure that the person being bullied is safe
- Work to stop the bullying happening again
- Provide support to the person being bullied
- Acts to ensure that the person doing the bullying learns not to harm others

If you feel that your concerns are not being addressed appropriately by the school you should consider the following steps:

- Check the school's anti-bullying policy
- Make an appointment to see the Headteacher
- If this does not help write a letter to the Chair of Governors – Mr S Lilley c/o the school. Explain your concerns and what you would like to see happening.

If you need further support and information you could ring **Parentline Plus 0800 800 2222**.

Learning Objectives relating to Anti-Bullying

Foundation Stage

- I know I belong in my classroom
- I like the ways we are all different and can tell you something special about me
- I can tell you some ways in which children can be unkind and bully others
- I can tell you how it feels when someone bullies you
- I can be kind to children who have been bullied
- I know who I could talk to in school if I was feeling unhappy or being bullied
- I know what to do if I am bullied

Years 1 and 2

- I can tell you what bullying is
- I can tell you some ways in which I am the same and different from my friends
- I am proud of the ways in which I am different
- I can tell you how someone who is bullied feels
- I can be kind to children who have been bullied
- I know that when you feel sad, it affects the way you behave and how you think
- I know some people who I could talk to in and out of school if I was feeling unhappy or being bullied
- I know what to do if I am bullied

Years 3 and 4

- I know what it means to be a witness to bullying
- I know that witnesses can make the situation better or worse by what they do
- I know how it might feel to be a witness to, and a target of, bullying
- I can tell you why witnesses sometimes join in with bullying or don't tell
- I can tell you some ways of helping make someone who is being bullied feel better
- I know that sometimes bullying is hard to spot, and I know what to do if I think it is going on, but I am not totally sure
- I can problem-solve a bullying situation with others

Years 5 and 6

- I understand how rumour-spreading and name-calling can be bullying behaviours
- I can explain the difference between direct and indirect types of bullying
- I can explain some of the ways in which one person (or group of people) can have power over another
- I know some of the reasons why people use bullying behaviours to make other choices
- I can tell you a range of strategies, which I have for managing my feelings in bullying situations, and for problem solving when I am part of one.
- I can be kind to children who have been bullied
- I know who I could talk to in school if I was feeling unhappy or being bullied
- I know what to do if I am bullied

Satisfaction Survey for Parents

Following the issue that you raised regarding bullying. Please would you fill in the form to indicate how well you felt that the problem was dealt with. The information you give will be treated confidentially and used to inform our review of policy and practice.

How easy was it for your child/you to report the bullying (Circle one)

1 2 3 4 5

(1: not easy) (5: very easy)

Please comment on anything you think could be improved

How satisfied were you with the school's actions (Circle one)

1 2 3 4 5

(1: not satisfied) (5: very satisfied)

Please comment on anything you think could be improved

How satisfied have you been with the support your child has received since the bullying incident (Circle one)

1 2 3 4 5

(1: not satisfied) (5: very satisfied)

Please comment on anything you think could be improved

Overall how satisfied are you with the way that the school tackles bullying incidents
(Circle one)

1 2 3 4 5

(1: not satisfied) (5: very satisfied)

Please comment on anything you think could be improved

Thank you for your feedback. We will use this information to think about what we do to tackle bullying and to ensure that pupils and parents are confident that we deal promptly and effectively with issues that arise, confident that we do not tolerate bullying and confident that our systems support children.

Sue Goodsell
Headteacher